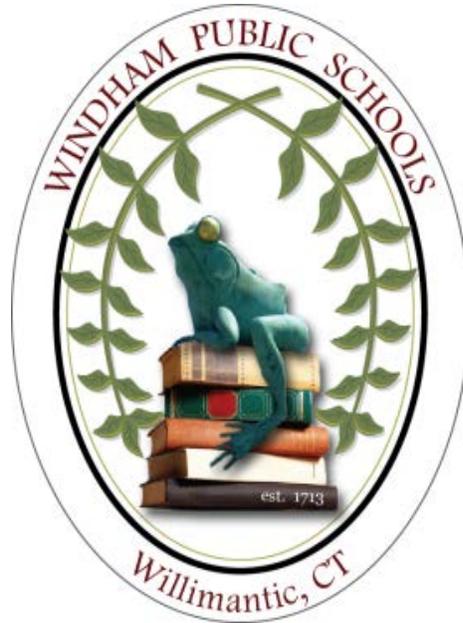


Windham Public Schools

"Every Student, Every Day, In Every Classroom"



Professional Learning And Evaluation Plan 2016 - 2017

2015-2016 WPS Professional Development and Evaluation Committee (PDEC)

*****PDEC was formed with a representation of Administrators and Teachers. The committee included building administrators, central office administrators and teachers (both classroom and specialists), each selected by their respective bargaining units.**

The Windham Administrators Association and Windham Federation of Teachers worked collaboratively and reached mutual agreement on this plan***

Dr. Patricia Garcia	Superintendent, Windham Public Schools
Kathryn Firth	Performance and Evaluation Specialist, Central Office
Jeralynn Beghetto	Director of Human Resources, Central Office
Neil Weathers	Director of Accountability, Performance and Assessment, Central Office
Angela Kiss	Principal, Sweeney School, WAA President
Aliki Caraganis	Supervisor of Early Childhood, Central Office, (WAA)
Timothy Maclure	Assistant Principal, Windham High School, (WAA)
Tara Cramer	Assistant Principal, Windham Middle School, (WAA)
Randall Prose	Social Studies Teacher, Windham High School, WFT President
Rebecca Potter	Grade 3 Teacher, North Windham Elementary School, (WFT)
Pamela Cavanagh	Science Teacher, Windham High School, (WFT)
Kim Begin	Art Teacher, Windham Middle School, (WFT)
Elisabeth Prose	ELL Teacher, Natchaug Elementary School, (WFT)
Marian Giovannini	Grade 1 Teacher, Natchaug Elementary School, (WFT)

Professional Learning and Evaluation Resources

Windham Public Schools Teacher and Administrator Evaluation Resources

http://www.windhamps.org/apps/pages/index.jsp?uREC_ID=443958&type=d&pREC_ID=957524

Ed Reflect (BloomBoard -Platform)

<https://edreflect.com/users/login>

Common Core of Teaching (CCT)

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320862>

Common Core of Leading (CCL)

http://www.sde.ct.gov/sde/lib/sde/pdf/leadership/common_core_leading.pdf

CT State Department of Education Evidence Guides

http://www.connecticutseed.org/?page_id=2567

Common Core Standards

<http://www.corestandards.org>

Webb's Depth of Knowledge Wheel Chart

http://static.pdesas.org/content/documents/M1-Slide_19_DOK_Wheel_Slide.pdf

CT State Department of Education

<http://www.connecticutseed.org>

CT State Department Professional Learning

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2762&Q=335480>

CT Code of Professional Responsibility for Teachers

http://www.sde.ct.gov/sde/lib/sde/pdf/cert/ethics/code_teachers.pdf

CT Code of Professional Responsibility for Administrators

http://www.sde.ct.gov/sde/lib/sde/pdf/cert/ethics/code_administrators.pdf

School Counselors: ASCA Ethical Standards for School Counselors (2010):

<http://www.schoolcounselor.org/files/EthicalStandards2010.pdf>

School Social Workers: NASW Standards for School Social Work Services (2012):

<http://www.naswdc.org/practice/standards/NASWSchoolSocialWorkStandards.pdf>

School Psychologists: NASP Professional Standards (2010):

<http://www.nasponline.org/standards/2010standards.aspx>

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Introduction and Teacher Evaluation

Mission of Windham Public School's Evaluation

Windham Public School's Professional Learning and Evaluation Plan is designed to facilitate professional growth and support through continuous learning and advancement. Effective teachers are among the most important school level factor in increasing student achievement and effective leadership is an essential component of any school and district. We believe that the evaluation system is designed to inspire practitioners towards continued growth and development in effective teaching and leading practices. A professional, collaborative and reflective environment will support quality learning for teachers, administrators and students.

Rationale of the Connecticut Educator Evaluation System & Career Development and Growth

Purpose: To fairly and accurately evaluate a teacher's/leader's performance and to help each strengthen his/her practice to improve student learning. The Professional Learning Plan supports the development of educators at all stages of their careers, as it weaves together professional standards with expectations for student learning, and ongoing evaluation with access to professional learning and support. Educator Growth of Practice results in our students becoming life-long learners and contributing citizens. This is achieved through:

- Discourse and Reflection
- Improving student achievement through effective curriculum, instruction and assessment practices
- High Expectations
- Reciprocal learning
- Ongoing Inquiry
- Incorporating high quality research in the creation of professional learning opportunities
- Data collection from multiple sources and analysis of student work for improved instructional practices
- Focus on adult practices
- Family and Community Engagement that values relationships, building positive partnerships, and improving school effectiveness
- Working to enhance expert knowledge and collective efficacy in the field
- Emphasizing growth over time
- High standards of performance for teachers and leaders
- Support structures for feedback, coaching, assistance, professional collaboration and professional development to support growth
- Aligning with Connecticut's Teaching and Mentoring (TEAM) program, providing differentiated professional learning for all beginning teachers.

Roles for Professional Learning and Evaluation

Definition of Evaluator and Evaluatee

Evaluator: Superintendent, Assistant Superintendent, Principal, Assistant Principal, Central Office Administrator---Administrators with a 092 certification (including school and district administrators)

Evaluatee: Certified Educators under the teacher evaluation plan and Certified Administrators under the administrator evaluation plan.

Superintendent or Designee's Role in the Evaluation Process

- Arbitrate disputes.
- Allocate and provide funds, time and/or resources to implement the plan.
- Serve as liaison between WPS's Board of Education and the evaluation process.

Primary Responsibility for Evaluations

Administrators will be responsible for conducting evaluations, including, but not limited to, personnel in the following categories:

Superintendent

- Building Principals

Assistant Superintendent of Teaching Learning & Leadership, Assistant Superintendent of Operations and Director of Human Resources

- Central Office Administrators and/or complimentary for building administrators

Building Administrators (Principals)

- Assistant Principals
- Certified Educators

Assistant Principals

- Certified Educators

Supervisor of Guidance

- Guidance Counselors

Director of Pupil Services

- School Psychologists
- Assistant Director of Pupil Services

Central Office Administrators

- May serve as complimentary evaluators for certified educators but will be determined by superintendent and building principal

Evaluation Rubrics

WPS has adapted four evaluation rubrics, based on the Connecticut State Department of Education rubrics to be used for the following:

Building Administrators' Leadership Evaluation Rubric

- All Principals and Assistant Principals

Central Office Administrators' Evaluation Rubric

- All Central Office Administrators

Teachers' Evaluation Rubric

- Classroom Teachers

Support Specialists' Evaluation Rubric

Student Support Specialists include certified educators who provide a variety of services to students, teachers, and parents. Specialists include:

- Psychologists
- Speech and Language Pathologists
- OT/PT
- Hearing Impaired/Teacher of Deaf & Hard of Hearing
- Vocational Coordinator
- Guidance Counselors
- Social Workers
- Special Education Teachers
- ELL Co-Teachers
- Instructional Consultants
- Dual Language Specialist
- Academic Coaches (Math and ELA)
- Library/Media Specialist

Responsibilities of Evaluators and Evaluatees

The primary purpose of educator and administrator evaluation is to strengthen individual and collective practices to improve student growth. Therefore, evaluators and evaluatees share responsibilities for the following:

- The review and understanding of the Connecticut Common Core of Teaching (CCT) and associated rubrics
- The review and understanding of Connecticut Common Core of Leading (CCL) and the Leadership Practice Rubric/Standards
- The review and understanding of Connecticut Code of Professional Responsibility for Teachers and Administrators
- The review and familiarity with Common Core State Standards and district curriculum and assessments
- Review and understanding of WPS Evaluation Plan

