CREC | Schools of Excellence

CREC's System for Teacher Evaluation and Support

ACKNOWLEDGEMENTS

CREC wishes to thank the following people for their contributions in time, knowledge, expertise, and "sharing best practices."

Evaluation Committee:

- Tim Percoski, Teacher, Metropolitan Learning Center
- Anne Cuvellier, Social Worker, River Street
- Vivian Novo-MacDonald, Assistant Principal, Montessori Magnet School
- Michele Johnson, Special Education Teacher, University of Hartford Magnet School
- Daniel Luongo, Music Teacher, Two Rivers Middle School
- Greg Carter, Assistant Principal, Two Rivers Magnet Middle
- Lisa Cordova, Teacher, Glastonbury East Hartford Magnet School
- Anne Marie Mancini, former Director of Curriculum, Instruction and Assessment
- Dina Crowl, Superintendent of CREC Schools
- Anne McKernan, former Assistant Superintendent of CREC Schools
- Carole Kerkin, Assistant Director of Student Services
- Deb Richards, Director of Student Services
- Josephine DiPietro Smith, Principal, Reggio Magnet School of the Arts
- Jean Moura, Assistant Director, River Street
- Ada Miranda, Assistant Director of Human Resources, CREC

Consultants to the Committee in the development of CREC's System for Teacher Evaluation and Support:

- Dr. Bruce Douglas, Executive Director, CREC
- Sarah Ellsworth, Director of Data, Analysis, Research and Technology, CREC
- Denise Gallucci, former Deputy Executive Director, Superintendent of CREC Schools
- Heather Levitt-Doucette, Coordinator of Data, Evaluation and Research, CREC
- Laura Lyon, Research and Development Specialist, CREC
- Tim Nee, Assistant Executive Director & Director of Teaching and Learning, CREC
- Sara Pomponi, CEA UniServ Representative, CEA

Approved by CREC Council on May 1, 2013.
Revisions approved by CREC Council on November 20, 2013.
Revisions approved by CREC Council on March 28, 2014.

CONTENTS

CREC'S GUIDING BELIEFS 4
INTRODUCTION 5
CONNECTICUT'S CORE REQUIREMENTS FOR EDUCATION EVALUATION 6
DESIGN PRINCIPLES 8
TEACHER EVALUATION OVERVIEW 11
Teacher Evaluation and Support Framework 11
Process and Timeline 12
Complementary Evaluators 15
Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing 15
SUPPORT AND DEVELOPMENT 16
Evaluation-Informed Professional Learning 16
Improvement and Remediation Plans 16
Career Development and Growth 17
TEACHER PRACTICE RELATED INDICATORS 18
Component #1: Observation of Teacher Performance and Practice (40%) 18
Teacher Practice Framework 18
Pre-conferences and Post-Conferences 20
Non-Classroom Reviews of Practice 20
Feedback 20
Teacher Performance and Practice Focus Area 20
Teacher Performance and Practice Scoring 21
Summative Observation of Teacher Performance and Practice Rating 21
Component #2: Parent Feedback (10%) 23
STUDENT OUTCOMES RELATED INDICATORS 25
Component #3: Student Growth and Development (45%) 25
Overview of Student Learning Objectives (SLOs) 25
PHASE 1: Review the Data 26
PHASE 2: Set 2 SLOs 26
PHASE 3: Monitor Students Progress 30
PHASE 4: Assess Student Outcomes Relative to SLOs 30

Component #4: Whole-School Student Learning Indicator (5%) 32
SUMMATIVE TEACHER EVALUATION SCORING 33
Summative Scoring 33
Definition of Effectiveness and Ineffectiveness 36
Dispute-Resolution Process 36
CORE REQUIREMENTS FOR THE EVALUATION OF STUDENT AND EDUCATOR SUPPORT SPECIALISTS 37
APPENDIX A: FOCUSED SUPPORT AND DEVELOPMENT PLAN 38
APPENDIX B: PERFORMANCE IMPROVEMENT PLAN 42

CREC'S GUIDING BELIEFS

Our Mission is to work with boards of education of the Capitol Region to improve the quality of public education for all learners.

Our Vision is that every student can and shall learn at higher levels and therefore must have access to all educational resources of the region through the system of public schools served by CREC.

Our Values are:

- Leadership
- Quality
- Trust
- Diversity
- Collaboration

CREC believes that:

- All students can learn;
- Teachers can make a difference in the lives and learning of our students;
- The teacher's knowledge and skill directly impacts student learning;
- Teaching requires more than simply demonstrating a certain set of technical skills. It requires a command of subject matter and a deep caring for students and their successes; and
- Learning is a lifelong responsibility.

CREC is committed to:

- Providing unique, high quality programs that emphasize best practices in student learning based on the regular collection, analysis, and interpretation of data from multiple sources;
- Fostering continuous improvement through professional development and teacher evaluation that is responsive to educators' different stages of development and teaching experience;
- Providing adequate time for educators to work collaboratively, to learn and apply new skills;
- Supporting educators and acknowledging their growth, improvement, and contributions;
- Encouraging our teachers to become *passionate* educators.

To be a passionate teacher is to be someone in love with a field of knowledge, deeply stirred by issues and ideas that challenge our world, drawn to the dilemmas and potentials of the young people [i.e. all learners] who come into class each day – or captivated by all of these. A passionate teacher is a teacher who breaks out of the isolation of the classroom, who refuses to submit to apathy or cynicism… Only when teachers bring their passions about learning and about life into their daily work can they dispel the fog of passive compliance or active disinterest that surrounds so many students… (Robert L. Fried, The Passionate Teacher).

INTRODUCTION

CREC's goal is to empower teachers to develop as leaders so as to create a network of professionals who employ innovative instructional strategies to meet the demands of 21st century learning and who facilitate high intellectual performance in all students. CREC has created a system of evaluation, support and development to maximize professional capital and promote a culture of individual and collective growth. Highly effective teachers are provided opportunities to refine and apply expertise as they advance along a career ladder and exercise leadership in their schools, while developing teachers improve their practice through guided self-reflection and collaborative planning and problem solving. The philosophy behind CREC's new plan is that effective teaching implies a commitment to student success and to the belief that all students can attain high levels of achievement.

CREC's new model for teacher evaluation is based on Connecticut's System for Education Evaluation and Development (SEED). SEED is a model evaluation and support system that is aligned to the Connecticut Guidelines for Educator Evaluation (Core Requirements), which were adopted by the Performance Evaluation Advisory Council (PEAC) in June of 2012. The new Connecticut Guidelines for Educator Evaluation replace those adopted in 1999. The guidelines are designed to build on and strengthen Connecticut's unwavering commitment to equity and excellence in education. The SEED model was informed by a large body of research, including the Gates Foundation's Measures of Effective Teaching (MET) study. In the 2012-2013 school year, CREC served as a pilot district and provided feedback which further guided the model design. In the spring of 2013 CREC's Evaluation Committee adapted the SEED model to best meet the needs of CREC's teachers and administrators. The resulting system clearly defines effective practice, encourages the exchange of accurate, useful information about strengths and development areas, and promotes collaboration and shared ownership for professional growth.

This plan described in this document will be used to evaluate the performance of CREC teachers every year. It facilitates the achievement of CREC/program goals and objectives through a cooperative process wherein the teacher and administrator share responsibility for the improvement of teaching and student learning. Teacher evaluation must be continuous and constructive. It should take place in an atmosphere of trust and respect where teachers, supervisors and administrators are motivated to develop skills of self-evaluation and to measure the effectiveness and quality of their work. Through performance review, administrators can also identify staff, building and curriculum needs.

CREC expects its teachers to contribute in a positive manner to the culture and climate of the school/program learning community by:

- becoming reflective practitioners;
- analyzing student work and relevant data;
- understanding student learning needs;
- sharing their knowledge with one another through collaborative work and discussion;
- assessing the impact that teaching practices have on student learning;
- making adjustments in teaching as appropriate; and
- participating in professional development activities that support their performance goals.

CONNECTICUT'S CORE REQUIREMENTS FOR EDUCATION EVALUATION

The primary goal of the educator evaluation and support system is to strengthen individual and collective practices so as to increase student learning and development. Connecticut's Core Requirements for Educator Evaluation are based on Connecticut's Common Core of Teaching and the Common Core of Leading: Connecticut School Leadership Standards, which guide the observation of professional practice. The Core Requirements also include multiple indicators of student academic growth and development, stakeholder feedback and the context in which an educator works. Evaluation processes are designed to promote collaboration and shared ownership for professional growth, renewal, and employment decisions.

The Connecticut Core Requirements for Educator Evaluation are based on the following guiding principles:

a. The primary purpose of educator evaluation is to strengthen individual and collective practices in order to improve student growth;
b. Educator evaluation is standards-based, using the Connecticut Common Core of Teaching for teacher evaluation, Common Core of Leading: Connecticut Leadership Standards for administrator evaluation, and National Pupil Personnel Services standards documents for evaluation of educators in pupil services;
c. Connecticut's Common Core Standards, The Connecticut Framework: K-12 Curricular Goals and Standards, the State Assessments, as well as locally-developed curriculum standards are the basis for establishing outcomes at the district and school levels;
d. The Core Requirements foster continuing collaborative dialogue around teaching and learning in order to increase student academic growth and development; and
e. The Core Requirements clearly connect professional learning to the outcomes of the evaluation process.

The following Connecticut State Department of Education and national publications form the foundation of the new requirements:

(1) **Connecticut's Common Core Standards**, which clearly establishes high expectations for learning for all of Connecticut's children.

(2) **Connecticut's Common Core of Teaching** (CCT), adopted February 2010 (replacing the Common Core of Teaching adopted in 1999), which defines effective teaching practice throughout the career continuum of educators from pre-service to induction to experienced teaching status in six domains:
   1. Content and Essential Skills;
   2. Classroom Environment, Student Engagement and Commitment to Learning;
   3. Planning for Active Learning;
   4. Instruction for Active Learning;
   5. Assessment for Learning; and

6. Professional Responsibilities and Educator Leadership.

(3) **Common Core of Leading: Connecticut Leadership Standards**, adopted in June of 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations:
   1. Vision, Mission and Goals
   2. Teaching and Learning
   3. Organizational Systems and Safety
   4. Families and Stakeholders
   5. Ethics and Integrity
   6. The Education System.

(4) **National Pupil Personnel Standards documents**. Using these documents as the foundation for educator evaluation establishes critical links among effective teaching, professional learning and increased student achievement. It should be noted that the term "teacher" refers to all individuals in positions requiring certification, including, but not limited to classroom teachers. "Leaders" refer to those individuals in positions requiring an administrative certification, including, but not limited to principals.

For the 2015-2016 school year, CREC will not require that 22.5% of a teacher's summative rating incorporate state test data with the exception of CMT science in grade 8 and CAPT science in grade 10. Alternatively, the 45% student growth and development component will be composed of 22.5% standardized assessments for those grades and subjects where available and appropriate and the other 22.5% will be based on a minimum of one non-standardized indicator and a maximum of one additional standardized indicator (in accordance with the Guidelines). If there are no standardized assessments available and/or appropriate, the educator's entire 45% student learning outcomes component would be based fully on non-standardized indicators in the 2015-2016 year. In addition, CREC will not require that the administrator's student learning component incorporate SPI progress. Therefore, this rating will be based on the administrator's aggregate progress on SLO targets, which will correlate to the full student learning rating on an administrator's evaluation (equal to the 45% component of the administrator's final rating).

DESIGN PRINCIPLES

Purpose and Rationale

When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality teachers and effective leaders. To support teachers and administrators, an evaluation system must clearly define excellent practice and results, give accurate, useful information about educators' strengths and development areas and provide opportunities for professional learning, growth and recognition. The purpose of the new evaluation and support model is to fairly and accurately evaluate educator performance and to help each educator strengthen his/her practice to improve student learning.

Core Design Principles

The following principles guided the design of the teacher evaluation model, developed in partnership with Education First and New Leaders:

- Consider multiple standards-based measures of performance.
- Emphasize growth over time.
- Promote both professional judgment and consistency.
- Foster dialogue about student learning.
- Encourage aligned professional learning, coaching and feedback to support growth.
- Ensure feasibility of implementation.

Consider multiple, standards-based measures of performance

An evaluation and support system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of an educator's performance. The new model defines four components of teacher effectiveness: *student learning* (45%), *teacher performance and practice* (40%), *parent feedback* (10%), and *school-wide student learning indicators* (5%). These four components are grounded in research-based standards for educator effectiveness, Common Core State Standards, as well as Connecticut's standards: The Connecticut Common Core of Teaching (CCT); the Common Core of Leading (CCL): Connecticut School Leadership Standards; the Connecticut Framework K-12 Curricular Goals and Standards; the State assessments[1]; and locally-developed curriculum standards.

---

[1]For the 2015-2016 school year, CREC will not require that 22.5% of a teacher's summative rating incorporate state test data with the exception of CMT science in grade 8 and CAPT science in grade 10. Alternatively, the 45% student growth and development component will be composed of 22.5% standardized assessments for those grades and subjects where available and appropriate and the other 22.5% will be based on a minimum of one non-standardized indicator and a maximum of one additional standardized indicator (in accordance with the Guidelines). If there are no standardized assessments available and/or appropriate, the educator's entire 45% student learning outcomes component would be based fully on non-standardized indicators in the 2015-2016 year. In addition, CREC will not require that the administrator's student learning component incorporate SPI progress. Therefore, this rating will be based on the administrator's aggregate progress on SLO targets, which will correlate to the full student learning rating on an administrator's evaluation (equal to the 45% component of the administrator's final rating).

Emphasize growth over time
The evaluation of an educator's performance should consider his/her improvement from an established starting point. This applies to professional practice focus areas and the student outcomes they are striving to reach. Attaining high levels of performance matters—and for some educators maintaining high results is a critical aspect of their work—but the model encourages educators to pay attention to continually improving their practice. The goal-setting process in this model encourages a cycle of continuous improvement over time.

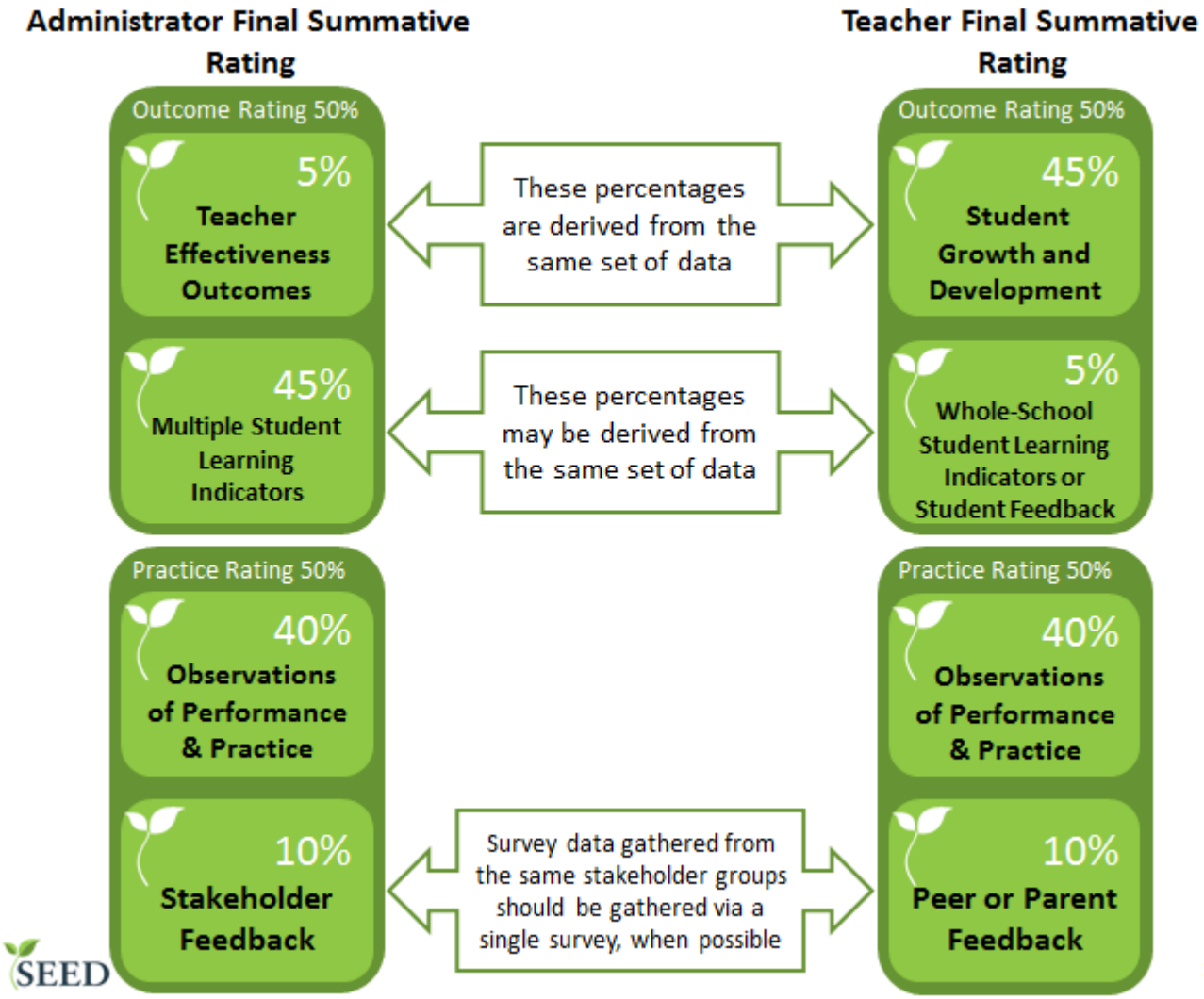
Promote both professional judgment and consistency
Assessing an educator's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how teachers and leaders interact with one another and with students, and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, educators' ratings should depend on their performance, not on their evaluators' biases. Accordingly, the model aims to minimize the variance between evaluations of practice and support fairness and consistency within and across schools.

Foster dialogue about student learning
In the quest for accuracy of ratings, there is a tendency to focus exclusively on the numbers. The model is designed to show that of equal importance to getting better results is the professional conversation between an educator and his/her supervisor which can be accomplished through a well-designed and well-executed evaluation system. The dialogue in the new model occurs more frequently and focuses on what students are learning and what administrators can do to support teaching and learning.

Encourage aligned professional learning, coaching and feedback to support growth
Novice and veteran educators alike deserve detailed, constructive feedback and professional learning tailored to the individual needs of their classrooms and students. CREC's System for Teacher Evaluation and Support promotes a shared language of excellence to which professional learning, coaching and feedback can align to improve practice.

Ensure feasibility of implementation
Launching this new model will require hard work. Throughout each school, educators will need to develop new skills and to think differently about how they manage and prioritize their time and resources.

CREC's model recognizes that student learning is a shared responsibility between teachers, administrators and district leaders. The following graphic illustrates the areas of common accountability that connect teacher and administrator evaluation.



TEACHER EVALUATION OVERVIEW

Teacher Evaluation and Support Framework

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in four components, grouped into two types of major categories: Teacher Practice and Student Outcomes.

1. **Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This category is comprised of two components:

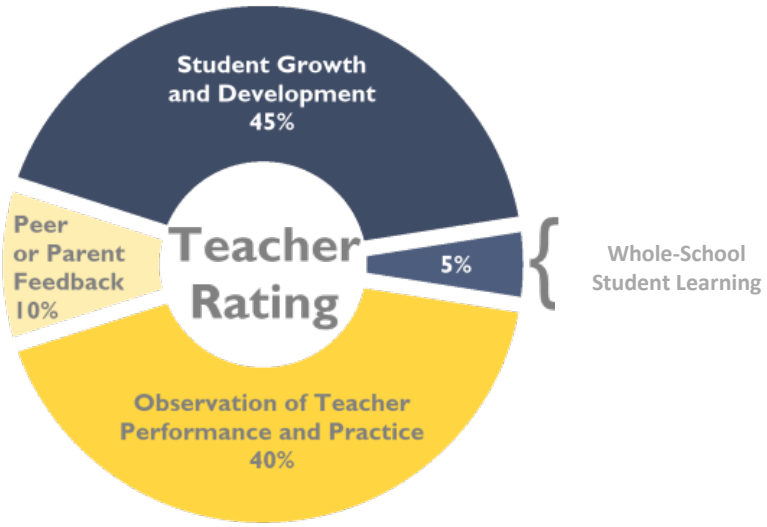
   (a) **Observation of Teacher Performance and Practice (40%)** as defined within the Danielson's Framework for Teaching, which articulates four domains and twenty-two indicators of teacher practice
   (b) **Parent Feedback (10%)** on teacher practice through surveys

2. **Student Outcomes Related Indicators:** An evaluation of teachers' contributions to student academic progress at the school and classroom level. This area is comprised of two components:

   (a) **Student Growth and Development (45%)** as determined by the teacher's student learning objectives (SLOs) and associated indicators of academic growth (IAGDs)
   (b) **Whole-School Measures of Student Learning** as determined by aggregate student learning indicators **(5%)**

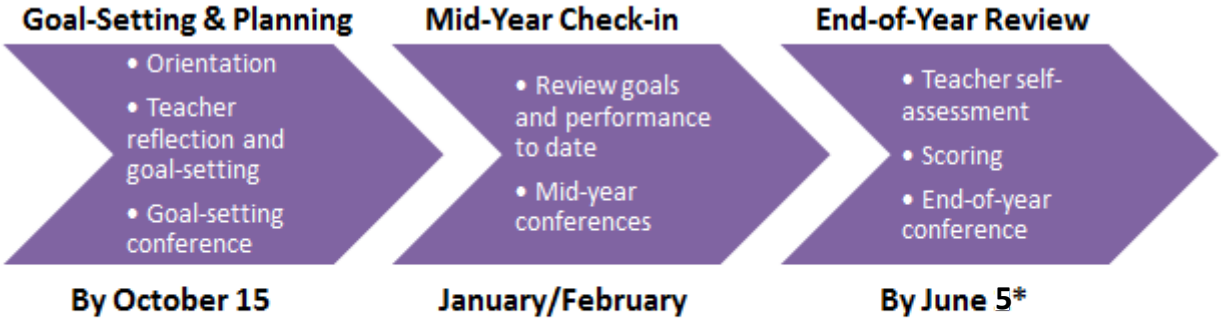
Scores from each of the four components will be combined to produce a summative performance rating designation of Exemplary, Proficient, Developing or Below Standard. The performance levels are defined as:

- **Exemplary** – Substantially exceeding indicators of performance
- **Proficient** – Meeting indicators of performance
- **Developing** – Meeting some indicators of performance but not others
- **Below Standard** – Not meeting indicators of performance



Process and Timeline

The annual evaluation process between a teacher and an evaluator (principal or designee) is anchored by three conferences, which guide the process at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set development goals and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.



*If state test data may have a significant impact on a final rating, a final rating may be revised by September 15 when state test data are available.

<u>GOAL-SETTING AND PLANNING:</u>

Timeframe: **Target is October 15**; must be completed by **November 14**

1. ***Orientation on Process*** – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice focus areas and student learning objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation process.

2. ***Teacher Reflection and Goal-Setting*** – The teacher examines student data, prior year evaluation and survey results, and the Danielson *Framework for Teaching* to draft a proposed performance and practice focus area, a parent feedback goal and student learning objectives (SLOs). The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.

3. ***Goal-Setting Conference*** – The evaluator and teacher meet to discuss the teacher's proposed focus area, goals and objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher's practice to support the review. The evaluator may request revisions to the proposed focus area(s), goals and objectives if they do not meet approval criteria.

MID-YEAR CHECK-IN:

Timeframe: **January and February**

1. ***Reflection and Preparation*** – The teacher and evaluator collect and reflect on evidence to date about the teacher's practice and student learning in preparation for the check-in.

2. ***Mid-Year Conference*** – The evaluator and teacher complete at least one mid-year check-in conference during which they review evidence related to the teacher practice focus area and progress towards student learning objectives (SLOs). The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators may deliver mid-year formative information on indicators of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her focus area. A Mid-Year Conference Discussion Guide is available to assist evaluators in conducting the conference.

END-OF-YEAR SUMMATIVE REVIEW:

Timeframe: May and June; must be completed by **June 2**

1. ***Teacher Self-Assessment*** – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the Goal-Setting Conference.

2. ***End-of-Year Conference*** – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss component ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year and before June 30.[2]
3. ***Scoring*** – The evaluator reviews submitted evidence, self-assessments and observation data and uses them to generate component ratings. The component ratings are combined to calculate scores for Teacher Practice Related Indicators and Student Outcomes Related Indicators. These scores generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data would significantly change the Student-Related Indicators final rating. Such revisions should take place as soon as state test data are available and before September 15.

[2] The district superintendent shall report the status of teacher evaluations to the local or regional board of education on or before June first each year. Not later than June 30 of each year, each superintendent shall report to the Commissioner of Education the status of the implementation of teacher evaluations, including the frequency of evaluations, aggregate evaluation ratings, the number of teachers who have not been evaluated and other requirements as determined by the Department of Education.

Date	Teacher	Administrator
July/August		• Review student data • Review parent survey data • Receive SPI rating/SIP revisions
September	• Review student data • Develop goals	• Implement SIP • Collect evidence • Begin teacher conferences • Conduct observations
By October 15	• Participate in goal-setting conference	• Conduct goal-setting conferences • Conduct observations
November 1	• Enter final goals/SLOs into Bloomboard	• Approve mutually agreed upon goals
November/ December	• Update professional learning log	• Conduct observations
January/ February	• Prepare for mid-year check in • Update professional learning log	• Conduct mid-year formative assessment • **End of Feb**: Send names of possible nonrenewals due to HR
March/April	• Collect artifacts to support final evaluation • Collect student data	• Administer parent and stakeholder survey • **March 20**: Send final list of nonrenewals due to HR • **April 1:** Complete summatives for non-renewals
May	• Collect evidence to support final evaluation • Reflect on learning • Prepare for end of year conference	• Draft preliminary summative assessment • Conduct end of year conferences with teachers
June 5		• Complete end of year summatives for tenured and non-tenured teachers

Complementary Evaluators

A Complementary Evaluator is a certified teacher who contributes to the implementation of the evaluation process. Complementary Evaluators elevate the teaching profession and create a culture of collaborative learning and continuous improvement. Shared observations and feedback between teachers and administrators provoke valuable dialogue around the teaching and learning process. Likewise, as Complementary Evaluators analyze and consider the practice of their peers, they engage in collegial conversations that connect teacher practice and student achievement.

Complementary Evaluators strengthen the reliability and validity of the evaluation process by increasing capacity to conduct frequent observations, providing timely feedback, and aligning an observer's content area/grade level to that of the teacher. As highly effective teachers, Complementary Evaluators provide targeted, nuanced feedback to substantiate and enhance the administrator's summative rating. This reassures teachers that the observation process is being facilitated by educators who respect and understand the complexities of teaching.

Throughout the evaluation process, Complementary Evaluators conduct formal observations and provide feedback to the teacher and primary evaluator. In CREC Schools, a variety of school-based and district staff members are eligible to serve as Complementary Evaluators. All Complementary Evaluators, regardless of their primary responsibilities, must be exemplary teachers, selected against the same high standard and fully trained in teacher evaluation. Additionally, Complementary Evaluators engage in on-going, frequent professional learning to ensure consistency and calibration of observation results.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete extensive training on the evaluation model. CREC provides comprehensive and ongoing training and support to their schools and to ensure that evaluators are proficient in conducting teacher evaluations.

At the request of a district or employee, the CSDE or a third-party entity approved by the CSDE will audit the evaluation components that are combined to determine an individual's summative rating in the event that such components are significantly dissimilar (i.e., include both *exemplary* and *below standard* ratings) ratings in different components. In these cases, the CSDE or a third-party entity will determine a final summative rating.

In addition, the CSDE will conduct an annual audit of evaluations. "The CSDE or a third-party designated by the CSDE will audit ratings of *exemplary* and *below standard* to validate such *exemplary* or *below standard* ratings by selecting ten districts at random annually and reviewing evaluation evidence files for a minimum of two educators rated *exemplary* and two educators rated *below standard* in those districts selected at random, including at least one classroom teacher rated *exemplary* and at least one teacher rated *below standard* per district selected." (Connecticut Guidelines for Educator Evaluation 2.8 (3))

SUPPORT AND DEVELOPMENT

Evaluation alone cannot hope to improve teacher practice and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move teachers along the path to exemplary practice.

Evaluation-Informed Professional Learning

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance and outlining the supports they need to close the gap. Throughout the process of implementing CREC's System for Teacher Evaluation and Support, all teachers will identify their professional learning needs in mutual agreement their evaluator. The identified needs will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional learning opportunities.

CREC Schools implement a blended, collaborative approach to professional learning to ensure that development opportunities are on-going, intensive, connected to practice and school initiatives, and focused on specific academic content. All educators have access to development opportunities along a continuum of support. The intensity and mode of professional development that a teacher engages in is based on the level to which the teacher has developed a particular group of skills, as identified by the teacher evaluation system.

The continuum of professional development provides a range of learning opportunities that target specific learning needs. Teachers select services matching their individual skills along the following levels of learning: the knowledge level, the application level, the reflection level, and the independent level. Depth and breadth of experience is gained through the blending of job-embedded professional development, peer collaboration, hands-on learning (site visits), virtual experiences (videos), and supplemental materials (online resources).

Improvement and Remediation Plans

If a teacher's summative performance is rated as *developing* or *below standard*, it signals the need for an individualized development plan. Teachers rated *below standard* shall be place on a Performance Improvement Plan. Teachers rated *developing* shall be placed on a Focused Support and Development Plan. The plans should be developed in consultation with the teacher and his/her exclusive bargaining representative. Improvement and Development plans must:

- identify resources, support and other strategies to be provided to address documented deficiencies;
- indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued;
- include indicators of success including a summative rating of *proficient* or better at the conclusion of the improvement and remediation plan.