- Adherence to established timelines
- Completion of required components in a timely, organized and appropriate manner
- Reflective Practice and Professional Collaboration
- Sharing of professional practices and resources

Evaluator Roles

- Review of and familiarity with evaluatees' previous evaluations
- Participation in collaborative conferences with evaluatees
- Providing Timely Feedback on formal observations, informal observations, reviews of practice, goal setting conference, midyear conference and summative evaluations
- Assistance with assessment of goals, student learning indicators, learning activities developed and implemented by evaluatees and determining final outcomes
- Analysis and assessment of performance, making recommendations as appropriate
- Clarification of questions, identification of resources, facilitation of peer assistance and other support as needed

Evaluatee Roles

- Reflection on previous feedback from evaluations
- Engagement in inquiry-based professional learning opportunities
- Participation in collaborative conferences with evaluator
- Development, implementation, and self-assessment of goals, student learning indicators, learning activities, and outcomes
- Seek clarification, assistance and/or ask questions when needed in identifying professional resources and/or peer assistance
- Completion of Evaluation materials on time including pre/post observation, participation in evaluation conferences, reflections, uploading artifacts/data/lesson plans, goal setting form, midyear form, and summative reflection in the platform

Definition of Mutual Agreement

Mutual Agreement

- ✚ A joint venture between evaluator and evaluatee to reach an agreement on a rigorous and reasonable proposal
- ✚ The Evaluator and Evaluatee will work collaboratively toward achieving this proposal

Note

- ✓ Every attempt at compromise is expected from both parties
- ✓ It is expected that resolution will occur at the lowest level possible, but if unsuccessful, then the dispute resolution process can be initiated

Professional Learning and Orientation of Teachers and Administrators

At the beginning of each new school year, the district Performance and Evaluation Specialist will provide an orientation on the most current evaluation plan and documents to all evaluatees and evaluators that explains the processes for professional learning planning, protocol for evaluation and observation (including timelines and rubrics), and documents that will be used by all staff.

Teachers and administrators new to WPS (employed during or after the first year of implementation) will be provided with copies of the Professional Learning and Evaluation Plan and will engage in professional learning to ensure that they understand the elements and procedures of the Evaluation Plan, processes and documents.

Evaluator Training and Proficiency

Professional learning on evaluation is conducted annually (at a minimum) to ensure consistency, compliance, and high-quality application of the *rubrics* in observations and evaluation.

Formal observations include pre- and post-conferences that provide opportunities for deep professional conversations that allow evaluators and teachers to set goals, allow administrators to gain insight into the teacher's progress in addressing issues and working toward their goals, and share evidence each has gathered during the year.

All evaluators will be required to participate in professional learning and successfully complete proficiency and group and on-site calibration activities. Evaluators will also attend two additional support sessions during the school year. To ensure consistency and fairness in the evaluation process, all evaluators must meet the proficiency standard prior to conducting teacher observations. All evaluators will be required to participate in the professional learning, calibration and supports sessions described above and may include work on goal setting conferences, midyear conferences and summative conferences.

Process and Timeline of Educator Evaluation

The evaluation plan consists of multiple measures to create an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in four components, grouped in two types of major categories:

Teacher Practice (50%) and Student Outcomes (50%)

Teacher Practice (50%)— An evaluation of the Core Instructional practices and skills that positively effect student learning. This category is comprised of two components.

- * Observations of Teacher Performance and Practice (**40%**)
- * Parent Feedback Goal (**10%**)

Student Outcomes (50%): An Evaluation of the teacher's contributions to student academic progress at the school and classroom level.

- * Student/Learner Growth and Development (**45%**)-As determined by the teacher's
- * SLOs; and associated Indicators.
- * Whole School Measures of Student Learning (**5%**) –Based on evaluators goals

Scores from each of the four components will be combined to produce a Summative Performance Rating designation of Exemplary, Accomplished, Developing or Not Meeting Standard.

The Performance Levels are defined as:

- Exemplary: Substantially exceeding indicators of performance
- Accomplished: Proficient: Meeting indicators of performance
- Developing: Meeting some indicators of performance but not others
- Not Meeting Standard: Not meeting indicators of performance

The annual evaluation process for an educator will include, but not be limited to, the following steps, in order:

1. Districtwide Evaluation Orientation (by September 15):

To begin the annual evaluation process, the district will provide evaluators (administrators) with an evaluation orientation on the administrator plan, and on the teacher plan, as well as teachers with an orientation of the educator plan and will discuss the evaluation process and their roles and responsibilities within it.

2. **Goal-setting Conference: By Last Week of October**

(Conferences will occur in a 4-week districtwide Window and Administrators will Close the Platform by November 1st)

- The goal setting conference is one of the most important conversations that take place between the teacher and evaluator in the Fall.

Teacher Reflection—In advance of the Goal Setting Conference, the educator will examine student data related to current students’/learners performance from different sources (including, but not limited to: standardized tests, portfolios and other samples of student work appropriate to teacher’s content area, etc.), to determine his/her students’ learning needs, and connect those to appropriate school and district goals. The teacher will draft the following goals in advance of the conference:

- a) Two SLOs with multiple indicators (3-5 indicators—standardized and non-standardized) to address student/learner growth and development objectives, which will comprise 45% of a teacher’s summative evaluation;
- b) A Performance and Practice Focus Area, based on student/learner performance data (link to student goals), Example: Close Reading
- c) Parent Feedback Goal (10%)
- d) Whole School Goal (5%)-linked to administrator goal

The evaluator and teacher will meet to discuss the teacher’s proposed goals in order to arrive at mutual agreement about them. The goals for the year must be informed by data and evidence collected by the teacher and evaluator about the teacher’s practice. The evaluator collects evidence about teacher practice to support the review and may request revisions to the proposed goals and indicators if they do not meet approval criteria.

Examples of data and evidence that may be included in the goal-setting conference

Lesson Plans	Class List/Grades
Formative Assessment Data	Standardized and Non-Standardized Data
Summative Assessment Data	School-Level Data
Student Work	Teacher/Support Specialist Rubric
Parent Communication Logs	Report Cards
Data Team Minutes	Curriculum
Survey Data	LAS LINKS

*****TEAM***:**

First and Second Year-year beginning teachers may find it helpful to reflect on their practice focus areas with their mentor teachers, using the TEAM program's Module Resources and Performance Profiles, to determine a baseline for establishing goals. It is expected that Beginning Teachers will complete their first module of the year by January 31st and their second module of the year by May 30th. Progress on TEAM will be noted for 1st and 2nd year teachers by the administrator in the goal setting conference, midyear conference and summative conference.

3. Observations of practice: (Throughout the School Year)

Evaluators will observe teacher practice using a combination of formal and informal observations and non-classroom reviews of practice throughout the school year, with frequency based on the teacher's summative evaluation rating or years in the district (See Observation Frequency Table on Page 23).

Evidence collection and review and analysis of data (throughout school year):

The teacher collects evidence about his/her practice and student learning that is relevant to the agreed upon professional goals. The evaluator also collects evidence about teacher practice for discussion in the Goal Setting, Mid-Year conference and Summative Review.

4.) Mid-Year Formative Conference: During the Month of February

(Conferences will occur in a 4-week districtwide window and Administrators will close the Platform by the first week of March)

The mid-year conference is the formal opportunity for the teacher and evaluator to review and discuss the students'/learners' and teachers' progress to date, as it relates to the teacher's performance focus area, SLOs and parent goal. Both the teacher and the evaluator will bring/discuss evidence about practice and student learning data to review. The teacher and evaluator will discuss the cause and effect relationship of teacher practice to student learning data, i.e. how practice positively impacts student learning. During the conference, both the teacher and evaluator will make explicit connections between the 40% (observations) and the 45% (goals) components of the evaluation. If necessary, teachers and evaluators may mutually agree to revisions to strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment). Only the administrator can approve and click yes in the platform, and type in the revisions to the goals. Actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas will also be discussed. Teachers will upload their reflection into the Platform at least 48 hours in advance of the conference. The teacher will receive mid-year ratings in applicable domains and receive feedback (commendations, recommendations, and next steps) within the Platform within 5 school days of the conference.