See Appendix A and B for related forms.

Career Development and Growth

CREC's cycle of evaluation and learning identifies exemplary teachers to advance into leadership roles within their schools and the district. Examples of such opportunities include, but are not limited to:

- Observing peers;
- Mentoring early-career teachers;
- Coaching peers in specific instructional strategies;
- Participating in the development of teacher improvement and remediation plans;
- Participating in the Aspirant Leadership Program;
- Presenting at New Teachers' Academy;
- Engaging in cross-divisional work;
- Acting as Committee/Council Members;
- Serving as exemplars for P21; and
- Taking on additional roles within the school, such as Dean of Students, Department Chair, Team leader or Curriculum Facilitator.

Numerous opportunities for career development and professional growth ensure that highly effective teachers are used to influence the teaching and learning process in their own schools and across the district. Highly effective teachers can advance professionally without having to leave the classroom, and expert teacher leaders are available in each school to provide support to their peers. The provision of career advancement motivates teachers to move beyond proficiency to pursue individual interests and further refine their practice.

TEACHER PRACTICE RELATED INDICATORS

Component #1: Observation of Teacher Performance and Practice (40%)

The Observation of Teacher Performance and Practice category of the model is a comprehensive review of teaching practice against a rubric of practice, based on multiple observations. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify teacher development needs and tailor support to those needs.

Teacher Performance and Practice Focus Area

Teachers will develop one practice and performance focus area that is aligned to the Danielson *Framework for Teaching*. The focus area will guide observations and feedback conversations throughout the year. Although performance and practice focus areas are not explicitly rated as part of the Teacher Performance and Practice component, growth related to the focus area will be reflected in the scoring of Teacher Performance and Practice evidence.

Teacher Practice Framework

For its rubric of practice, CREC has elected to use *The Framework for Teaching* (2013) created by Charlotte Danielson, a comprehensive and coherent framework that identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. Out of classroom teachers such as coaches, counselors, and media specialists will use Danielson's *Frameworks for Specialist Positions* (2007).

The Danielson *Framework* is organized into four domains, each with 5-6 components:

Domain 1: Planning for Active Learning

1a: Demonstrating knowledge of content and pedagogy
1b: Demonstrating knowledge of students
1c: Setting instructional outcomes
1d: Demonstrating knowledge of resources
1e: Designing coherent instruction
1f: Designing student assessments

Domain 2: The Classroom Environment

2a: Creating an environment of respect and rapport
2b: Establishing a culture for learning
2c: Managing classroom procedures
2d: Managing student behavior
2e: Organizing physical space

Domain 4: Professional Responsibilities

4a: Reflecting on teaching
4b: Maintaining accurate records
4c: Communication with families
4d: Participating in a professional community
4e: Growing and developing professionally
4f: Showing professionalism

Domain 3: Instruction

3a: Communicating with students
3b: Using questioning and discussion techniques
3c: Engaging students in learning
3d: Using assessment in instruction
3e: Demonstrating flexibility and responsiveness

Observation Process

Research, such as the Gates Foundation's *Measures of Effective Teaching* study, has shown that multiple snapshots of practice conducted by multiple observers provide a more accurate picture of teacher performance than one or two observations per year. These observations don't have to cover an entire lesson to be valid. Partial period observations can provide valuable information and save observers precious time.

Observations in and of themselves aren't useful to teachers – it's the feedback based on observations that helps teachers to reach their full potential. All teachers deserve the opportunity to grow and develop through observations and timely feedback. In fact, teacher surveys conducted nationally demonstrate that most teachers are eager for more observations and feedback that they can then incorporate into their practice throughout the year.

- Each teacher should be observed multiple times per year through both formal and informal observations as defined below.
    - **Formal**: Observations or reviews of practice that last at least 30 minutes and are followed by a post-observation conference, which includes both written and verbal feedback. Formal observations may or may not be scheduled; however, in CREC Schools, two formal observations should be scheduled and include a pre-conference.
    - **Informal**: Non-scheduled observations or reviews of practice that last at least 10 minutes and are followed by written and/or verbal feedback.
- All observations must be followed by feedback, verbal within two days of the observation and written within a timely manner. Closing the meeting in Bloomboard will typically occur within 10 working days.
- Providing both verbal and written feedback after an informal observation is ideal, but school leaders are encouraged to discuss feedback preferences and norms with their staff.
- In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it is recommended that one formal observation be unannounced.

Teacher Category	Observation Requirements
First and Second Year Teachers at CREC	At least 3 formal in-class observations; 2 of which include a pre-conference and all of which include a post-conference
Proficient	At least 2 formal observations must be completed each year; 1 in-class observation and either 1 review of practice or a second in-classroom observation. Both observations must include a post conference.
Exemplary	One formal in-class observation.
Below Standard and *Developing*	At least 3 formal in-class observations; 2 of which include a pre-conference and all of which must include a post-conference

Pre-conferences and Post-Conferences

Pre-conferences are valuable for giving context for the lesson and information about the students to be observed and for setting expectations for the observation process. Pre-conferences are optional for observations except where noted in the requirements described on the previous page. A pre-conference can be held with a group of teachers, where appropriate.

Post-conferences provide a forum for reflecting on the observation against Charlotte Danielson's *Framework for Teaching* and for generating action steps that will lead to the teacher's improvement.

A good post-conference:

- begins with an opportunity for the teacher to share his/her self-assessment of the lesson observed;
- cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made, and where future observations may focus;
- involves written and verbal feedback from the evaluator; and
- occurs within two days of the observation.

Classroom observations provide the most evidence for domains 2 and 3 of the Danielson's *Framework*, but both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

Non-Classroom Reviews of Practice

Because the new evaluation model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the Danielson *Framework*, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent- teacher meetings, observations of coaching/mentoring other teachers, and attendance records from professional development or school-based activities/events.

Feedback

The goal of feedback is to help teachers grow as educators and become more effective with each and every one of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback should include:

- specific evidence and ratings, where appropriate, on observed components of the Danielson *Framework*;
- prioritized commendations and recommendations for development actions;
- next steps and supports the teacher can pursue to improve his/her practice; and
- a timeframe for follow up.

Teacher Performance and Practice Focus Area

As described in the Evaluation Process and Timeline section, teachers develop one performance and practice focus area that is aligned to Danielson's *Framework for Teaching*. The focus area will guide observations and feedback conversations throughout the year.

Each teacher will work with his or her evaluator to develop a practice and performance focus area through mutual agreement. All focus areas should have a clear link to student achievement and should move the teachers towards *proficient* or *exemplary* on the Danielson *Framework*. Schools may decide to create school-wide or grade-specific focus areas aligned to a particular indicator.

Growth related to the focus areas should be referenced in feedback conversations throughout the year. The focus area and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Although performance and practice focus areas are not explicitly rated as part of the Teacher Performance and Practice component, growth related to the focus area will be reflected in the scoring of Teacher Performance and Practice evidence.

Teacher Performance and Practice Scoring

Evaluators are not required to provide an overall rating for each observation, but they should be able to provide ratings and evidence for the *Framework* components that were observed. During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Once the evidence has been recorded, the evaluator can align the evidence with the appropriate indicator(s) on the Evaluation Instrument and then make a determination about which performance level the evidence supports.

Summative Observation of Teacher Performance and Practice Rating

Primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. Each domain of Danielson's *Framework for Teaching* carries equal weight in the final rating. The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

1) Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine ratings for each of the 22 components.
2) Evaluator averages components within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.
3) Evaluator averages domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0.

Each step is illustrated below:

1) Evaluator holistically reviews evidence collected through observations and reviews of practice and uses professional judgment to determine indicator ratings for each of the 22 components.

   By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and interactions. Evaluators then analyze the consistency, trends and significance of the evidence to determine a rating for each of the 22 indicators. Some questions to consider while analyzing the evidence include:

   - **Consistency:** What rating have I seen relatively uniform, homogenous evidence for throughout the semester/year? Does the evidence paint a clear, unambiguous picture of the teacher's performance in this area?

- **Trends:** Have I seen improvement over time that overshadows earlier observation outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?
- **Significance:** Are some data more valid than others? (Do I have notes or ratings from "meatier" lessons or interactions where I was able to better assess this aspect of performance?)

Once a rating has been determined, it is then translated to a 1-4 score. *Below Standard* = 1 and *Exemplary* = 4. See example below for Domain 2:

Domain 2	Indicator Rating	Evaluator's Score
2a	*Developing*	2
2b	*Developing*	2
2c	*Proficient*	3
2d	*Exemplary*	4
2e	*Proficient*	3
Average Score		2.8

2) Evaluator averages indicators with each domain to a tenth of a decimal to calculate domain-level scores:

Domain	Averaged Domain-Level Score
1	2.8
2	2.6
3	3.0
4	2.8

3) The evaluator averages domain scores to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0.

Domain	Score
1	2.8
2	2.6
3	3.0
4	2.8
Average Score	**2.8**

Steps 2 and 3 can be performed by district administrators and/or using tools/technology that calculates the averages for the evaluator.

The summative Teacher Performance and Practice component rating and the indicator ratings will be shared and discussed with teachers during the End-of-Year Conference. This process can also be followed in advance of the Mid-Year Conference to discuss formative progress related to the Teacher Performance and Practice rating.

Component #2: Parent Feedback (10%)

Feedback from parents will be used to help determine the remaining 10% of the Teacher Practice Indicators category.

The process for determining the parent feedback rating includes the following steps:

(1) the school conducts a whole-school parent survey (meaning data is aggregated at the school level);
(2) administrators and teachers determine several school-level parent goals based on the survey feedback;
(3) the teacher and evaluator identify **one** related parent engagement goal and set improvement targets;
(4) evaluator and teacher measure progress on growth targets; and
(5) evaluator determines a teacher's summative rating, based on four performance levels.

Administration of a Whole-School Parent Survey

Parent surveys should be conducted at the whole-school level as opposed to the teacher-level, meaning parent feedback will be aggregated at the school level. This is to ensure adequate response rates from parents.

CREC Schools use the Comprehensive School Climate Survey to gather parent feedback.

If a school governance council exists, the council shall assist if any additions are made to the survey in order to encourage alignment with school improvement goals.

Determining School-Level Parent Goals

Evaluators and teachers should review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals. Ideally, this goal-setting process would occur between the principal and teachers (possibly during faculty meetings) in August or September so agreement can be reached on 2-3 improvement goals for the entire school.

Selecting a Parent Engagement Goal and Improvement Targets

After the school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators **one** related parent goal they would like to pursue as part of their evaluation. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc.

The goal should be written in the SMART language format and must include specific improvement targets. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents such as sending bi-weekly updates to parents or developing a new website for their class. Part of the evaluator's job is to ensure (1) the goal is related to the overall school improvement parent goals, and (2) that the improvement targets are aligned, ambitious and attainable.

Measuring Progress on Growth Targets

Teachers and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback component. There are two ways teachers can measure and demonstrate progress on their growth targets. Teachers can (1) measure how successfully they implement a

strategy to address an area of need (like the examples in the previous section), and/or (2) they can collect evidence directly from parents to measure parent-level indicators they generate. For example, teachers can conduct interviews with parents or a brief parent survey to see if they improved on their growth target.

Arriving at a Parent Feedback Rating

The Parent Feedback rating should reflect the degree to which a teacher successfully reaches his/her parent goal and improvement targets. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

STUDENT OUTCOMES RELATED INDICATORS

Student Outcomes Related Indicators capture a teacher's impact on student learning and comprise half of the teacher's final summative rating. The inclusion of student outcomes indicators acknowledges that teachers are committed to the learning and growth of their students and carefully consider what knowledge, skills and talents they are responsible for developing in their students each year. As a part of the evaluation and support process, teachers document their goals of student learning and anchor them in data.

Two components comprise this category:

- Student Growth and Development, which counts for 45%; and
- Whole-School Student Learning, which counts for 5% of the total evaluation rating.

These components will be described in detail below.

Component #3: Student Growth and Development (45%)

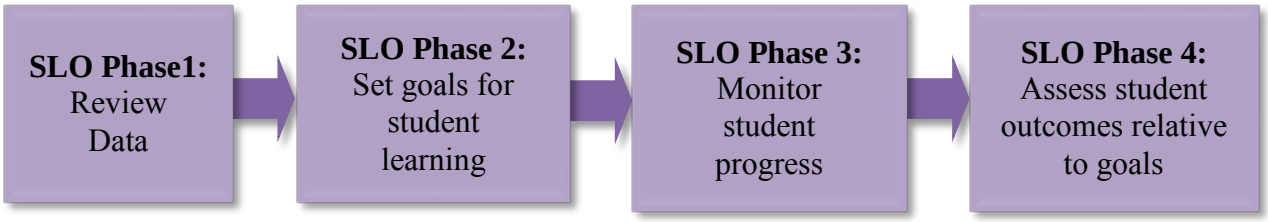
For the 2015-2016 school year, CREC will not require that 22.5% of a teacher's summative rating incorporate state test data with the exception of CMT science in grade 8 and CAPT science in grade 10. Alternatively, the 45% student growth and development component will be composed of 22.5% standardized assessments for those grades and subjects where available and appropriate and the other 22.5% will be based on a minimum of one non-standardized indicator and a maximum of one additional standardized indicator (in accordance with the Guidelines). If there are no standardized assessments available and/or appropriate, then the educator's entire 45% student learning outcomes component would be based fully on non-standardized indicators in the 2015-2016 year.

Overview of Student Learning Objectives (SLOs)

Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation and support purposes, it is imperative to use a method that takes each teacher's assignment, students and context into account. CREC has selected a goal-setting process grounded in **Student Learning Objectives (SLOs)** as the approach for measuring student growth during the school year.

SLOs are carefully planned, long-term academic objectives. SLOs should reflect high expectations for learning or improvement and aim for mastery of content or skill development. SLOs are measured by **Indicators of Academic Growth and Development (IAGDs)** which include specific targets for student mastery or progress. Research has found that educators who set high-quality SLOs often realize greater improvement in student performance.

The SLO process will support teachers in using a planning cycle that will be familiar to most educators:



Developing SLOs is a process rather than a single event. The purpose is to craft Student Learning Objectives that serve as a reference point throughout the year as teachers document their students' progress toward achieving the IAGD targets. Teachers may develop them through consultation with colleagues in the same grade level or teaching the same subject. The final determination of SLOs and IAGDs is made through mutual agreement between the teacher and his/her evaluator. The four phases of the SLO process include:

PHASE 1: Review the Data

This first phase is the discovery phase which begins with reviewing district initiatives, and key priorities, school/district improvement plans and the building administrator's goals. Once teachers know their class rosters, they should examine multiple sources of data about their students' performance to identify an area(s) of need. Documenting the "baseline" data, or where students are at the beginning of the year, is a key aspect of this step. It allows the teacher to identify where students are with respect to the grade level or content area the teacher is teaching.

Examples of Data Review

A teacher may use but is not limited to the following data in developing an SLO:

a) Initial performance for current interval of instruction (writing samples, student interest surveys, pre-assessments etc.);
b) Student scores on previous state standardized assessments;
c) Results from other standardized and non-standardized assessments;
d) Report cards from previous years;
e) Results from diagnostic assessments;
f) Artifacts from previous learning;
g) Discussions with other teachers (across grade levels and content areas) who have previously taught the same students;
h) Individual Educational Plans (IEPs) and 504 plans for students with identified special education needs;
i) Data related to ELL students and gifted students;
j) Attendance records; and
k) Information about families, community and other local contexts.

It is important that the teacher understands both the individual student and group strengths and challenges. This information serves as the foundation for setting the ambitious yet realistic goals in the next phase.

PHASE 2: Set 2 SLOs

Based on a review of district and building data, teachers will develop two SLOs that address identified needs. A form for the development of SLOs can be found on the intranet and P21. To create their SLOs, teachers will follow these four steps:

Step 1: Decide on the Student Learning Objectives

The SLOs are broad goal statements for student learning and expected student improvement. These goal statements identify core ideas, domains, knowledge and/or skills students are expected to acquire for which baseline data indicate a need. Each SLO should address a central purpose of the teacher's assignment and should pertain to a large proportion of his/her students, including specific target groups where appropriate. Each SLO statement should reflect high expectations for student learning – at least a year's worth of growth (or a semester's worth for shorter courses) – and should be aligned to relevant state, national (e.g., Common Core State Standards) or district standards for the grade level or course. Depending on the teacher's assignment, an SLO statement might aim for content mastery or else it might aim for skill development.

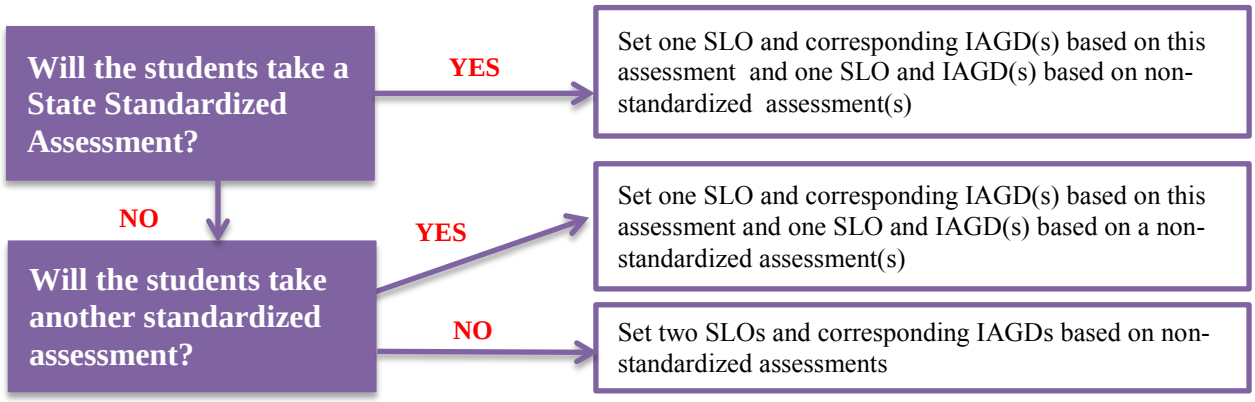
Teachers are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of SLOs. Teachers with similar assignments may have identical SLOs although they will be individually accountable for their own students' results.

The following are examples of SLOs based on student data:

Grade/Subject	Student Learning Objective
6th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.
9th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.
11th Grade Algebra 2	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.
9th Grade English/Language Arts	Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Step 2: Select Indicators of Academic Growth and Development (IAGDs)

An **Indicator of Academic Growth and Development (IAGD)** is the specific evidence, with a quantitative target, that will demonstrate whether the SLO was met. Each SLO must include at least one IAGD but may include multiple, differentiated IAGDs where appropriate. Teachers whose students take a standardized assessment will create one SLO with an IAGD(s) using that assessment and one SLO with an IAGD(s) based on a minimum of one non-standardized measure and a maximum of one additional standardized measure. All other teachers will develop their two SLOs with IAGDs based on non-standardized measures. Use the flow chart below to determine appropriate IAGDs.



In the calculation to determine the summative student growth and development rating, the SLOs are weighted equally, each representing 22.5% of the final summative rating.

IAGDs should be written in **SMART** goal language:

S = Specific and Strategic
M = Measurable
A = Aligned and Attainable
R = Results-Oriented
T = Time-Bound

CREC's model uses a specific definition of "standardized assessment." As stated in the CT Guidelines for Educator Evaluation, a **standardized assessment** is characterized by the following attributes:

- Administered and scored in a consistent – or "standard" – manner;
- Aligned to a set of academic or performance "standards;"
- Broadly-administered (e.g., nation-or statewide);
- Commercially-produced; and
- Often administered only once a year, although some standardized assessments are administered two or three times per year.

IAGDs should be rigorous, attainable and meet or exceed district expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success). Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. IAGDs can also address student subgroups, such as high or low-performing students or ELL students. It is through the Phase 1 examination of student data that teachers will determine what level of performance to target for which population of students.

IAGDs are unique to the teacher's particular students; teachers with similar assignments may use the same evidence for their SLOs, but it is unlikely they would have identical IAGDs. For example, all 2nd grade teachers in a district might set the same SLO and use the same reading assessment to measure their SLOs, but the IAGD and/or the proportion of students expected to achieve proficiency would likely vary among 2nd grade teachers. Additionally, individual teachers may establish multiple differentiated targets for students achieving at various performance levels.

Taken together, an SLO and its IAGD(s) provide the evidence that the objective was met. Here are some examples of IAGDs that might be applied to the previous SLO examples:

Grade/Subject	SLO	IAGD(s)
6th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.	By May 15: 1. Students who scored a 0-1 out of 12 on the pre-assessment will score 6 or better 2. Students who scored a 2-4 will score 8 or better. 3. Students who scored 5-6 will score 9 or better. 4. Students who scored 7 will score 10 or better
9th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.	By May 30, 90%-100% of all students will be proficient (scoring a 3 or 4) or higher on 5 of the 6 standards (as measured by 8 items) measured in the digital literacy assessment rubric.
11th Grade Algebra 2	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.	By May 15, 80% of Algebra 2 students will score an 85 or better on a district Algebra 2 math benchmark.
9th Grade ELA	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.	By June 1: 1. 27 students who scored 50-70 on the pre-test will increase scores by 18 points on the post test. 2. 40 students who score 30-49 will increase by 15 points. 3. 10 students who scored 0-29 will increase by 10 points.

Step 3: Provide Additional Information

During the goal-setting process, teachers and evaluators will document the following:

- baseline data used to determine SLOs and set IAGDs;
- selected student population supported by data;
- learning content aligned to specific, relevant standards;
- interval of instruction for the SLO;
- assessments teacher plans to use to gauge students' progress;
- instructional strategies;
- any important technical information about the indicator evidence (like timing or scoring plans); and
- professional learning/supports needed to achieve the SLOs.

Step 4: Submit SLOs to Evaluator for Approval

SLOs are proposals until the evaluator approves them. While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs, ultimately, the evaluator must formally approve all SLO proposals. The evaluator will examine each SLO relative to the following criteria to ensure that SLOs across subjects, grade levels and schools are both rigorous and comparable:

- Baseline – Trend Data
- Student Population
- Standards and Learning Content
- Interval of Instruction
- Assessments
- Indicators of Academic Growth and Development (IAGDs)/Growth Targets
- Instructional Strategies and Supports

The evaluator will rate the criteria identified for each element of the SLO. SLOs that holistically meet the criteria will be approved. The rating for the Indicators of Academic Growth and Development/ growth targets must meet the district expectations. If not, the element must be revised by the teacher and resubmitted to the evaluator for approval. If one or more other criteria are not met, the evaluator will provide written comments and discuss the feedback with the teacher during the fall Goal-Setting Conference. SLOs that are not approved must be revised and resubmitted to the evaluator within ten business days.

PHASE 3: Monitor Students Progress

Once SLOs are approved, teachers should monitor students' progress towards the objectives. Teachers can, for example, examine student work; administer interim assessments and track students' accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress. Progress towards SLOs/IAGDs and action steps for achieving progress should be referenced in feedback conversations throughout the year.

If a teacher's assignment changes, or if his/her student population shifts significantly, the SLOs can be adjusted during the Mid-Year Conference between the evaluator and the teacher.

PHASE 4: Assess Student Outcomes Relative to SLOs

At the end of the school year, the teacher should collect the evidence required by their IAGDs, upload artifacts to the data management software system, if available, and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment, which asks teachers to reflect on the SLO outcomes by responding to the following four statements:

1. Describe the results and provide evidence for each indicator.
2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.
4. Describe what you learned and how you will use that going forward.

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to each SLO: Exceeded (4 points), Met (3 points), Partially Met (2 points) or Did Not Meet (1 point). These ratings are defined as follows:

Exceeded (4)	All or most students met or substantially exceeded the target(s) contained in the indicator(s).
Met (3)	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
Partially Met (2)	Many students met the target(s), but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.
Did Not Meet (1)	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

For SLOs with more than one IAGD, the evaluator may score each indicator separately, and then average those scores for the SLO score, or he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically.

The final student growth and development rating for a teacher is the average of their two SLO scores. For example, if one SLO was "Partially Met," for a rating of 2, and the other SLO was "Met," for a rating of 3, the Student Growth and Development rating would be 2.5 [(2+3)/2]. The individual SLO ratings and the Student Growth and Development rating will be shared and discussed with teachers during the End-of-Year Conference.

	Score
SLO 1	2
SLO 2	3
Student Growth and Development Rating	**2.5**

NOTE: For SLOs that include an indicator(s) based on state standardized assessments, results may not be available in time to score the SLO prior to the June 30 deadline. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. Or, if state assessments are the basis for all indicators and no other evidence is available to score the SLO, then the teacher's student growth and development rating will be based only on the results of the second SLO.

However, once the state assessment data is available, the evaluator should score or rescore the SLO, then determine if the new score changes the teacher's final (summative) rating. The evaluation rating can be amended at that time as needed, but no later than September 15. See Summative Teacher Evaluation Scoring for details.

Component #4: Whole-School Student Learning Indicator (5%)

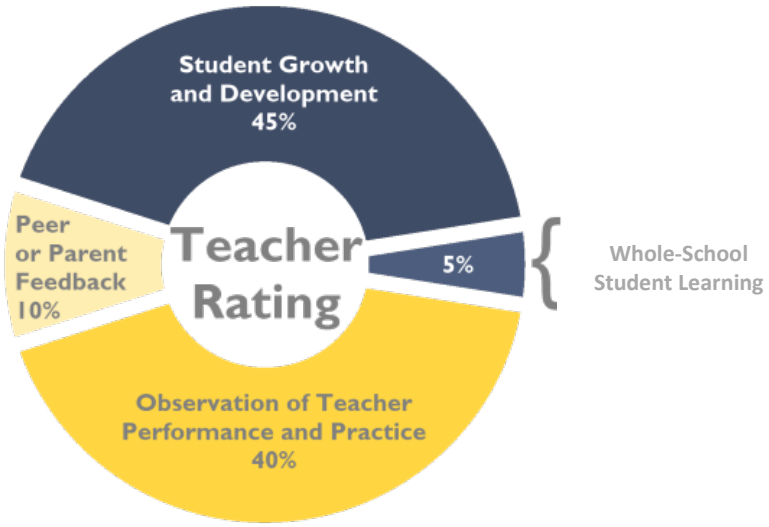
For the 2015-2016 school year, CREC will not require that the administrator's student learning component incorporate SPI progress. Therefore, this rating will be based on the administrator's aggregate progress on SLO targets, which will correlate to the full student learning rating on an administrator's evaluation (equal to the 45% component of the administrator's final rating).

A teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for his/her administrator's evaluation rating. This will be based on the school performance index (SPI) and the administrator's progress on SLO targets, which correlates to the Student Learning rating on an administrator's evaluation (equal to the 45% component of the administrator's final rating).

SUMMATIVE TEACHER EVALUATION SCORING

Summative Scoring

The individual summative teacher evaluation rating will be based on the four components, grouped in two major categories: Student Outcomes Related Indicators and Teacher Practice Related Indicators.



Every educator will receive one of four performance ratings:

Exemplary – Substantially exceeding indicators of performance

Proficient – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

The rating will be determined using the following steps:

1) Calculate a Teacher Practice Related Indicators score by combining the observation of teacher performance and practice score (40%) and the parent feedback score (10%)
2) Calculate a Student Outcomes Related Indicators score by combining the student growth and development score (45%) and whole-school student learning indicator (5%).
3) Use the Summative Matrix to determine the Summative Rating

Each step is illustrated below:

1) Calculate a Teacher Practice Related Indicators rating by combining the observation of teacher performance and practice score and the parent feedback score.

   The observation of teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Simply multiply these weights by the

component scores to get the category points. The points are then translated to a rating using the rating table below.

Component	Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice	2.8	40	112
Parent Feedback	3	10	30
TOTAL TEACHER PRACTICE RELATED INDICATORS POINTS			**142**

Rating Table

Teacher Practice Related Indicators Points	Teacher Practice Related Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

2) Calculate a Student Outcomes Related Indicators rating by combining the student growth and development score and whole-school student learning indicators or student feedback score.

The student growth and development component counts for 45% of the total rating and the whole-school student learning indicators or student feedback component counts for 5% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

Component	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLOs)	3.5	45	157.5
Whole School Student Learning Indicator	3	5	15
TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS			172.5 → **173**

Rating Table

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

3) Use the Summative Matrix to determine the Summative Rating

Using the ratings determined for each major category: Student Outcomes Related Indicators and Teacher Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is *proficient* and the Student Outcomes Related Indicators rating is *proficient*. The summative rating is therefore *proficient*. If the two major categories are highly discrepant (e.g., a rating of *exemplary* for Teacher Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to determine a summative rating.

		Teacher Practice Related Indicators Rating			
		4	**3**	**2**	**1**
Student Outcomes Related Indicators Rating	**4**	**Rate Exemplary**	**Rate Exemplary**	**Rate Proficient**	***Gather further information***
	3	**Rate Exemplary**	**Rate Proficient**	**Rate Proficient**	**Rate Developing**
	2	**Rate Proficient**	**Rate Proficient**	**Rate Developing**	**Rate Developing**
	1	***Gather further information***	**Rate Developing**	**Rate Developing**	**Rate Below Standard**

<u>Adjustment of Summative Rating</u>

Summative ratings must be provided for all teachers by June 30 of a given school year and reported to the CSDE per state guidelines. Should state standardized test data not yet be available at the time of calculating a summative rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by state standardized test

data, the evaluator should recalculate the teacher's summative rating when the data is available and submit the adjusted rating no later than September 15. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

Novice teachers shall generally be deemed effective if said educator receives at least two sequential *proficient* ratings, one of which must be earned in the fourth year of a novice teacher's career. A *below standard* rating shall only be permitted in the first year of a novice teacher's career, assuming a pattern of growth of *developing* in year two and two sequential *proficient* ratings in years three and four. Upon receiving all student achievement data, superintendents shall offer a contract to any educator he/she deems effective at the end of year four. This shall be accomplished through the specific issuance to that effect.