5.) End-of-Year Summative Review

(Conferences will occur in a 4-week districtwide window no later than June 10th and the Evaluator will close the Platform by June 15th)

Teacher Self-Assessment – (This reflection is due to the evaluator within the platform within 5 school days prior to the End-of-Year summative conference). The teacher reviews and reflects on all information and data collected during the year related to the students'/learners; and teachers' progress (goals and professional focus) over the course of the year and the teacher completes a self-assessment for review by the evaluator. The self-assessment should address all components of the evaluation plan and include what the teacher learned throughout the year supported by evidence and personal reflection. The self- assessment should also include a

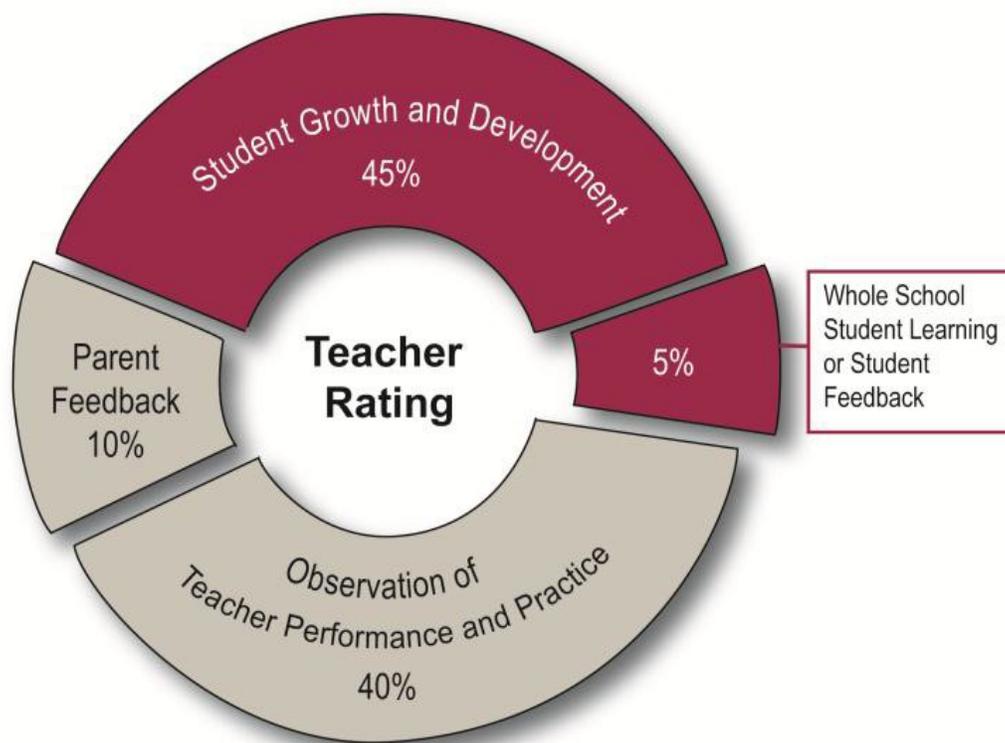
statement that identifies a possible future direction that is related to the year's outcomes.

End-of-year summative conference - The evaluator and the teacher meet to discuss all evidence collected to date. The teacher and evaluator will review evidence that supports the extent to which students/learners met the SLOs and how the teacher's performance and practice focus contributed to student outcomes and professional growth.

Summative Rating—The evaluator reviews submitted evidence, self-assessments, and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating using the summative rating matrix. The teacher must be notified of the final summative rating no later than 5 school days after the conclusion of the summative conference

Components of Teacher Evaluation And Ratings

The Core Requirements of the CT Guidelines for Teacher Evaluation require that districts weight the components of teacher's annual summative evaluations and ratings as follows:



Student Growth and Development (45%)

The CT Guidelines for Educator Evaluation approved by the State Board of Education state that 45% of a teacher's evaluation must be based on progress towards attaining or exceeding goals for student growth using multiple indicators. Teachers will create Student Learning Objectives (SLOs) that are aligned with both standardized and non-standardized measures. Teachers are required to develop **two SLOs (22.5% each) with 3-5 indicators.**

- SLOs shall be developed using multiple measures and include standardized

and non-standardized measures.

- One half of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized measure for other grades and subjects where available.
- A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized measure will select, through mutual agreement, subject to the local dispute-resolution procedure an additional non- standardized measure.

***For Support Specialists ***

Support specialists work within one of three main contexts as their primary responsibility: they provide direct support to students; they provide support primarily to teachers and may do some work directly with students; or they work primarily to support the educational program as a whole, rather than provide support directly to teachers or students.

 Specialists will set goals that reflect the instruction or support they provide, as allowed by their area of certification and based on the specialists' assigned role and responsibilities.

Education Support Specialists whose primary responsibility is NOT direct support to students. These specialists will write their goals based on their position and role in working to support teachers, students and/or the school's educational program as a whole. Support specialists will follow the same process with their evaluators as that used by other educators, examine other sources of data to determine the needs to be met, and what their goals will be. Types of data a specialist might examine include but are not limited to:

- Student assessment data
- Students prior grades in a subject
- Information obtained from other teachers about student performance
- District and school goals
- District curriculum Maps
- Student school files
- Information pertaining to special needs or circumstances of students, especially considering control factors (IEPs/Behavior Plans)
- Information obtained from the teachers in the school about what teacher needs are that relate to student growth.
- School/District Improvement plan and data

Multiple Sources of Evidence

Goals will be based on data from multiple sources, including standardized assessments when appropriate. The following are definitions and uses of standardized and non-standardized indicators and evidence.

Non Standardized Indicator

Type of task performed by students that is aligned to the curriculum and rated against a set of criteria that describes student growth and development. Might include but is not limited to: student written work, student oral work, demonstration and/or performance, constructed project, curriculum based

***For Support Specialists the tasks are aligned to the support provided by the specialist. ***
Non-standardized indicators used by specialists whose primary responsibility is not the direct support of students will reflect what their role or assignment is and what they do to show growth in reaching the goal that was set.

Standardized Indicator:

Periodic assessment tool, including interim assessments that align with and lead to the main assessment that is administrated more than once per year, with cumulative results of all assessments used to show growth over time.

**If no standardized assessment is viable, teachers will select, through mutual agreement, appropriate non-standardized measures.*

Evidence

Teachers or Support Specialists will collect multiple pieces of evidence for work done.

**All assessments must be fair, valid, reliable and useful to the teacher, as described in the teacher evaluation guidelines.*

SLOs will be written incorporating both standardized and non-standardized measures as indicators; however, where feasible, *half* of the total indicators across both SLOs must use standardized measures.

The Process for setting goals and selecting indicators and evidence:

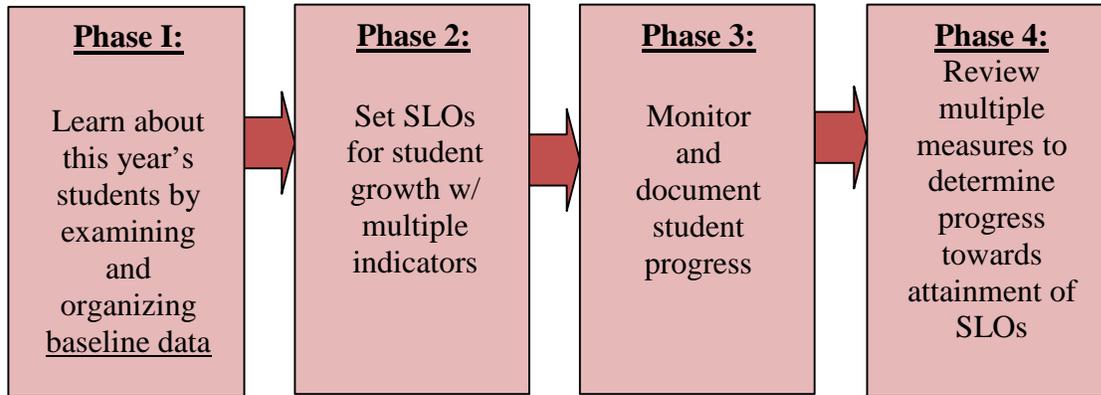
1. Examine the data the teacher/specialist has gathered about student learning/growth needs.
2. Organize the data
3. Draft the teacher/specialist SLOs
4. Discuss evidence collection
5. Determine student population of goal

Each SLO will:

1. Take into account the academic and attendance record and social, emotional, and behavioral needs and strengths of the learners that educator is teaching that year/semester.
2. Address the most important purposes of a teacher's assignment through self-reflection.
3. Align with school, district, and state student achievement objectives.
4. Take into account students' learning needs vis-à-vis relevant baseline data.
5. Be aligned to state and national curriculum standards/frameworks.
6. Be mutually agreed upon by teacher and their evaluator.
7. Be fair, valid, reliable and useful to the greatest extent possible.