A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential *developing* ratings or one *below standard* rating at any time.

Dispute-Resolution Process

From time to time problems or disagreements may arise within the evaluation process. The parties are encouraged to discuss the differences and seek a common understanding of the issues. Developing the student achievement-based goals should be a collaborative effort between the teacher and the evaluator and an effort should be made to mutually agree upon the proposed performance goals. If an agreement cannot be reached, the evaluator's decision is final.

In the case of unresolved disagreements related to the content or substance of the evaluation, evaluatees are encouraged to present their perspective in writing, identifying their areas of concern. Such statements should be attached to the appropriate evaluation form. The evaluator may choose to change the report, but is not obligated to do so.

It is expected that most disagreements will be resolved informally between the evaluator and the evaluatee. Unresolved disagreements related to procedural concerns within the evaluation process only, should be brought to the attention of the Superintendent. A written explanation of the issue should be submitted as soon as possible and before the beginning of a new evaluation cycle. The decision of the Superintendent shall be final.

CORE REQUIREMENTS FOR THE EVALUATION OF STUDENT AND EDUCATOR SUPPORT SPECIALISTS

As provided in Sec.10-151b of the 2012 Supplement (C.G.S.) as amended by section 51 of P.A. 12-116, "The superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each Student and Educator Support Specialist," in accordance with the requirements of this section. Local or regional boards of education shall develop and implement Student and Educator Support Specialist evaluation programs consistent with these requirements.

Flexibility from Core Requirements for the Evaluation of Teachers

1. Student and Educator Support Specialists shall have a clear job descriptions and delineation of their role and responsibilities in the school to guide the setting of Indicators of Academic Growth and Development (IAGDs), feedback and observation.
2. Because of the unique nature of the roles fulfilled by Student and Educator Support Specialists, districts shall be granted flexibility in applying the Core Requirements of teacher evaluation in the following ways:
   - **a.** Districts shall be granted flexibility in using IAGDs to measure attainment of goals and/or objectives for student growth. The Goal-Setting Conference for identifying the IAGD shall include the following steps:
     - **i.** The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.
     - **ii.** The educator and evaluator will determine if the indicator will apply to the individual teacher, a team of teachers, a grade level or the whole school.
     - **iii.** The educator and evaluator should identify the unique characteristics of the population of students which would impact student growth (e.g. high absenteeism, highly mobile population in school).
     - **iv.** The educator and evaluator will identify the learning standard to measure: the assessment, data or product for measuring growth; the timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.
   - **b.** Because some Student and Educator Support Specialists do not have a classroom and may not be involved in direct instruction of students, the educator and evaluator shall agree to appropriate venues for observations and an appropriate rubric for rating practice and performance at the beginning of the school year. The observations will be based on standards when available. Examples of appropriate venues include but are not limited to: observing Student and Educator Support Specialist staff working with small groups of children, working with adults, providing professional development, working with families, participation in team meetings or Planning and Placement Team meetings.
   - **c.** When student, parent and/or peer feedback mechanisms are not applicable to Student and Educator Support Specialists, districts may permit local development of short feedback mechanisms for students, parents and peers specific to particular roles or projects for which the Student and Educator Support Specialists are responsible.

APPENDIX A: FOCUSED SUPPORT AND DEVELOPMENT PLAN

CREC Schools of Excellence

Focused Support and Development Plan

Name of Teacher: _____ **School/Program:** _____

Name of Primary Evaluator: _____ **Effective Date of this Plan:** _____

Next Summative Review Date: _____

Instructions: This Plan is required for teachers whose performance summative rating is *Developing.* It should be developed in consultation with the teacher and her/his bargaining representative.

1. **Identification of the area(s) in need of development or improvement:**

2. **Goals and objectives** (what must be accomplished, including indicators of success)**:**

3. **Focused Support Plan** (should include strategies for resolution of the need, including teacher responsibilities and resources and supports provided)**:**

4. **Timeline for implementation of strategies, support and resources designed to achieve the specific expected outcome(s)** (should be in the course of the same school year as the plan is issued)**:**

5. **Staff Member Comments:**

This Focused Support and Development Plan has been reviewed and explained to me by my evaluator or designee.

Employee Signature: _____ **Date:** _____

Required signatures for the above Focused Support and Development Plan:

Evaluator's Signature **Date**	**Program Director/Principal** **Date**
Division Director's Signature **Date**	

6. Evaluator's Summative rating of performance at the conclusion of this Plan. Please check one:

☐	**Exemplary** – Substantially exceeding indicators of successful performance
☐	**Proficient** – Meeting indicators of successful performance
☐	**Developing** – Meeting some indicators of success but not others
☐	**Below Standard** – Not meeting indicators of successful performance

7. Evaluator's Recommendation at the conclusion of this Plan. Please check One:

☐	Area(s) in need of development or improvement resolved, staff member removed from the Focused Support and Development Plan.
☐	Area(s) in need of development or improvement requires additional attention. Staff member will continue on a Focused Support and Development Plan or be placed on a Performance Improvement Plan.
☐	Areas(s) in need of development or improvement not resolved. Staff member recommended for dismissal in accordance with the provisions of Connecticut General Statute, Section 10-151.

Evaluator's Signature **Date**	**Program Director/Principal** **Date**
Division Director's Signature **Date**	**Human Resources Director** **Date**

Employee acknowledges receipt of recommendation:
By signing below, I indicate that I have been advised of the recommendation regarding my employment status with CREC. My signature does not, however, necessarily imply that I agree with the evaluation. I have been encouraged by my supervisor to put my comments, if any, in writing below.

Employee Signature: _____ **Date:** _____

APPENDIX B: PERFORMANCE IMPROVEMENT PLAN

CREC Schools of Excellence

Performance Improvement Plan

Name of Teacher: _____ **School/Program:** _____

Name of Primary Evaluator: _____ **Effective Date of this Plan:** _____

Next Summative Review Date: _____

Instructions: This Plan is required for teachers whose performance summative rating is *Below Standard.* It should be developed in consultation with the teacher and her/his bargaining representative.

1. **Identification of the problem(s) or area(s) in need of improvement:**

2. **Goals and objectives** (what must be accomplished, including indicators of success)**:**

3. **Improvement/Remediation Plan** (strategies for resolution of the problem/need, including teacher responsibilities and resources and focused supports provided)**:**

4. **Timeline for implementation of strategies, support and resources designed to achieve the specific expected outcome(s)** (should be in the course of the same school year as the plan is issued)**:**

5. **Staff Member Comments:**

This Performance Improvement Plan has been reviewed and explained to me by my evaluator or designee.

By signing, I indicate that I have been advised of my performance status. My signature does not, however, necessarily imply that I agree with the evaluation. I have been encouraged by my supervisor to put my comments, if any, in writing.

Employee Signature: _____ **Date:** _____

Required signatures for the above Performance Improvement Plan:

Evaluator's Signature **Date**	**Program Director/Principal** **Date**
Division Director's Signature **Date**	

6. Evaluator's Summative rating of performance at the conclusion of this Plan. Please check one:

☐	**Exemplary** – Substantially exceeding indicators of successful performance
☐	**Proficient** – Meeting indicators of successful performance
☐	**Developing** – Meeting some indicators of success but not others
☐	**Below Standard** – Not meeting indicators of successful performance

7. Evaluator's Recommendation at the conclusion of this Plan. Please check one:

☐	Problem(s) and/or need(s) resolved, staff member removed from the Performance Improvement Plan.
☐	Problem(s) and/or need(s) requires additional attention. Staff member is placed on a Focused Support and Development Plan.
☐	Problem/need not resolved. Staff member recommended for dismissal in accordance with the provisions of Connecticut General Statute, Section 10-151.

Evaluator's Signature **Date**	**Program Director/Principal** **Date**
Division Director's Signature **Date**	**Human Resources Director** **Date**

Employee acknowledges receipt of recommendation:
By signing below, I indicate that I have been advised of the recommendation regarding my employment status with CREC. My signature does not, however, necessarily imply that I agree with the evaluation. I have been encouraged by my supervisor to put my comments, if any, in writing.

Employee Signature: _____ **Date:** _____

CREC | Schools of Excellence

CREC's System for Administrator Evaluation and Support

ACKNOWLEDGEMENTS

CREC wishes to thank the following people for their contributions in time, knowledge, expertise, and "sharing best practices."

Evaluation Committee:

- Tim Percoski, Teacher, Metropolitan Learning Center
- Anne Cuvellier, Social Worker, River Street
- Vivian Novo-MacDonald, Assistant Principal, Montessori Magnet School
- Michele Johnson, Special Education Teacher, University of Hartford Magnet School
- Daniel Luongo, Music Teacher, Two Rivers Middle School
- Greg Carter, Assistant Principal, Two Rivers Magnet Middle
- Lisa Cordova, Teacher, Glastonbury East Hartford Magnet School
- Anne Marie Mancini, former Director of Curriculum, Instruction and Assessment
- Dina Crowl, Superintendent of CREC Schools
- Anne McKernan, former Assistant Superintendent of CREC Schools
- Carole Kerkin, Assistant Director of Student Services
- Deb Richards, Director of Student Services
- Josephine DiPietro Smith, Principal, Reggio Magnet School of the Arts
- Jean Moura, Assistant Director, River Street
- Ada Miranda, Assistant Director of Human Resources, CREC

Consultants to the Committee in the development of CREC's System for Teacher Evaluation and Support:

- Dr. Bruce Douglas, Executive Director, CREC
- Sarah Ellsworth, Director of Data, Analysis, Research and Technology, CREC
- Denise Gallucci, former Deputy Executive Director, Superintendent of CREC Schools
- Heather Levitt-Doucette, Coordinator of Data, Evaluation and Research, CREC
- Laura Lyon, Research and Development Specialist, CREC
- Tim Nee, Director of Teaching and Learning, CREC
- Sara Pomponi, CEA UniServ Representative, CEA

Approved by CREC Council on May 1, 2013.
Revisions approved by CREC Council on November 20, 2013.
Approved by on CSDE August 1, 2014

CONTENTS

CREC'S GUIDING BELIEFS 3
INTRODUCTION 4
CONNECTICUT'S CORE REQUIREMENTS FOR EDUCATION EVALUATION 5
DESIGN PRINCIPLES 7
ADMINISTRATOR EVALUATION OVERVIEW 10
Administrator Evaluation and Support Framework 10
Process and Timeline 10
SUPPORT AND DEVELOPMENT 18
Evaluation-Informed Professional Learning 18
Improvement and Remediation Plans 18
Career Development 19
LEADERSHIP PRACTICE RELATED INDICATORS 20
Component #1: Observation of Leadership Practice (40%) 20
Arriving at a Leadership Practice Summative Rating 25
Component #2: Stakeholder Feedback (10%) 27
Stakeholder Feedback Summative Rating 28
STUDENT OUTCOMES RELATED INDICATORS 32
Component #3: Student Learning (45%) 32
State Measures of Academic Learning 32
Locally-Determined Measures (Student Learning Objectives) 34
Arriving at Student Learning Summative Rating 37
Component #4: Teacher Effectiveness Outcomes (5%) 38
SUMMATIVE ADMINISTRATOR EVALUATION RATING 39
Summative Scoring 39
Determining Summative Ratings 39
A. PRACTICE: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50% 40
B. OUTCOMES: Student Learning (45%) + Teacher Effectiveness Outcomes (5%) = 50% 40
C. OVERALL: Leader Practice + Student Outcomes 41
Definition of Effectiveness and Ineffectiveness 42
Dispute-Resolution Process 42

CREC'S GUIDING BELIEFS

Our Mission is to work with boards of education of the Capitol Region to improve the quality of public education for all learners.

Our Vision is that every student can and shall learn at higher levels and therefore must have access to all educational resources of the region through the system of public schools served by CREC.

Our Values are:

- Leadership
- Quality
- Trust
- Diversity
- Collaboration

CREC believes that:

- All students can learn.
- Administrators and their staff can make a difference in the lives and learning of our students.
- A comprehensive administrator evaluation plan, including a professional growth component, is essential to achieve our goals.
- Learning is a lifelong responsibility.

CREC is committed to:

- Providing unique, high quality programs that emphasize best practices in student learning based on the regular collection, analysis, and interpretation of data from multiple sources;
- Fostering continuous improvement through professional learning and evaluation that is responsive to different stages of development and experience;
- Providing adequate time for teachers and administrators to work collaboratively, to learn and apply new skills; and
- Supporting administrators and acknowledging their growth, improvement, and contributions.

INTRODUCTION

"A leader must have a sense of direction and a determination to succeed that inspires others."
(Better Leaders for America's Schools: A Manifesto, Broad Foundation, May 2003)

The school leader's job has changed over time. The main responsibilities such as supervise teachers, manage the building and deal with parents endure. Today, however; "the principal's main task has evolved into something very different: to develop a vision of learning; to build a school culture and instructional programs conducive to learning for all pupils; to manage staff, students and parents with needs and problems that did not exist or were largely ignored in the past; and, above all, to produce excellent academic results as gauged by external measures such as state proficiency tests keyed to statewide academic standards." *(Reference: Better Leaders for America's Schools: A Manifesto, May 2003)*

CREC's System for Administrator Evaluation and Support is grounded in a positive approach to improve performance and develop and support talented leaders that can carry on these new expectations. Improved performance brings about the effectiveness that results in quality services and improved student learning. It is also about building capacity for future growth and higher achievements.

CREC's new model for administrator evaluation is based on Connecticut's System for Education Evaluation and Development (SEED). SEED is a model evaluation and support system that is aligned to the Connecticut Guidelines for Educator Evaluation (Core Requirements), which were adopted by the Performance Evaluation Advisory Council (PEAC) in June of 2012. The new Connecticut Guidelines for Educator Evaluation replace those adopted in 1999. The guidelines are designed to build on and strengthen Connecticut's unwavering commitment to equity and excellence in education. The SEED model was informed by a large body of research, including the Gates Foundation's Measures of Effective Teaching (MET) study. In the 2012-2013 school year, CREC served as a pilot district and provided feedback which further guided the model design. In the spring of 2013, CREC's Evaluation Committee adapted the SEED model to best meet the needs of CREC's teachers and administrators. The resulting system clearly defines effective practice, encourages the exchange of accurate, useful information about strengths and development areas, and promotes collaboration and shared ownership for professional growth.

Our administrators work collaboratively with staff and the community of learners to carry on instructional leadership and managerial responsibilities that support collective goals and expectations for outstanding student achievement and school improvement.

All administrators have a responsibility to:

- grow professionally,
- share their knowledge with one another through various methods of data collection and collaborative work,
- become reflective practitioners, and
- promote a positive culture and climate for the total school community.