Student Learning Objectives and Student/Learner Progress (SLOs)

The following diagram illustrates the processes involved in establishing and assessing SLOs for student learning.



Phase I: Baseline Data

To write meaningful and relevant SLOs that align to their teaching assignment and result from a thorough knowledge of their students, data analysis is required.

Examples of data that teachers will be required to analyze are:

- Student growth data (academic)
- Behavior data (absences, referrals)
- Perceptual data (learning styles, results from interest inventories, anecdotal, etc.)

Teachers must be able to document baseline data that they have used to determine their instructional focus and be able to write SLOs on which they will, in part, be evaluated.

Analysis and organization (data chat) of these initial pieces of data on incoming students for the year should be completed by mid- September

Phase 2: Set Student Learning Objectives

Each SLO should make clear:

- What evidence was or will be examined.
- What level of growth is targeted.
- Strategies used to help students to reach learning targets.
- What assessment(s)/indicator(s) will be used to measure the targeted level of growth.
- What proportion of students is projected to achieve the targeted level of growth.

SLO's can also address student subgroups, such as high or low-performing students or ELL students. It is through the Phase I examination of student data that teachers will determine what level of growth to target for which students.

Teachers will submit their SLO's to their evaluator for review, mutual agreement and approval. The review and approval process of the SLO's will take place by the end of October.

Phase 3: Monitor and document student progress

Once SLOs and indicators are approved, teachers will monitor students' progress toward achieving student learning-goals.

Teachers may monitor and document student progress through:

- Examination of student work/observations/meetings.
- Administration of periodic formative assessments.
- Tracking of students' accomplishments and challenges.

Process for evidence collection and review

During the course of the year, teachers and specialists will collect evidence that shows progress in meeting the goals set. At the goal setting conference baseline data will be discussed and at the mid-year conference the teacher/specialist will share and discuss samples of student work and/or growth and support with the evaluator. The focus will be on the progress being made and whether or not the goal, indicators and or evidence needs to be adjusted. Evidence collection will continue, and at the end of the year the teacher/specialist will review all the evidence and determine the level for growth. Relevant artifacts related to the teacher's monitoring practices can be reviewed and discussed during the Goal Setting, Mid-Year and Summative Conferences.

Mid-Year Conference:

At the Mid-Year Conference, evaluators and teachers will review progress toward the SLOs at least once during the school year, using available information and data collected on student progress. This review may result in revisions to the instructional strategies or approaches.

Teachers and evaluators may mutually agree to mid-year adjustments to SLOs for the purpose of accommodating significant changes in student population or teaching assignment.

Phase 4: Review multiple measures to determine progress toward attainment of SLOs

End-of-year Summative review of Student Learning Objectives, Student Outcomes and Achievement:

End of Year Summative Conference – The teacher shall collect evidence of student progress toward meeting the student learning goals/indicators. This evidence will reflect student progress toward meeting SLOs. The evidence will be submitted to the evaluator, and the teacher and evaluator will discuss the extent to which the students met the learning goals/indicators. Following the conference, the evaluator will rate the extent of student progress toward meeting the student learning goals/objectives, based on criteria for the 4 performance level designations. (Did Not Meet (1), Partially Met (2), Met (3), Exceeded (4))

Category 2: Observation of Educator Practice (40%)

Observations, both formal and informal, provide valuable information to all professional staff about instructional practice. Data collected through observations allow school leaders to understand more about the nature of learning and instruction in our schools, and feedback from observation provides individual teachers with insights regarding the impact of their management, planning, instruction, and assessment practices on student/learner growth.

Annually, administrators will engage in professional learning opportunities, including on site calibration training, which will develop their skills in effective observation, providing meaningful, useful feedback, and engaging in productive professional conversations with teachers.

Evaluators use a combination of formal and informal, announced and unannounced observations to:

- 1 Gather evidence of and facilitate professional conversation regarding the quality of teacher practice;
- 2 Provide constructive oral and written feedback of observations that is timely and useful for educators;
- 3 Provide information for the on-going calibration of evaluators and evaluation practices in the district.

Formal Observations: (Announced)

The purpose of formal observations is to have the evaluator and the educator take a more focused look at teaching practice, both to guide decisions for professional growth and determine a teacher's level of performance. Observations are for the purpose of helping teachers to gain insights about their professional practice and its impact on learning.

****Teachers and evaluators may include more informal or formal observations if they mutually agree to do so, or if the evaluator feels additional observations are necessary. **The teacher must receive the minimum required number of observations.******

All formal observations will include a pre-conference to be held no more than one week prior to the observation, and will be approximately 30 minutes in length. During the pre-conference the teacher and evaluator will review the lesson.

All formal observations will be followed by a post-conference that takes place within 5 school days but no more than 1 calendar week, after the observation. The teacher will receive verbal feedback during the Post-conference, and follow up written feedback within 5 school days after the conference.

Informal Observations: (Can be Unannounced)

Informal observations prior to a formal can help the evaluator determine the areas that should be focused on in the formal observation and those done after a formal observation can give the evaluator a brief look at how the teacher might be making instructional shifts based on the post-conference and feedback from the formal observation.

Informal observations give the evaluator the opportunity to get/and/or maintain the 'big picture' of a teacher's performance in the classroom to determine whether or not the practice, is generally, accomplished, or if the evaluator sees changes that would warrant doing a formal observation for deeper analysis.

Each informal observation will lead to verbal and/or written feedback given to the teacher within 5 school days, but no more than one calendar week, after the observation.

***Formal and informal observations of support specialists will occur in settings appropriate to their role in the school, and may include interaction between the teacher and students, staff and/or parents in those settings. ***

Review of Practice:

All teachers will participate in a minimum of one review of practice each year with their evaluators. Evaluators will provide feedback to the teacher on the platform.

A Review of Practice focuses on professional responsibilities and professionalism. These may include:

- Observations of coaching/mentoring
- Review of lesson plans or other teaching artifacts
- PPT's
- Participation in meetings and committee work (data teams, curriculum work)
- Presenting/Facilitating PD session
- Participation in conferences/workshops
- Sharing of Professional resources (book club)

At the end of the year the evaluator will collectively review all of the observation evidence and ratings. (SNAPSHOT) This will be discussed with the teacher during the summative conference.

Category 3: PARENT FEEDBACK (10%)

Teachers participate in a whole school parent engagement effort, based on parent survey results (Panorama). Teachers will collect evidence towards achieving this goal. Once the school-wide parent feedback goal has been determined by the school, educators will identify the strategies they will implement to achieve the school-wide goal.

Example Strategy: Increase parent communication: Evidence: parent phone call logs, attendance at conferences

Category 4: WHOLE-SCHOOL STUDENT LEARNING Goal (5%)

Five percent (5%) of a teacher's evaluation shall be based on whole-school student learning goal derived from the school administrator's rating on their two SLOs (Administrator 45%). Certified staff will be asked to identify strategies that will, through their instructional practice, contribute to the achievement of the Whole School Learning Goal. Teachers' efforts and actions taken towards achievement of the Whole School Learning Goal will be discussed during the goal setting, mid-year, and summative conferences. Teachers will be expected to bring artifacts from their practice that support and provide evidence of their contributions to the attainment of this goal.

OBSERVATION SCHEDULE

	PERFORMANCE DESIGNATION	NUMBER of REQUIRED OBSERVATIONS	CONFERENCE and FEEDBACK
TRACK A	1 ST and 2 ND Year Teachers Who Have NOT Completed TEAM	3 In-Class Formal Observations	ALL Formals Must Have PRE and POST Conference
	Teachers Designated NOT Meeting Standard or Developing	One in Class Informal Unannounced Observation	Feedback for ALL will be documented in writing
	All 1 ST Year Employees (Regardless of Tenure Status Elsewhere)	At Least ONE Annual Review of Practice	
TRACK B	Teachers WHO Have Completed the TEAM Program AND Were Designated as ACCOMPLISHED or EXEMPLARY the Previous Year	One In-Class Formal Observations Once Every Three Years	Feedback for ALL will be documented in writing
		At Least One Annual Review of Practice	
		Three Informal In-Class Observations will Occur in Years in Which There is NOT a Formal Observation	

Significant Role Change would warrant Track A. Example: Classroom Teacher to Academic Coach

***New to district staff will have a formal observation by October 15th or within the 1st Month of Employment ***

Summative (End of Year) Scoring of Teacher Evaluation Goals

Teacher Outcomes Ratings: SLO 1= (22.5%), SLO 2 = (22.5%) =45% of Overall Rating Broad Goal W/ Multiple Indicators:

- Each Indicator will be rated *Exceeded* (4), *Met* (3), *Partially Met* (2), or *Not Met* (1) by the parameters set below.
- Scores of all indicators within each goal will be *added together, averaged and rounded up for a final total* goal score of Exceeded, Met, Partially Met and Not Met for each goal.



Example of Scoring 1 SLO w/Indicators:

SLO: Students will demonstrate growth in reading comprehension and/or achieve mastery.

Indicators:

- By June 2016, the number of students at needs improvement on the benchmark ELA assessment will decrease by 50% from September to June.
 - **Results: 45% Rating: Met (3)**
- By June 2016, the number of students at proficiency on the benchmark ELA assessment will increase by 50% as measured from September to June.
 - **Results: 42% Partially Met (2)**
- By June 2016, 90% of students will reach growth targets on benchmark questions related to claim 1
 - **Results: 96% Exceeded (4)**
- By June 2016, 75% of students will be proficient on 5 of the MAP Assessments
 - **Results: 62% Not Met (1)**
- By June 2016, the number of students scoring below standard on analyzing a range of complex literacy and information text will decrease by 25% on Claim 1 from a teacher generated curriculum assessment.
 - **Results: 22% Met (3)**

The Math: 3 + 2+ 4+ 1+ 3 =13/5=2.6 (Round Up) =3

This SLO Receives the Summative Score of: Met (3)

Total Goal Ratings of BOTH SLOs

The final rating for SLOs(45%) of total evaluation is determined by the average of the two SLO scores.

Example: If one goal was Partially Met (2 points) and one was Met (3 Points) the rating would be 2.5 (2+3/2).
 Decimal Scores will be rounded when finalizing the ratings. I.E. a score of 2.5 would become a 3.

Goal	Goal	Final Goals Rating
Exceeded (4)	Exceeded (4)	Exceeded (4)
Exceeded (4)	Met (3)	Exceeded (4)
Exceeded (4)	Partially Met (2)	Met (3)
Exceeded (4)	Not Met (1)	Met (3)
Met (3)	Met (3)	Met (3)
Met (3)	Partially Met (2)	Met (3)
Met (3)	Not Met (1)	Partially Met (2)
Partially Met (2)	Partially Met (2)	Partially Met (2)
Partially Met (2)	Not Met (1)	Partially Met (2)
Not Met (1)	Not Met (1)	Not Met (1)

Summative (End of Year) Scoring Of Teacher Performance and Practice--- Observations (40%)

The practice rating derives from a teacher's performance on the four domains of the *Rubric*. Evaluators record a rating for each domain that generates an overall rating for teacher practice.

Directions to Create a Teacher Snap Shot in Bloomboard (For Administrator to Do)

- Click Teacher
- Click "Visit E-Portfolio"
- Click "Create Snapshot" (This compiles ALL ratings from all observations this school year (formal/informal/review of practice) together).

Example of Domain Scoring

Domain 2 Overall:

- (1) Not Demonstrated = 0
- (2) Developing = 3
- (3) Accomplished = 9
- (4) Exemplary = 1

Overall Domain 2 = Accomplished

Example:

Overall Teacher Performance Rating:

Domain 2: Exemplary (4)

Domain 3: Developing (2)

Domain 4: Developing (2)

Domain 5: Accomplished (3)

Domain 6: Accomplished (3)

$$4 + 2 + 2 + 3 + 3 = 14/5 = 2.8$$

(Rounded up) = 3 =

Accomplished Overall Observation Rating

Final Summative Ratings:

Each teacher shall annually receive a summative rating in one of the four levels:

- **Exemplary:** substantially exceeding indicators of performance
 - **Accomplished:** Proficient: Meeting Indicators of Performance
 - **Developing:** Meeting some indicators of performance but not others
 - **Not Meeting Standard:** Not meeting indicators of performance
- ✓ Exemplary ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for teacher's district wide or even state wide.
 - ✓ Accomplished ratings represent fully satisfactory performance. It is the rigorous standard expected for experienced teachers.
 - ✓ Developing ratings indicate performance that has met a level of proficiency in some indicators but not others. Improvement is necessary and expected.
 - ✓ Not Meeting Standard ratings indicate performance that has been determined to be below proficient on all components or unacceptably low on one or more indicators.

Determining Summative Ratings

The process for determining summative evaluation ratings has three steps:

- a. Determining a teacher practice rating (Observations of Teacher Performance and Practice and Parent Goal)
- b. Determining a teacher outcomes rating (Student Growth Goals and Whole School Goal)
- c. And combining the two into an overall Summative rating.

TEACHER PRACTICE RATING: Teacher Performance & Practice (40%) + Parent Feedback (10%) = 50%

The practice rating derives from a teacher's performance and the parent feedback goal. Evaluators record a rating for the domains that generates an overall rating for teacher practice. The Parent Feedback rating is combined with the Teacher Practice rating and the evaluator uses the matrix to determine an overall Teacher Performance & Practice Rating.

Parent Feedback 10%: Teacher ratings will be determined based on the individual strategies they used/implemented to work towards the whole school parent goal. Ratings will be based on evidence of teacher's implementation of strategies to address the parent goal.

TEACHER OUTCOMES RATING: Student Outcome & Achievement (45%) + Whole-School Student Learning Indicators (5%) = 50%

The outcomes rating derive from the two SLOs – and whole-school learning goal outcomes. The Whole-School Student Learning Goal Rating is combined with the SLO rating and the evaluator uses the matrix to determine an overall Outcomes Rating.

Whole School Goal 5% This is based on one of the administrators goals. For example High School: Increase Student Attendance. Teachers identified strategies that will contribute to the achievement of the whole school goal. Teacher ratings in this area will be determined by the performance rating of the administrator's goal and the evidence of strategies that they used to aid in the goal.

FINAL SUMMATIVE RATING: Teacher Practice Rating (50%) + Teacher Outcomes Rating (50%) = 100%

The Summative rating combines the Teacher Practice (Observations) and Outcomes (Goals) ratings using the matrix below for an overall end of year summative rating of Exemplary, Accomplished, Developing or Not Meeting Standard.

Example:
Teacher Outcome: Developing
Teacher Practice: Accomplished
Overall Summative Rating: Accomplished

		<i>Teacher Practice Rating (Observations)</i>			
		<i>Exemplary</i>	<i>Accomplished</i>	<i>Developing</i>	<i>Not Meeting Standard</i>
<i>Teacher Outcomes Rating (Goals)</i>	<i>Exemplary</i>	<i>Exemplary</i>	<i>Exemplary</i>	<i>Accomplished</i>	<i>Developing</i>
	<i>Accomplished</i>	<i>Exemplary</i>	<i>Accomplished</i>	<i>Accomplished</i>	<i>Developing</i>
	<i>Developing</i>	<i>Accomplished</i>	<i>Accomplished</i>	<i>Developing</i>	<i>Not Meeting Standard</i>
	<i>Not Meeting Standard</i>	<i>Developing</i>	<i>Developing</i>	<i>Not Meeting Standard</i>	<i>Not Meeting Standard</i>

PRIMARY AND COMPLIMENTARY EVALUATORS

The primary evaluator for most teachers will be the school principal or assistant principal who will be responsible for the overall evaluation process, including assigning summative ratings. Primary evaluators MUST do at least one formal observation of those teachers working with Complimentary Evaluators and will have primary responsibility for assigning final summative ratings.

Complimentary evaluators (Determined through collaboration with Superintendent, Director of HR, Performance and Evaluation Specialist and Building administrators) may assist primary evaluators by collaborating with teachers to develop SLOs, conducting observations, collecting additional evidence, reviewing student learning data and providing additional feedback. A complimentary evaluator should share his/her feedback with the primary evaluator as it is collected and shared with teachers.