CONNECTICUT'S CORE REQUIREMENTS FOR EDUCATION EVALUATION

The primary goal of the educator evaluation and support system is to strengthen individual and collective practices so as to increase student learning and development. Connecticut's Core Requirements for Educator Evaluation are based on Connecticut's Common Core of Teaching and the Common Core of Leading: Connecticut School Leadership Standards, which guide the observation of professional practice. The Core Requirements also include multiple indicators of student academic growth and development, stakeholder feedback and the context in which an educator works. Evaluation processes are designed to promote collaboration and shared ownership for professional growth, renewal, and employment decisions.

The Connecticut Core Requirements for Educator Evaluation are based on the following guiding principles:

a. The primary purpose of educator evaluation is to strengthen individual and collective practices in order to improve student growth;
b. Educator evaluation is standards-based, using the Connecticut Common Core of Teaching for teacher evaluation, Common Core of Leading: Connecticut Leadership Standards for administrator evaluation, and National Pupil Personnel Services standards documents for evaluation of educators in pupil services;
c. Connecticut's Common Core Standards, The Connecticut Framework: K-12 Curricular Goals and Standards, State Assessments, as well as locally-developed curriculum standards are the basis for establishing outcomes at the district and school levels;
d. The Core Requirements foster continuing collaborative dialogue around teaching and learning in order to increase student academic growth and development; and
e. The Core Requirements clearly connect professional learning to the outcomes of the evaluation process.

The following Connecticut State Department of Education and national publications form the foundation of the new requirements:

(1) **Connecticut's Common Core Standards**, which clearly establishes high expectations for learning for all of Connecticut's children.

(2) **Connecticut's Common Core of Teaching** (CCT), adopted February 2010 (replacing the Common Core of Teaching adopted in 1999), which defines effective teaching practice throughout the career continuum of educators from pre-service to induction to experienced teaching status in six domains:
    1. Content and Essential Skills;
    2. Classroom Environment, Student Engagement and Commitment to Learning;
    3. Planning for Active Learning;
    4. Instruction for Active Learning;
    5. Assessment for Learning; and
    6. Professional Responsibilities and Educator Leadership.

(3) **Common Core of Leading: Connecticut Leadership Standards**, adopted in June of 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations:

1. Vision, Mission and Goals
2. Teaching and Learning
3. Organizational Systems and Safety
4. Families and Stakeholders
5. Ethics and Integrity
6. The Education System.

(4) **National Pupil Personnel Standards documents**. Using these documents as the foundation for educator evaluation establishes critical links among effective teaching, professional learning and increased student achievement. It should be noted that the term "teacher" refers to all individuals in positions requiring certification, including, but not limited to classroom teachers. "Leaders" refer to those individuals in positions requiring an administrative certification, including, but not limited to principals.

For the 2015-2016 school year, CREC will not require that 22.5% of the administrator's student learning component incorporate SPI progress. Given this adjustment, the entire 45% of an administrator's rating on student learning indicators shall be based on the locally-determined indicators. These locally-determined indicators would also comprise the 5% Whole-School Student Learning Indicator rating for teachers.

DESIGN PRINCIPLES

Purpose and Rationale

When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality teachers and effective leaders. To support teachers and administrators, an evaluation system must clearly define excellent practice and results, give accurate, useful information about educators' strengths and development areas and provide opportunities for professional learning, growth and recognition. The purpose of the new evaluation and support model is to fairly and accurately evaluate educator performance and to help each educator strengthen his/her practice to improve student learning.

Core Design Principles

The following principles guided the design of the administrator evaluation model, developed in partnership with Education First and New Leaders:

- Consider multiple standards-based measures of performance.
- Emphasize growth over time.
- Promote both professional judgment and consistency.
- Foster dialogue about student learning.
- Encourage aligned professional learning, coaching and feedback to support growth.
- Ensure feasibility of implementation.

Consider multiple, standards-based measures of performance

An evaluation and support system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of an educator's performance. The new model defines four components of administrator effectiveness: *student learning* (45%), *administrator practice* (40%), *stakeholder feedback* (10%), and *teacher effectiveness outcomes* (5%).

These four components are grounded in research-based standards for educator effectiveness, Common Core State Standards, as well as Connecticut's standards: The Connecticut Common Core of Teaching (CCT); the Common Core of Leading (CCL): Connecticut School Leadership Standards; the Connecticut Framework K-12 Curricular Goals and Standards; the State assessments[1]; and locally-developed curriculum standards.

Emphasize growth over time

The evaluation of an educator's performance should consider his/her improvement from an established starting point. This applies to professional practice focus areas and the student outcomes

[1] For the 2015-2016 school year, CREC will not require that 22.5% of the administrator's student learning component incorporate SPI progress. Given this adjustment, the entire 45% of an administrator's rating on student learning indicators shall be based on the locally-determined indicators. These locally-determined indicators would also comprise the 5% Whole-School Student Learning Indicator rating for teachers.

they are striving to reach. Attaining high levels of performance matters—and for some educators maintaining high results is a critical aspect of their work—but the model encourages educators to pay attention to continually improving their practice. The goal-setting process in this model encourages a cycle of continuous improvement over time.

Promote both professional judgment and consistency

Assessing an educator's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how teachers and leaders interact with one another and with students, and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, educators' ratings should depend on their performance, not on their evaluators' biases. Accordingly, the model aims to minimize the variance between evaluations of practice and support fairness and consistency within and across schools.

Foster dialogue about student learning

In the quest for accuracy of ratings, there is a tendency to focus exclusively on the numbers. The model is designed to show that of equal importance to getting better results is the professional conversation between an educator and his/her supervisor which can be accomplished through a well-designed and well-executed evaluation system. The dialogue in the new model occurs more frequently and focuses on what students are learning and what administrators can do to support teaching and learning.

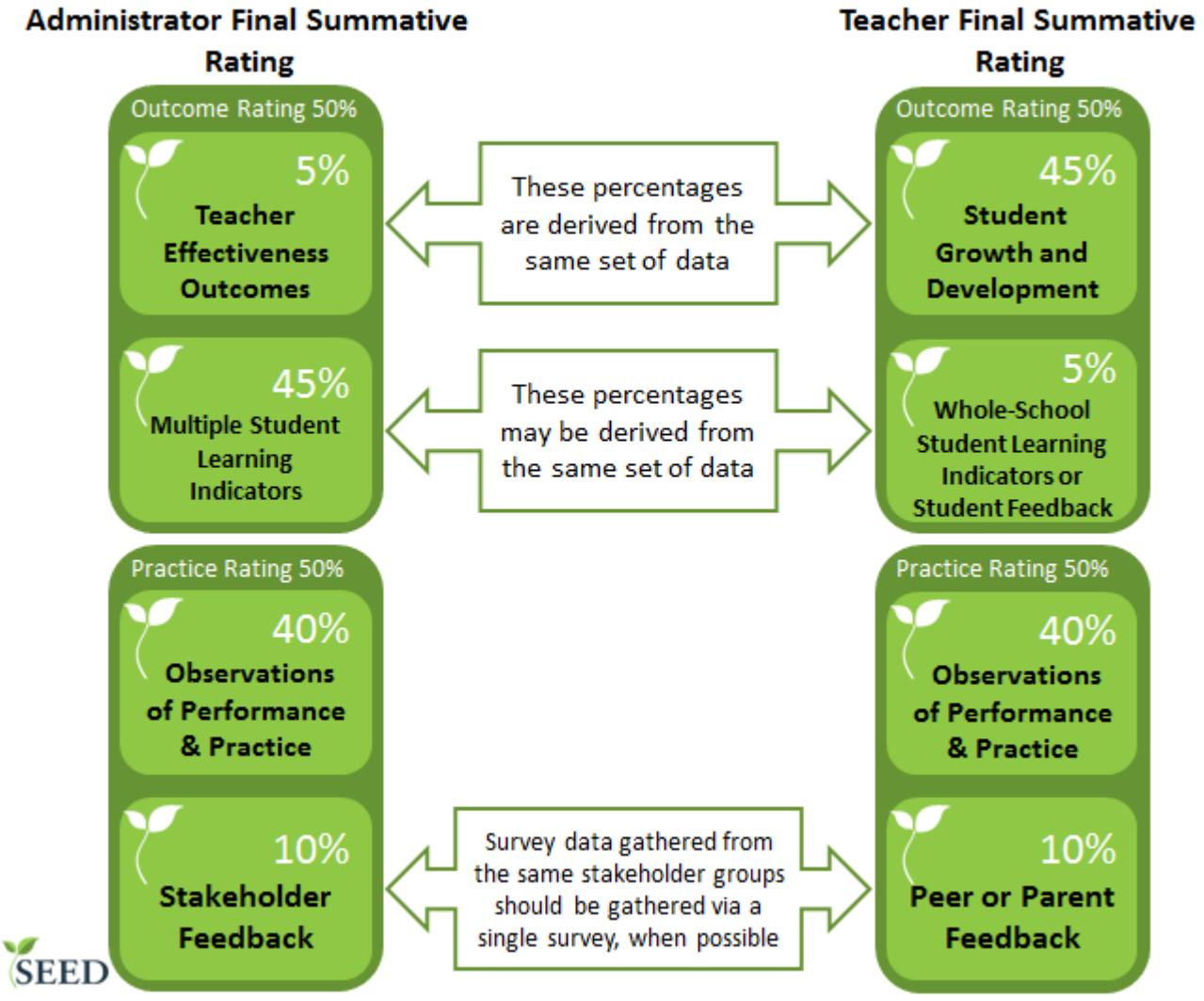
Encourage aligned professional learning, coaching and feedback to support growth

Novice and veteran leaders alike deserve detailed, constructive feedback and professional learning tailored to the individual needs of their classrooms and students. CREC's System for Administrator Evaluation and Support promotes a shared language of excellence to which professional learning, coaching and feedback can align to improve practice.

Ensure feasibility of implementation

Launching this new model will require hard work. Throughout each school, leaders will need to develop new skills and to think differently about how they manage and prioritize their time and resources. Sensitive to the tremendous responsibilities and limited resources that administrators have, the model is aligned with other responsibilities (e.g., writing a school improvement plan) and emphasizes the need for evaluators to build important skills in setting goals, observing practice and providing high-quality feedback.

CREC's model recognizes that student learning is a shared responsibility between teachers, administrators and district leaders. The following graphic illustrates the areas of common accountability that connect teacher and administrator evaluation.



ADMINISTRATOR EVALUATION OVERVIEW

Administrator Evaluation and Support Framework

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of administrator performance. All administrators will be evaluated in four components, grouped into two major categories: Leadership Practice and Student Outcomes.

1. **Leadership Practice Related Indicators:** An evaluation of the core leadership practices and skills that positively affect student learning. This category is comprised of two components:

   (a) **Observation of Leadership Performance and Practice (40%)** as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards.
   (b) **Stakeholder Feedback (10%)** on leadership practice through surveys.

2. **Student Outcomes Related Indicators:** An evaluation of an administrator's contribution to student academic progress, at the school and classroom level. This category is comprised of two components:

   (a) **Student Learning (45%)** assessed in equal weight by: (a) progress on the academic learning measures in the state's accountability system for schools (*Not applicable for the 2015-2016 school year*) and (b) performance and growth on locally-determined measures.
   (b) **Teacher Effectiveness Outcomes (5%)** as determined by an aggregation of teachers' success with respect to Student Learning Objectives (SLOs)

Scores from each of the four components will be combined to produce a summative performance rating of Exemplary, Proficient, Developing or Below Standard. The performance levels are defined as:

- **Exemplary** – Substantially exceeding indicators of performance
- **Proficient** – Meeting indicators of performance
- **Developing** – Meeting some indicators of performance but not others
- **Below Standard** – Not meeting indicators of performance

Process and Timeline

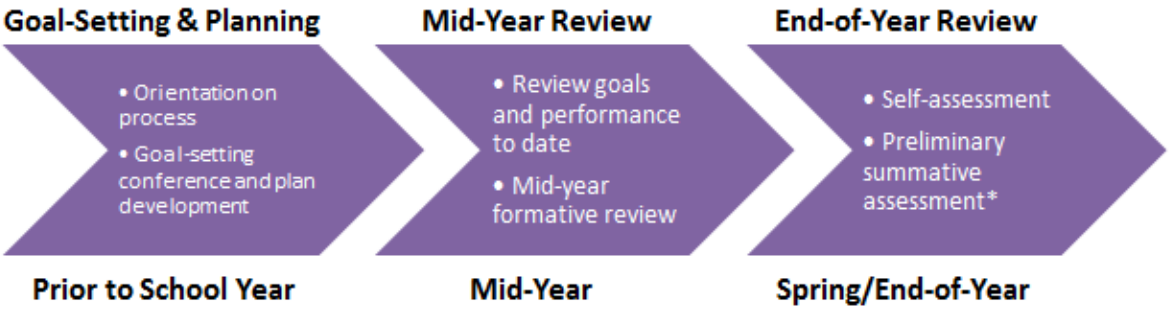
The process and timeline for administrator evaluation allows for flexibility in implementation and lends itself to a meaningful and doable process. Often the evaluation process can devolve into a checklist of compliance activities that do little to foster improvement and leave everyone involved frustrated. To avoid this, the model encourages two things:

1. That evaluators prioritize the evaluation process, spending more and better time in schools observing practice and giving feedback; and

2. That both administrators and evaluators focus on the depth and quality of the interactions that occur in the process, not just on completing the steps.

Each administrator participates in the evaluation process as a cycle of continuous improvement. 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.

Figure 1: This is a typical timeframe:



*Summative assessment to be finalized in August.

Date	Administrator	Evaluator
July	• Review student data • Review stakeholder survey data • Revise School Improvement Plan	• Identify district learning priorities
August	• Finalize School Improvement Plan	
December 1	• Finalize goals and evaluation plan • Enter goals into Bloomboard	• Conduct goal-setting conference • Approve goals
Sept-February	• Collect evidence	• Observe practice
March	• Prepare for mid-year formative review	• **March 13**: Complete mid-year formative reviews
March-May	• Collect evidence	• Observe practice
April	• Administer stakeholder survey • Complete self-assessment	• Observe practice
May/June	• Prepare for end of year conference	• **June 30**: Provide summative assessment

Step 1: Orientation and Context-Setting
To begin the process, the administrator needs five things to be in place:

1. Student learning data are available for review by the administrator and the state has assigned the school a School Performance Index (SPI) rating.
2. Stakeholder survey data are available for review by the administrator.
3. The superintendent has communicated his/her student learning priorities for the year.
4. The administrator has developed a school improvement plan that includes student learning goals.
5. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process.

Step 2: Goal-Setting and Plan Development
Before a school year starts, administrators identify three Student Learning Objectives (SLOs) and one survey target, drawing on available data, the superintendent's priorities, their school improvement plan and prior evaluation results (where applicable). They also determine two areas of focus for their practice. This is referred to as "3-2-1 goal-setting."

Administrators should start with the outcomes they want to achieve. This includes setting three SLOs and one target related to stakeholder feedback.