DEFINITION OF TEACHER EFFECTIVENESS AND INEFFECTIVENESS

“Effective Teachers are among the most important school-level factors in student learning”

Teacher effectiveness will be based upon a pattern of summative teacher ratings collected over time. In order to be deemed effective, teachers will need to have a summative rating of Accomplished or Exemplary.

Teachers are required to be effective within two years of being evaluated using this plan. Teachers who are not deemed effective by these criteria will be deemed ineffective.

Any teacher having a summative rating or multiple Domain Ratings of Developing or Not Meeting Standard may be placed on an individual informal or formal improvement plan. PASS is a 3 tiered approach to teacher support. (See **description of PASS, PASS Improvement and Remediation Plan, and PASS Intensive Remediation Plan that follows.**

Requesting an Alternate Evaluator: If a teacher is concerned with their collective observation ratings, they may put in a request to the Director of Human Resources/Performance Evaluation Specialist specifically outlining why they feel an alternative evaluator is necessary. The Director of HR will render a decision if an alternate evaluator will be needed and assign the alternate evaluator.

TEACHER PROFESSIONAL ASSISTANCE AND SUPPORT SYSTEM (PASS)

- 1.) **Informal Support Plan** (less intensive-intervention--evidence from observations indicates a teacher would benefit from informal supports to improve practice)
- 2.) Official Entry into **Formal Professional Assistance** (Tenured Teachers)(PASS 60 Days)
- 3.) Entry into **Formal Intensive Plan Professional Assistance** next level(Tenured Teachers) (PASS 30 Days)
- 4.) **Potential Non-Renewal** (Could Result in Termination) (Tenure or Non-Tenured Teachers)

Informal Support Plan (Initial Meeting, 1-2 Mid-Checks, Final Review) (Tenured and Non-Tenured Teachers)

Teachers who receive a summative evaluation rating or multiple Domain Ratings of Developing or Not Meeting Standard will be given support to improve their practice. Teachers will collaborate with their evaluator (or designee) in the development of an informal plan. The teacher may choose to include their local association president (or designee).

The informal plan should include the following components:

1. Areas of and Rationale for Improvement: Identify area(s) of needed improvement.
3. A coaching plan: Specific Strategies pertaining to the areas of need. The Evaluator/teacher will determine supports/specific strategies that the teacher can implement to show improvement.
4. Tasks to Complete/Support and Resources: Specific tasks the Teacher will complete that will improve performance. List of supports and resources the Teacher can use to improve, e.g. Professional learning opportunities, peer observation, colleague mentor, books, etc. (timeline, who will provide resources/supports)
6. Evidence of Progress: How the teacher will show progress towards Accomplished/Exemplary in identified domain(s) through observations, data, evidence, etc. (expected outcomes):
7. Determination of Successful Completion of the Informal Plan: Criteria for Success

Formal PASS Improvement and Remediation Plan (60 Days) (Tenured Teachers)

Teachers who receive a summative evaluation rating or multiple Domain Ratings of Developing or Not Meeting Standard will be notified in writing at a conference with evaluator/administrator. The teacher may include their local association representation. The plan will be created by the administrator prior to the conclusion of the school year for the following school year or within 30 school days of the conference with the evaluator/administrator. The PASS process will identify areas of improvement needed and will include supports that WPS will provide to address the performance areas identified as in need of improvement.

The PASS Remediation Plan is a further step in the attempt to provide a teacher with the support, supervision, and resources needed to foster positive growth in situations when an individual is having considerable difficulty implementing the professional responsibilities of teaching. Based on a determination by the administrator and/or evaluator will help the teacher outline specific goals and objectives with timelines, resources, and evaluative criteria. The evaluator and/or teacher may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. The evaluator will provide consistent supervision and monitoring as outlined in the plan. At the end of the intervention period, the evaluator will issue a recommendation. If the teacher demonstrates that he/she is *Accomplished (Proficient)* or better, the evaluator will designate placement of that teacher to a normal plan phase. If the teacher demonstrates he/she is not accomplished/proficient, the evaluator will have the option of either moving the teacher into an Intensive Plan (30 school days) or recommend termination of employment to the Superintendent/Board of Education. Specific written reports of the intervention plan with reports of observations and a final determination on progress will become part of the teacher's personnel file.

Formal Support Plan (Initial Meeting, Mid Plan Check, Final Review Determination) (Tenured Teachers)

The plan must include the following components:

1. Areas of Improvement: Identify area(s) of needed improvement
2. Rationale for Areas of Improvement: Evidence from observations that show an area needing improvement.
3. Domain: List domain rated “developing” or “not demonstrated”
4. Indicators for Effective Teaching: Identify exemplary practices in the area identified as needing improvement.
5. Improvement Strategies to be Implemented: Provide strategies that the teacher can implement to show improvement in any domain rated “developing” or “not meeting standard.”
6. Tasks to Complete: Specific tasks the Teacher will complete that will improve performance in the domain.
7. Support and Resources: List of supports and resources the Teacher can use to improve, e.g. professional learning opportunities, peer observation, colleague mentor, books, etc. (timeline, who will provide resources/supports)
8. Evidence of Progress: How the teacher will show progress towards Accomplished/Exemplary in identified domain(s) through observations, data, evidence, etc. (expected outcomes)
9. Determination of Proficiency: Assessment of proficiency rating at the end of the action plan (criteria for success)

PASS Intensive Remediation Plan (30 Days) (Tenured Teachers)

The PASS Intensive Remediation Plan is the final attempt and is implemented after the Improvement and Remediation Plan to provide the supports necessary to meet the requirements of the position. The teacher, evaluator, and/or another appropriate administrator will develop a plan that includes specific goals, timelines, resources, and evaluative criteria. The teacher may choose to include their bargaining representative. The evaluator and/or the teacher may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. Weekly observations followed by feedback will be provided during this phase.

At the conclusion of this phase, the evaluator will make a recommendation as to whether the intensive supervision will be terminated or extended. If the teacher demonstrates that he/she is *Accomplished* or better, the evaluator will designate placement of that teacher on the normal plan phase. If the teacher's performance is below *Accomplished* the administrator will recommend termination of that teacher's employment to the Superintendent.

Dispute Resolution

We believe that evaluation must be a collaborative process between the evaluator and teacher, drawing on the expertise and perspective of both parties. However, recognizing that disagreements may arise during the process and in accordance with the Connecticut Guidelines for Educator Evaluation, a comprehensive dispute resolution process has been designed.

The purpose of the resolution process is to secure at the lowest possible administrative level, equitable solutions of disagreements which from time to time may arise related to the evaluation process. The right of appeal is a necessary component of the evaluation process and is available to every participant at any point in the evaluation process. As our evaluation system is designed to ensure continuous, constructive and cooperative processes among professional educators, most disagreements are expected to be worked out between evaluators and evaluatees. Should an educator disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues.

In the event that the teacher and evaluator are unable to resolve their differences, they can submit the matter for review and decision by e-mailing a clearly identified statement of concern and attaching supporting documents to the Director of Human Resources and Performance and Evaluation Specialist. However, observation and evaluation reports are not subject to the grievance procedure. Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) school days

The dispute resolution process may be implemented when there is a question as to whether or not:

1. (Procedural) Evaluation procedures have been appropriately followed, including timelines
2. (Content) Adequate data has been gathered to support fair and accurate decisions including goals/indicators and ratings.

The resolution process shall be conducted in accordance with the law governing confidentiality.

Procedures:

NOTE: The evaluatee shall be entitled to Collective Bargaining representation at all levels of the process.

1. If a verbal agreement (pertaining to evaluation) can't be attained the evaluatee will put in writing (to evaluator) a description articulating the dispute. (Within five (5) School days of the unresolved issue)
2. Within three (3) school days of articulating the dispute in writing, the evaluatee will meet and discuss the matter with the evaluator with the objective of resolving the matter.
3. If unable to be resolved the matter will be put in writing (by either evaluator or evaluatee) within three (3) school days of the unresolved meeting to the Director of Human Resources and Performance and Evaluation Specialist
4. Within 5 days of receiving the dispute a decision will be rendered and communicated
**Some unresolved matters (Procedural vs. Content) may be heard before members of the PDEC Appeal Committee. The PDEC Appeal Committee will consist of. 2 Administrator PDEC members and 2 teacher PDEC members. The dispute will be heard by these 4 selected members of the PDEC team with the number of teachers and administrators always being equal. The committee members may not work in the same school as the party filing the dispute, and may not include either of the parties involved in the dispute. (those on committee must have ratings of Accomplished or Exemplary in the year prior)
5. If there has been no resolution from PDEC or Director of Human Resources, the Superintendent of Schools will review information from the evaluator and evaluatee and will meet with both parties within five (5) school days).
6. Within three (3) school days of the meeting, the Superintendent of Schools will act as arbitrator and make a final decision in the dispute.

Notes**

1. Since it is important that appeals be processed as rapidly as possible, the number of days shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean school days. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
 3. If an evaluatee does not initiate the appeals procedure within 5 working days of acknowledged receipt of evaluation materials, the evaluatee shall be considered to have waived the right of appeal.
 4. Failure of the evaluatee at any level to appeal to the next level within the specified time shall be deemed to be acceptance of the decision rendered at that level.

Administrator Evaluation Plan Overview

Overview

Each administrator participates in the evaluation process as a cycle of continuous improvement. The cycle is the centerpiece of state guidelines designed to have all educators play a more active, engaged role in their professional growth and development. For every administrator, evaluation begins with goal- setting for the school year, setting the stage for implementation of a goal-driven plan. The cycle continues with a Mid-Year Formative Review, followed by continued implementation. The latter part of the process offers administrators a chance to self-assess and reflect on progress to date, a step that informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the administrator's subsequent goal setting, as the cycle continues into the subsequent year.

WPS's Administrator Evaluation Plan means to develop a shared understanding of leader effectiveness. WPS's administrator Evaluation and Support Plan defines administrator effectiveness in terms of:

- 1) Administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life);
- 2) The results that come from this leadership (teacher effectiveness and student achievement); and
- 3) The perceptions of the administrator's leadership among key stakeholders in their community.

The plan describes four levels of performance for administrators and focuses on the practices and outcomes of **Accomplished** administrators. These administrators can be characterized as:

- ❖ Meeting expectations as an instructional leader
- ❖ Meeting expectations in at least 2 other areas of practice
- ❖ Meeting target related to stakeholder feedback
- ❖ Meeting and making progress on SLO's aligned to school and district priorities
- ❖ Having more than 65% of teachers proficient on the student growth portion of their evaluation

Components of The Administrator Evaluation Plan

The evaluation for administrators supports their ongoing growth and development, which is based on four categories:

Category #1: Leadership Practice (40%)

An assessment of an administrator's leadership practice through direct observation of practice and the collection of evidence constitute 40% of an administrator's summative rating. The rubrics that are used are the Windham Public School's Building Administrators Leadership Evaluation Rubric and the Windham Public School's Central Office Administrators' Leader Evaluation Rubric (Adapted from the Connecticut Leader Evaluation and Support Rubric).

The Four Domains w/indicators are:

- **Domain 1: Instructional Leadership**
- **Domain 2: Talent Management**
- **Domain 3: Organizational Systems**
- **Domain 4: Culture and Climate**

All four domains and indicators contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what effective educational leaders do (**Domain 1 Instructional Leadership for building administrators**)

The four performance levels are:

- **Exemplary:** The Exemplary Level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Accomplished performance.
- **Accomplished:** Meeting Standards of Performance
- **Developing:** The Developing Level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive result
- **Not Meeting Standard:** The Not Meeting standard Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

Assigning ratings for each Leadership Domain/Indicator: Performance indicators provide examples of observable, tangible behavior that indicate the degree to which administrators are meeting each expectation. There may not be ratings for every single indicator but each Domain will be given a final rating at the end of the year. As part of the evaluation process, evaluators and school leaders should identify a few specific areas for ongoing support and growth.

Leadership Practice Summative Rating (40%): Summative ratings are based on the preponderance of evidence for each Domain. Evaluators collect written evidence about and observe the administrator's leadership practice described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

This is accomplished through the following steps, undertaken by the administrator being evaluated and by the evaluator completing the evaluation:

1. The administrator and evaluator meet for a **Goal-Setting Conference** by **the end of October** to identify focus areas for development of the administrator's leadership practice.
2. **Observations** The administrator being evaluated collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified focus areas for development.
 - **Evaluators of principals must conduct at least two (2) school site observations/reviews of practice for Building Principals**
 - **Evaluators of Principals new to the district, school, the profession, or who have received ratings of developing or not meeting standard will receive at least four (4) school site observations/reviews of practice.**
 - **Evaluators of assistant principals will conduct at least four (4) observations/reviews**

of practice of assistant principals.

- **Evaluators of other WPS administrators will conduct at least two (2) observations and/or reviews of practice.**
- 3. Mid-Year Conference** by the end of March with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
- 4. Summative Conference**, the administrator being evaluated reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth as well as progress on their focus areas. The evaluator and the administrator being evaluated meet to discuss all evidence collected. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of exemplary, accomplished, developing, or not meeting standard for each domain. Then the evaluator assigns a total practice rating based on the criteria in the Leadership Practice Matrix and generates a summary report of the evaluation (**By End of June**)

Orientation and Professional Learning Programs

WPS will provide a series of sessions for all administrators being evaluated so that they will understand the evaluation system, the processes, and the timelines for their evaluation. Additional sessions will be provided throughout the academic year that will provide WPS administrators with access to resources and to connect with colleagues to deepen their understanding of the Evaluation Program.

In each academic year by September 15th, WPS will provide all evaluators of administrators with professional learning focused on the administrator evaluation system. Professional learning will provide an in-depth overview and orientation of the plan including:

-  The 4 categories that are part of the plan,
-  The process and timeline for plan implementation,
-  The process for arriving at a summative evaluation, and
-  Introduction to the data management system
-  Using the Leadership Rubric, so that evaluators are thoroughly familiar with the language, expectations, and examples of evidence required for administrator proficiency.

Professional learning will be provided to all evaluators in conducting effective observations and providing high-quality feedback.

Leadership Practice Matrix (40%)

Exemplary (4)	Accomplished (3)	Developing (2)	No Meeting Standards (1)
Exemplary on Instructional Leadership (Domain 1) Exemplary on at least 2 other Domains No rating below Developing on any Domain	At least Accomplished on Instructional Leadership At least Accomplished on at least 2 other Domains No rating below Developing on any Domain	At least Developing on Instructional Leadership At least Developing on at least 1 other Domain	Not Demonstrated on Instructional Leadership or Not Meeting Standard on at least 2 other Domains

Category #2: Parent Goal (10%)

The Panorama surveys will be administered on-line and allows for anonymous responses. All WPS administrators will collect and analyze stakeholder feedback data that will be used for continuous improvement. Surveys will be administered one time per year. The survey data will be used by administrators as baseline data for the following academic year.

Once the stakeholder feedback goal has been determined by the administrator, the administrator will identify the strategies he/she will implement to meet the target. (Teachers will be developing strategies to also aid in this goal).

ARRIVING AT A STAKEHOLDER FEEDBACK SUMMATIVE RATING

Ratings will reflect the degree to which an administrator makes growth on feedback measures, using data from the prior year as a baseline for setting a growth target.

Exceptions to this include:

- Administrators with high ratings already, in which case, the rating should reflect the degree to which measures remain high
- Administrators new to the role, in which case, the rating should be based on a reasonable target, using district averages or averages of schools in similar situations

This is accomplished in the following steps, undertaken by the administrator being evaluated and reviewed by the evaluator:

- Review baseline data on selected measures,
- Set 1 target for growth on a selected measure or performance on a selected measure when growth is not feasible to assess or performance is already high)
- Aggregate data and determine whether the administrator achieved the established target

- Assign a rating, using this scale:

Exemplary (4)	Accomplished (3)	Developing (2)	Not Meeting Standard (1)
Exceeded target	Met target	Made progress but did not meet target	Made little or no progress against target

Category #3: Slos (45%)

Each of the SLOs will have a weight of 22.5% and together they will account for 45% of the administrator’s evaluation. Each SLO will have multiple indicators mutually agreed upon.