Then administrators identify the areas of focus for their practice ***that will help them accomplish*** their SLOs and survey targets, choosing from among the elements of the Connecticut School Leadership Standards. While administrators are rated on all six Performance Expectations, administrators are not expected to focus on improving their practice in all areas in a given year. Rather, they should identify two specific focus areas of growth to facilitate professional conversation about their

leadership practice with their evaluator. It is likely that at least one and perhaps both, of the practice focus areas will be in instructional leadership, given its central role in driving student achievement. What is critical is that the administrator can connect improvement in the practice focus areas to the outcome goals and survey targets, creating a logical through-line from practice to outcomes.

Next, the administrator and the evaluator meet to discuss and agree on the selected outcome goals and practice focus areas. This is an opportunity to discuss the administrator's choices and to explore questions such as:

- Are there any assumptions about specific goals that need to be shared because of the local school context?
- Are there any elements for which proficient performance will depend on factors beyond the control of the principals? If so, how will those dependencies be accounted for in the evaluation process?
- What are the sources of evidence to be used in assessing an administrator's performance?

The evaluator and administrator also discuss the appropriate resources and professional learning needs to support the administrator in accomplishing his/her goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation and support plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used. The completed form on the following page represents a sample evaluation and support plan. **Please note that evaluation plans will be submitted online through Bloomboard.**

The focus areas, goals, activities, outcomes and timeline will be reviewed by the administrator's evaluator prior to beginning work on the goals. The evaluator may suggest additional goals as appropriate.

DO YOU HAVE A GOOD EVALUATION PLAN?

Here are some questions to consider in assessing whether an administrator's evaluation and support plan is likely to drive continuous improvement:

1. Are the goals clear and measurable so that you will know whether the administrator has achieved them?

2. Can you see a through-line from district priorities to the school improvement plan to the evaluation and support plan?

3. Do the practice focus areas address growth needs for the administrator? Is at least one of the focus areas addressing instructional leadership?

SAMPLE EVALUATION AND SUPPORT PLAN

Administrator:_____ **Evaluator:**_____
School:_____

Key Findings from Student Achievement and Stakeholder Survey Data	Outcome Goals -- 3 SLOs and 1 Survey	Leadership Practice Focus Areas (2)	Strategies	Monitoring Activities and Evidence of Success	Additional Skills, Knowledge and Support Needed	Timeline for Measuring Goal Outcomes
ELL Cohort Graduation Rate is 65% and the extended graduation rate is 70%. 80% of students complete 10th grade with 12 credits. 87% of 10th graders are proficient in reading, as evidenced by STAR assessments. 75% of students report that teachers present material in a way that is easy for them to understand and learn from.	SLO 1: Increase ELL cohort graduation rate by 2% and the extended graduation rate by 3%. SLO 2: 90% of students complete 10th grade with 12 credits. SLO 3: 95% of students are reading at grade level at the end of 10th grade. Survey 1: Students are taught in a way that meets their diverse learning needs.	Focus Area 1: Use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress, close achievement gaps and communicate progress. (PE: 2, E: C) Focus Area 2: Improve instruction for the diverse needs of all students; and collaboratively monitor and adjust curriculum and instruction. (PE: 2, E B)	Use current data to provide regular updates to families on student progress and needs for improvement. Ensure students have access to resources and opportunities that extend learning beyond the classroom walls. Provide staff the necessary resources to use evidence-based strategies and instructional practices to meet the diverse learning needs of their students.	ELL graduation rate increases by 2% over last year and the extended graduation rate increases by 3%. 90% of students have at least 12 credits when entering the 11th grade. Summative assessments indicate that 95% of students are reading on grade level at the end of 10th grade. 90% of students report by survey response that teachers present material in a way they can understand and learn from.	Support needed in reaching out to the ELL student population to increase awareness of the graduation requirements and benefits. Work with school scheduler to ensure students are enrolled in credit earning courses in 9th and 10th grades.	2013-14 school year

Step 3: Plan Implementation and Evidence Collection
As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator's practice. For the evaluator, this must include at least two and preferably more, school site visits. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence and analyze the work of school leaders. At a minimum, fall, winter and spring visits to the school leader's work site will provide invaluable insight into the school leader's performance and offer opportunities for ongoing feedback and dialogue.

Unlike visiting a classroom to observe a teacher, school visits to observe administrator practice can vary significantly in length and setting. It is recommended that evaluators plan visits carefully to maximize the opportunity to gather evidence relevant to an administrator's practice focus areas. Further, central to this process is providing meaningful feedback based on observed practice. Evaluators should provide timely feedback after each visit.

Besides the school visit requirement, there are no prescribed evidence requirements. The model relies on the professional judgment of the administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence.

Building on the sample evaluation and support plan, this administrator's evaluator may want to consult the following sources of evidence:

- Data systems and reports for student information
- Artifacts of data analysis and plans for response
- Observations of teacher team meetings
- Observations of administrative/leadership team meetings
- Observations of classrooms where the administrator is present
- Communications to parents and community
- Conversations with staff, students and families

Further, the evaluator may want to establish a schedule of school visits with the administrator to collect evidence and observe the administrator's work. The first visit should take place near the beginning of the school year to ground the evaluator in the school context and the administrator's evaluation and support plan. Subsequent visits might be planned at 2-to 3-month intervals.

A note on the frequency of school site observations: An administrator's evaluation will include:

- 2 observations for each administrator.
- 4 observations for any administrator new to their district, school, the profession or who has received ratings of *developing* or *below standard*.

.

Step 4: Mid-Year Formative Review
Midway through the school year (especially at a point when interim student assessment data are available for review) is an ideal time for a formal check-in to review progress. In preparation for meeting:

- The administrator analyzes available student achievement data and considers progress toward outcome goals.
- The evaluator reviews observation and feedback forms to identify key themes for discussion.

The administrator and evaluator hold a Mid-Year Formative Conference, with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and practice. The meeting is also an opportunity to surface any changes in the context (e.g., a large influx of new students) that could influence accomplishment of outcome goals; goals may be changed at this point. Mid-Year Conference Discussion Prompts are available to facilitate the formative review.

Step 5: Self-Assessment
In the spring, the administrator takes an opportunity to assess his/her practice on all 18 elements of the CCL: Connecticut School Leadership Standards. For each element, the administrator determines whether he/she:

- Needs to grow and improve practice on this element;
- Has some strengths on this element but needs to continue to grow and improve;
- Is consistently effective on this element; or
- Can empower others to be effective on this element.

The administrator should also review his/her focus areas and determine if he/she considers him/herself on track or not.

In some evaluation systems, self-assessment occurs later in the process after summative ratings but before goal setting for the subsequent year. In this model the administrator submits a self-assessment prior to the End-of-Year Summative Review as an opportunity for the self-reflection to inform the summative rating.

Step 6: Summative Review and Rating
The administrator and evaluator meet in the late spring to discuss the administrator's self-assessment and all evidence collected over the course of the year. While a formal rating follows this meeting, it is recommended that evaluators use the meeting as an opportunity to convey strengths, growth areas and their probable rating. After the meeting, the evaluator assigns a rating based on all available evidence.

The evaluator completes the summative evaluation report, shares it with the administrator and adds it to the administrator's personnel file with any written comments attached that the administrator requests to be added within two weeks of receipt of the report.

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not yet be available at the time of a final rating, a rating must be

completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator should recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than September 15. This adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

Initial ratings are based on all available data and are made in the spring so that they can be used for any employment decisions as needed. Since some components may not be completed at this point, here are rules of thumb to use in arriving at a rating:

- If stakeholder survey results are not yet available, then the observation of practice rating should count for 50% of the preliminary rating.
- If the teacher effectiveness outcomes ratings are not yet available, then the student learning measures should count for 50% of the preliminary rating.
- If the state accountability measures are not yet available, then the Student Learning Objectives should count for the full assessment of student learning.
- If none of the summative student learning indicators can yet be assessed, then the evaluator should examine the most recent interim assessment data to assess progress and arrive at an assessment of the administrator's performance on this component.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete extensive training on the evaluation model. CREC provides comprehensive and ongoing training and to ensure that evaluators are proficient in conducting administrator evaluations.

At the request of a district or employee, the CSDE or a third-party entity approved by the CSDE will audit the evaluation components that are combined to determine an individual's summative rating in the event that such components are significantly dissimilar (i.e., include both *exemplary* and *below standard* ratings) ratings in different components. In these cases, the CSDE or a third-party entity will determine a final summative rating.

In addition, the CSDE will conduct an annual audit of evaluations. "The CSDE or a third-party designated by the CSDE will audit ratings of *exemplary* and *below standard* to validate such *exemplary* or *below standard* ratings by selecting ten districts at random annually and reviewing evaluation evidence files for a minimum of two educators rated *exemplary* and two educators rated *below standard* in those districts selected at random, including at least one classroom teacher rated *exemplary* and at least one teacher rated *below standard* per district selected." (Connecticut Guidelines for Educator Evaluation 2.8 (3))

SUPPORT AND DEVELOPMENT

Evaluation alone cannot improve leadership practice, teacher effectiveness and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to move administrators along the path to exemplary practice.

Evaluation-Informed Professional Learning

Student success depends on effective teaching, learning and leadership. CREC's vision for professional learning is that each and every educator engages in continuous learning every day to increase professional effectiveness, resulting in positive outcomes for all students. For CREC's students to graduate college and be career ready, administrators must engage in strategically planned, well supported, standards-based, continuous professional learning focused on improving student outcomes.

Throughout the process of implementing CREC's System for Administrator Evaluation, administrators work with their evaluators to identify professional learning needs that support their goals and objectives. The identified needs serve as the foundation for ongoing conversations about the administrator's practice and impact on student outcomes. The evaluation process may also reveal areas of common need among administrators, which are then targeted with district-wide professional learning opportunities.

CREC implements a blended, collaborative approach to professional learning to ensure that development opportunities are on-going, intensive, and connected to practice and school initiatives. The intensity and mode of professional development that an administrator engages in is based on the level to which the administrator has developed a particular group of skills, as identified by the evaluation system. All administrators have access to professional learning opportunities along a continuum of support such as local and national conferences and workshops, district-wide book clubs, monthly meetings and professional learning sessions connected to district-wide needs, Leadership Academy and mentors for new administrators, assistance and support from the Directors of Elementary and Secondary Education, and assistance and support from district level curriculum specialists.

Improvement and Remediation Plans

If an administrator's performance is rated as *developing* or *below standard*, it signals the need for focused support and development. CREC has developed a system to support administrators not meeting the proficiency standard. Improvement and remediation plans are developed in consultation with the administrator and his/her evaluator and are differentiated by the level of identified need and/or stage of development.

1. **Structured Support:** An administrator receives structured support when an area(s) of concern is identified during the school year. This support is intended to provide short-term assistance to address a concern in its early stage. When the need has been identified, the administrator receives focused support through peer to peer mentoring or site-based assistance from a curriculum specialist.

2. **Special Assistance:** An administrator receives special assistance when he/she earns an overall performance rating of *developing* or *below standard* and/or has received structured support. This support is intended to assist an educator who is having difficulty

consistently demonstrating proficiency. In Special Assistance, the Directors of Elementary and Secondary Education collaborate with the principal to develop a plan for improvement. The Directors then monitor progress through on-site coaching and frequent one-to-one meetings.

3. **Intensive Assistance:** An administrator receives intensive assistance when he/she is not successful with the special assistance plan. This support is intended to build the staff member's competency. In intensive assistance, a coach is placed full-time at the school to work with the principal and encourage mastery of the leadership standards. The coach remains at the school on an as needed basis.

Career Development

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical aspect of CREC's plan for Administrator Evaluation and Support. Examples of such opportunities include, but are not limited to:

- Observing peers;
- Mentoring early-career administrators;
- Coaching peers in specific school leadership standards;
- Presenting at national conferences and workshops;
- Engaging in cross-divisional work; and
- Participating in the CREC-wide summer leadership retreat

In addition to the examples listed above, all principals work with their staff to identify an area of expertise to be a signature of their school. Under the principal's leadership, the school and staff develop as local and national exemplars of innovative best practice. CREC schools frequently host national and international visitors and freely share resources and knowledge related to the identified best practice. Consequently, administrators become known as educational leaders beyond their school and are placed in positions to influence the system of education.

CREC administrators are provided with numerous opportunities for career development and professional growth, influencing the teaching and learning process in their own schools and across the district. Highly effective administrators advance professionally without having to leave their school, and expert leaders are available throughout the district to provide support to their peers. Career advancement opportunities inspire innovative practice and motivate CREC administrators to engage in a system of continuous improvement.

LEADERSHIP PRACTICE RELATED INDICATORS

The Leadership Practice Related Indicators evaluate the administrator's knowledge of a complex set of skills and competencies and how these are applied in leadership practice. It is comprised of two components:

- Observation of Leadership Practice, which counts for 40%; and
- Stakeholder Feedback, which counts for 10%.

Component #1: Observation of Leadership Practice (40%)

An assessment of an administrator's leadership practice – by direct observation of practice and the collection of other evidence – is 40% of an administrator's summative rating.

Leadership practice is described in the *CCL: Connecticut School Leadership Standards*, adopted by the Connecticut State Board of Education in June of 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations.

1. **Vision, Mission and Goals:** *Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.*

2. **Teaching and Learning:** *Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.*

3. **Organizational Systems and Safety:** *Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.*

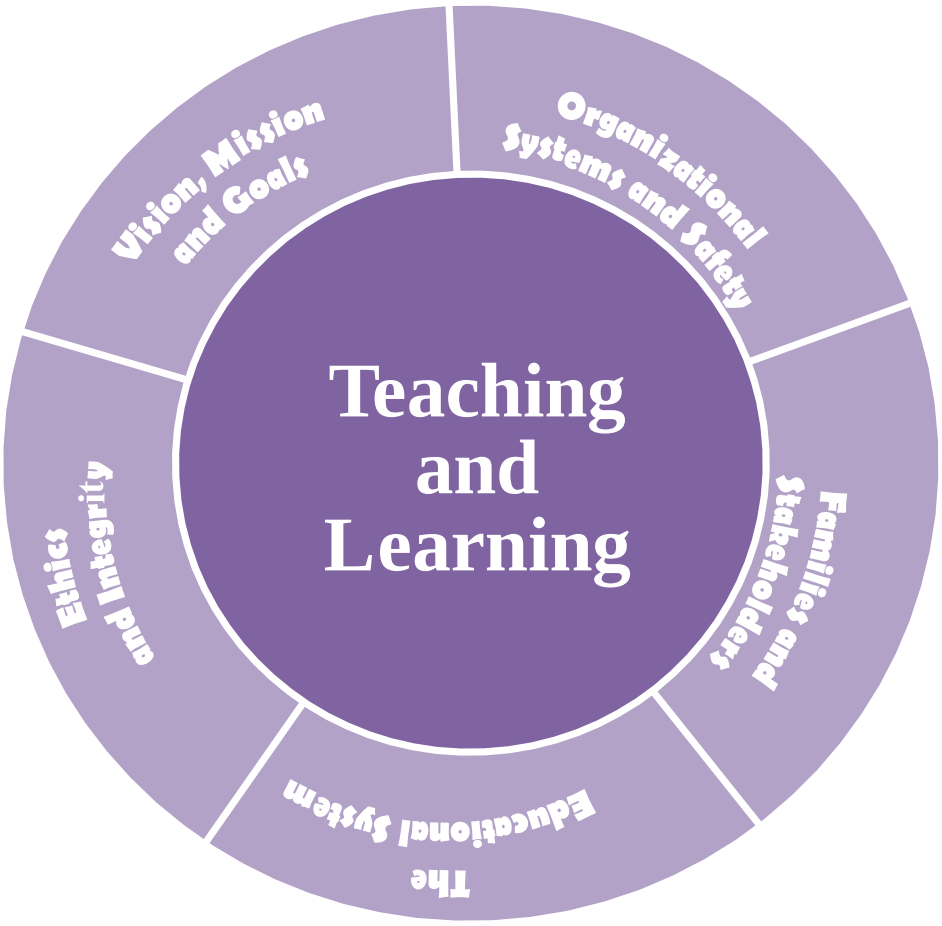
4. **Families and Stakeholders:** *Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.*

5. **Ethics and Integrity:** *Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.*

6. **The Education System:** *Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal and cultural contexts affecting education.*

All six of these performance expectations 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. As such, **Performance Expectation 2 (Teaching and Learning)** comprises approximately half of the leadership practice rating and the other five performance expectations are equally weighted.