Administrators establish two SLOs on measures they select. In selecting measures, certain parameters apply:

- All measures must align to Connecticut learning standards. In instances where there are no such standards that apply to a subject/grade level or an administrators’ assignment, WPS will use research- based learning standards appropriate for that administrators’ assignment (i.e., Standards for Professional Learning, American School Counselors Association, etc.).
- *For administrators in high school, one measure/indicator will include the cohort graduation rate and the extended graduation rate, as defined in the State’s approved application for flexibility under the Elementary and Secondary Education Act.* All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.
- For administrators assigned to a school in “review” or “turnaround” status, indicators will align with the performance targets set out in the school’s mandated Improvement Plan.
- The process for selecting measures and creating SLO’s will strike a balance between alignment to student learning priorities and a focus on the most significant school-level student learning needs.
- First, establish student learning priorities for a given school year based on available data.
- The principal uses available data to craft an improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The principal chooses student learning priorities for her/his own evaluation that are (a) aligned to WPS priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
- The principal chooses measures that best assess the priorities and develops clear and measurable goals for the chosen assessments/indicators.

- The principal shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:
 - ✓ The SLOs are attainable.
 - ✓ There is adequate data that can be collected to make a fair judgment about whether the administrator met the established SLOs.
 - ✓ The SLOs are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
 - ✓ The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The administrator being evaluated and the evaluator collect interim data on the SLO's to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

Category #4: Teacher Effectiveness (5%)

Teacher effectiveness – as measured by an aggregation of teachers' SLOs – is 5% of an administrator's evaluation

Improving teacher effectiveness is central to a principal's role in driving improved student learning outcomes. That is why, in addition to measuring the actions that principals take to increase teacher effectiveness – from hiring and placement to ongoing professional learning to feedback on performance. As part of WPS's teacher evaluation plan, teachers are assessed in part on their accomplishment of their SLOs. This is the basis for assessing principals' contribution to teacher effectiveness outcomes.

Exemplary (4)	Accomplished (3)	Developing (2)	No Meeting Standards (1)
>80% of teachers are rated Accomplished or Exemplary on the Student Growth portion of their evaluation.	>65% of teachers are rated Accomplished or Exemplary on the Student Growth portion of their evaluation.	>50% of teachers are rated Accomplished or Exemplary on the Student Growth portion of their evaluation.	<50% of teachers are rated Accomplished or Exemplary on the Student Growth portion of their evaluation.

Summative Administrator Evaluation Rating

Each administrator will annually receive a summative rating in one of four levels:

4. **Exemplary:** Exceeding indicators of performance
3. **Accomplished (Proficient):** Meeting indicators of performance
2. **Developing:** Meeting some indicators of performance but not others
1. **Not Demonstrated:** Not meeting indicators of performance

Accomplished represents fully satisfactory performance. It is the rigorous standard expected for most experienced administrators. Specifically, proficient administrators can be characterized as:

- Meeting expectations as an instructional leader
- Meeting expectations in at least 2 other areas of practice
- Meeting and making progress on 1 target related to stakeholder feedback
- Meeting and making progress on 2 SLO goals aligned to school and district priorities
- Having more than 65% of teachers proficient on the student growth portion of their evaluation

Supporting administrators to reach *accomplished* is at the very heart of this evaluation model.

Exemplary ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide.

A rating of *Developing* means that performance is meeting proficiency in some components but not others. Improvement is necessary and expected. Two consecutive years at the *Developing* level is, for an experienced administrator, a cause for concern.

A rating of *Not Demonstrated* indicates performance that is below proficient on all components or unacceptably low on one or more components.

Determining Summative Ratings

The process for determining summative evaluation ratings has three steps: (a) determining an administrator practice rating, (b) determining an administrator outcomes rating and (c) combining the two into an overall rating.

A. ADMINISTRATOR PRACTICE RATING: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%

The practice rating derives from an administrator’s performance on four domains of the leader evaluation rubric and the stakeholder feedback target. The Stakeholder Feedback rating is combined with the Leadership Practice rating and the evaluator uses the matrix (see Appendix) to determine an overall Practice Rating.

B. ADMINISTRATOR OUTCOMES RATING: SLOs (45%) + Teacher Effectiveness (5%) =50%

The outcomes rating derives from the two SLOs and the teacher effectiveness outcomes. The Teacher Effectiveness rating is combined with the SLOs rating and the evaluator uses the matrix to determine an overall Outcomes Rating.

C. FINAL SUMMATIVE: Practice (50%) + Outcomes (50%) = 100%

Administrator Practice Rating (Observations)					
		Exemplary	Accomplished	Developing	Not Demonstrated
Administrator Outcome Rating (Goals)	Exemplary	Exemplary	Exemplary	Accomplished	Developing
	Accomplished	Exemplary	Accomplished	Accomplished	Developing
	Developing	Accomplished	Accomplished	Developing	Not Demonstrated
	Not Demonstrated	Developing	Developing	Not Demonstrated	Not Demonstrated

DEFINITION OF ADMINISTRATOR EFFECTIVENESS AND INEFFECTIVENESS

Administrator effectiveness will be based upon a pattern of summative administrator ratings collected over time. In order to be deemed effective, administrators will need to have a summative rating of Accomplished or Exemplary. Administrators are required to be effective within two years of being evaluated using this plan.

Any administrator having a summative rating of Developing or Not Meeting Standard after one year of being evaluated with this plan may be placed on an individual improvement plan.

ADMINISTRATOR PROFESSIONAL ASSISTANCE AND SUPPORT SYSTEM (PASS)

Administrators who receive a summative evaluation rating of Developing or Not Meeting Standard will be notified in writing at a conference. Administrators will collaborate with his/her evaluator to develop a PASS plan. The plan will be created within 30 days following completion of the summative evaluation rating. The PASS process will identify areas of improvement needed and will include supports that WPS will provide to address the performance areas identified as in need of improvement.

The plan must include the following components:

1. *Areas of Improvement*: Identify area(s) of needed improvement.
2. *Rationale for Areas of Improvement*: Evidence from observations that show an area needing improvement.
3. *Domain*: List domain rated “developing” or “not meeting standard.”
4. *Improvement Strategies to be Implemented*: Provide strategies that the administrator can implement to show improvement in any domain rated “developing” or “not meeting standard.”
5. *Tasks to Complete*: Specific tasks the administrator will complete that will improve performance within the domain.
6. *Support and Resources*: List of supports and resources the administrator can use to improve, e.g. professional learning opportunities, peer observation, colleague mentor, books, etc.
7. *Evidence of Progress*: How the administrator will show progress towards proficient/exemplary in identified domain(s) through observations, data, evidence, etc.
8. *Determination of Proficiency*: Assessment of proficiency at the end of the action plan

PASS Improvement and Remediation Plan (60 Days)

The PASS Remediation Plan is a further step in the attempt to provide an administrator with the support, supervision, and resources needed to foster positive growth in situations when an individual is having considerable difficulty implementing the professional responsibilities of leadership. Based on a determination by the appropriate evaluator, the evaluator will help the administrator outline specific goals and objectives with timelines, resources, and evaluative criteria. The evaluator and/or administrator may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. The evaluator will provide consistent supervision and monitoring as outlined in the plan.

At the end of the intervention period, the evaluator will issue a recommendation. If the administrator

demonstrates that he/she is *Accomplished* or better, the evaluator will designate placement of that administrator to a normal plan phase. If the administrator demonstrates he/she is not proficient, the evaluator will have the option of moving the administrator into a 30 School day intensive intervention plan or recommend termination to the Superintendent/Board of Education. Specific written reports of the intervention plan with reports of observations and a final determination on progress will become part of the administrator's personnel file.

PASS Intensive Remediation Plan (30 Days)

The PASS Intensive Remediation Plan is the final attempt and is implemented after the Improvement and Remediation Plan to provide the supports necessary to meet the requirements of the position. The evaluator and/or another appropriate administrator will develop a plan that includes specific goals, timelines, resources, and evaluative criteria. The evaluator and/or the administrator may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. Weekly observations followed by feedback will be provided during this phase.

At the conclusion of this phase, the evaluator will make a recommendation as to whether the intensive supervision will be terminated or extended. If the administrator demonstrates that he/she is *Accomplished* or better, the evaluator will designate placement of that administrator on the normal plan phase. If the administrator's performance is below *Accomplished* the evaluator will recommend termination of that administrator's employment to the superintendent.

Resolution of Differences

Should an administrator disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report, but is not obligated to do so. The administrator has the right to attach a statement to the observation report, progress report, or summative evaluation identifying the areas of concern and presenting his/her perspective. In the event that the administrator and evaluator are unable to resolve their differences, they will submit the matter to the Superintendent of schools for review and a final decision. Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) school days.