Figure 3: Leadership Practice – 6 Performance Expectations



These weightings should be consistent for all principals and central office administrators. For assistant principals and other school-based 092 certificate holders in non-teaching roles, the six performance expectations are weighed equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers. While assistant principals' roles and responsibilities vary from school to school, creating a robust pipeline of effective principals depends on adequately preparing assistant principals for the principalship.

In order to arrive at these ratings, administrators are measured against the Common Core of Leading (CCL) Leader Evaluation Rubric, which describes leadership actions across four performance levels for each of the six performance expectations and associated elements. 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 Proficient performance.

- **Proficient**: The rubric is anchored at the Proficient Level using the indicator language from the Connecticut School Leadership Standards. The specific indicator language is highlighted in **bold** at the Proficient level.

- **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 results.

- **Below Standard**: The Below Standard Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

Two key concepts, indicated by bullets, are often included as indicators. Each concept demonstrates a continuum of performance across the row, from *below standard* to *exemplary*.

Examples of Evidence are provided for each element of the rubric. While these Examples of Evidence can be a guide for evaluator training and discussion, they are only examples and should not be used as a checklist. As evaluators learn and use the rubric, they should review these Examples of Evidence and generate additional examples from their own experience that could also serve as evidence of Proficient practice.

See **Figure 4,** page 22 for an excerpt from the rubric.

STRATEGIES FOR USING THE CCL Evaluation Rubric:

Helping administrators get better: The rubric is designed to be developmental in use. It contains a detailed continuum of performance for every indicator within the CCL: Connecticut School Leadership Standards in order to serve as a guide and resource for school leaders and evaluators to talk about practice, identify specific areas for growth and development, and have language to use in describing what improved practice would be.

Making judgments about administrator practice: In some cases, evaluators may find that a leader demonstrates one level of performance for one concept and a different level of performance for a second concept within a row. In those cases, the evaluator will use judgment to decide on the level of performance for that particular indicator.

Assigning ratings for each performance expectation: Administrators and evaluators will not be required to complete this rubric at the Indicator level for any self-assessment or evaluation process. Evaluators and administrators will review performance and complete evaluation detail at the Performance Expectation level and may discuss performance at the Element level, using the detailed Indicator rows as supporting information as needed. As part of the evaluation process, evaluators and school leaders should identify a few specific areas for ongoing support and growth.

Assessing the practice of administrators other than principals: All indicators of the evaluation rubric may not apply to assistant principals or central office administrators. Districts may generate ratings using evidence collected from applicable indicators in the CCL: Connecticut School Leadership Standards.

Figure 4: An excerpt from the CCL Leader Evaluation Rubric

Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.

Element A: High Expectations for All
Leaders* ensure that the creation of the vision, mission and goals establishes high expectations for all students and staff.**

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. **Information & analysis shape vision, mission and goals**	relies on their own knowledge and assumptions to shape school-wide vision, mission and goals.	uses data to set goals for students. shapes a vision and mission based on basic data and analysis.	uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission and goals.	uses a wide range of data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.
2. **Alignment to policies**	does not align the school's vision, mission and goals to district, state or federal policies.	establishes school vision, mission and goals that are partially aligned to district priorities.	aligns the vision, mission and goals of the school to district, state and federal policies.	builds the capacity of all staff to ensure the vision, mission and goals are aligned to district, state and federal policies.

*__Leader:__ Connecticut School Leaders who are employed under their immediate administrator 092 certificate (e.g., curriculum coordinator, principal, assistant principal, department head and other supervisory positions.)
**__Staff:__ All educators and non-certified staff

Arriving at a Leadership Practice Summative Rating
Summative ratings are based on the evidence for each performance expectation in the CCL: Connecticut School Leadership Standards. Evaluators collect written evidence about and observe the administrator's leadership practice across the six performance expectations 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:

The administrator and evaluator meet for a Goal-Setting Conference to identify focus areas for development of the administrator's leadership practice.

1. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with a particular emphasis on the identified focus areas for development. **Evaluators of administrators must conduct at least two school site observations for any administrator and should conduct at least four school site observations for administrators who are new to CREC, the school, the profession or who have received ratings of *developing* or *below standard*.**

2. The administrator and evaluator hold a Mid-Year Formative Conference with a focused discussion of progress toward proficiency in the focus areas identified as needing development.

3. Near the end of the school year, the administrator 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 the focus areas.

4. The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *exemplary, proficient, developing* or *below standard* for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year.

Principals and Central Office Administrators:

Exemplary	Proficient	Developing	Below Standard
Exemplary on Teaching and Learning + *Exemplary* on at least 2 other performance expectations + No rating below *Proficient* on any performance expectation	At least *Proficient* on Teaching and Learning + At least *Proficient* on at least 3 other performance expectations + No rating below *Developing* on any performance expectation	At least *Developing* on Teaching and Learning + At least *Developing* on at least 3 other performance expectations	*Below Standard* on Teaching and Learning or *Below Standard* on at least 3 other performance expectations

Assistant Principals and Other School-Based Administrators:

Exemplary	Proficient	Developing	Below Standard
Exemplary on at least half of measured performance expectations + No rating below *Proficient* on any performance expectation	At least *Proficient* on at least a majority of performance expectations + No rating below *Developing* on any performance expectation	At least *Developing* on at least a majority of performance expectations	*Below Standard* on at least half of performance expectations

Component #2: Stakeholder Feedback (10%)

Feedback from stakeholders – assessed by administration of a survey with measures that align to the *CCL: Connecticut School Leadership Standards* – is 10% of an administrator's summative rating.

For each administrative role, the stakeholders surveyed should be those in the best position to provide meaningful feedback. For school-based administrators, stakeholders solicited for feedback must include teachers and parents, but may include other stakeholders (e.g., other staff, community members, students, etc.). If surveyed populations include students, they can provide valuable input on school practices and climate for inclusion in evaluation of school-based administrative roles.

Applicable Survey Types
There are several types of surveys – some with broader application for schools and districts – that align generally with the areas of feedback that are relevant for administrator evaluation. These include:

- **Leadership practice surveys** focus directly on feedback related to a leader's performance and the impact on stakeholders. Leadership Practice Surveys for principals and other administrators are available and there are also a number of instruments that are not specific to the education sector, but rather probe for information aligned with broader leadership competencies that are also relevant to Connecticut administrators' practice. Typically, leadership practice surveys for use in principal evaluations collect feedback from teachers and other staff members.
- **School practice surveys** capture feedback related to the key strategies, actions and events at a school. They tend to focus on measuring awareness and impact from stakeholders, which can include faculty and staff, students, and parents.
- **School climate surveys** cover many of the same subjects as school practice surveys but are also designed to probe for perceptions from stakeholders on the school's prevailing attitudes, standards and conditions. They are typically administered to all staff as well as to students and their family members.

CREC's school-based administrators will use the Comprehensive School Climate Survey to gather parent, staff and student feedback. Only a subset of the survey measures will align explicitly to the Leadership Standards, so administrators and their evaluators are encouraged to select relevant portions of the survey's results to incorporate into the evaluation and support model.

For each administrative role, stakeholders providing feedback might include:

SCHOOL-BASED ADMINISTRATORS

Principals:
All family members
All teachers and staff members
All students

Assistant Principals and other school-based administrators:
All or a subset of family members
All or a subset of teachers and staff members
All or a subset of students

CENTRAL OFFICE ADMINISTRATORS

Line managers of instructional staff (e.g., Assistant/Regional Superintendents):
Principals or principal supervisors
Other direct reports
Relevant family members

Leadership for offices of curriculum, assessment, special services and other central academic functions:
Principals
Specific subsets of teachers
Other specialists within the district
Relevant family members

Leadership for offices of finance, human resources and legal/employee relations offices and other central shared services roles
Principals
Specific subsets of teachers
Other specialists within the district

Stakeholder Feedback Summative Rating
Ratings should reflect the degree to which an administrator makes growth on feedback measures, using data from the prior year or beginning of the 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:

1. Select appropriate survey measures aligned to the CCL: Connecticut School Leadership Standards.

2. Review baseline data on selected measures, which may require a fall administration of the survey in year one.

3. Set 1 target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high).

4. Later in the school year, administer surveys to relevant stakeholders.

5. Aggregate data and determine whether the administrator achieved the established target.

6. Assign a rating, using this scale:

Exemplary	Proficient	Developing	Below Standard
Substantially exceeded target	Met target	Made substantial progress but did not meet target	Made little or no progress against target

Establishing what results in having "substantially exceeded" the target or what constitutes "substantial progress" is left to the discretion of the evaluator and the administrator being evaluated in the context of the target being set. However, more than half of the rating of an administrator on stakeholder feedback must be based on an assessment of improvement over time.

EXAMPLES OF SURVEY APPLICATIONS

Example #1:

School #1 has mid-range student performance results and is working diligently to improve outcomes for all students. As part of a district-wide initiative, the school administers a climate survey to teachers, students and family members. The results of this survey are applied broadly to inform school and district planning as well as administrator and teacher evaluations. Baseline data from the previous year's survey show general high performance with a few significant gaps in areas aligned to the CCL: Connecticut School Leadership Standards. The principal, district Superintendent and the school leadership team selected one area of focus – building expectations for student achievement – and the principal identified leadership actions related to this focus area which are aligned with the Leadership Standards. At the end of the year, survey results showed that, although improvement was made, the school failed to meet its target.

Measure and Target	Results (Target met?)
Percentage of teachers and family members agreeing or strongly agreeing with the statement "*Students are challenged to meet high expectations at the school*" would increase from 71% to 77%.	No; results at the end of the year showed an increase of 3% to 74% of respondents agreeing or strongly agreeing with the statement.
Stakeholder Feedback Rating: "Developing"	

Example #2:

School #2 is a low-performing school in a district that has purchased and implemented a 360° tool measuring a principal's leadership practice which collects feedback from teachers, the principal and the principal's supervisor. The resulting scores from this tool are incorporated in the district's administrator evaluation and support system as stakeholder input.

Baseline data from the prior year reflects room for improvement in several areas and the principal, her supervisor and the school leadership team decides to focus on ensuring a safe, high performing learning environment for staff and students (aligned with Performance Expectation #3). Together, the principal and her supervisor focus on the principal's role in establishing a safe, high-performing environment and identify skills to be developed that are aligned to this growth area. They then set a target for improvement based on specific measures in the survey, aiming for an increase of 7% in the number of stakeholders who agreed or strongly agreed that that there was growth in the identified area. Results at the end of the school year show that the principal had met her target, with an increase of 9%.

Measure and Target	Results (Target met?)
Percentage of teachers, family members and other respondents agreeing or strongly agreeing that the principal had taken effective action to establish a safe, effective learning environment would increase from 71% to 78%.	Yes; results at the end of the year showed an increase of 9% to 80% of respondents agreeing or strongly agreeing.
Stakeholder Feedback Rating: "Proficient"	

STUDENT OUTCOMES RELATED INDICATORS

The Student Outcomes Related Indicators capture the administrator's impact on student learning and comprise half of the final rating.

Student Related Indicators includes two components:

- Student Learning, which counts for 45%; and
- Teacher Effectiveness Outcomes, which counts for 5%.

Component #3: Student Learning (45%)

For the 2015-2016 school year, CREC will not require that 22.5% of the administrator's student learning component incorporate SPI progress. Given this adjustment, the entire 45% of an administrator's rating on student learning indicators shall be based on the locally-determined indicators. These locally-determined indicators would also comprise the 5% Whole-School Student Learning Indicator rating for teachers.

Student learning is assessed in equal weight by: (a) performance and progress on the academic learning measures in the state's accountability system for schools and (b) performance and growth on locally-determined measures. Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrator's evaluation.

State Measures of Academic Learning

Not applicable for the 2015-2016 school year.

With the state's new school accountability system, a school's SPI—an average of student performance in all tested grades and subjects for a given school—allows for the evaluation of school performance across all tested grades, subjects and performance levels on state tests. The goal for all Connecticut schools is to achieve an SPI rating of 88, which indicates that on average all students are at the 'target' level.

Currently, the state's accountability system[2] includes two measures of student academic learning:

1. School Performance Index (SPI) progress – changes from baseline in student achievement on Connecticut's standardized assessments [Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT)].
2. SPI progress for student subgroups – changes from baseline in student achievement for subgroups on Connecticut's standardized assessments.

Yearly goals for student achievement should be based on approximately 1/12 of the growth needed to reach 88, capped at 3 points per year. See below for a sample calculation to determine the SPI growth target for a school with an SPI rating of 52.

[2] Note: All of the current academic learning measures in the state accountability system assess status achievement of students or changes in status achievement from year to year. There are no true growth measures. If the state adds a growth measure to the accountability model, it is recommended that it count as 50% of a principal's state academic learning rating in Excelling schools, 60% in Progressing and Transition schools, and 70% in Review and Turnaround schools.

$$\frac{88-52}{12}=3$$

Evaluation ratings for administrators on these state test measures are generated as follows:

Step 1: Ratings of SPI Progress are applied to give the administrator a score between 1 and 4, using the table below:

SPI Progress (all students and subgroups)

SPI>=88	Did not Maintain	Maintain		
	1	4		
SPI<88	**< 50% target progress**	**50-99% target progress**	**100-125% target progress**	**> 125% target progress**
	1	2	3	4

NOTE: Administrators who work in schools with two SPIs will use the average of the two SPI ratings to apply for their score.

Step 2: Scores are weighted to emphasize improvement in schools below the State's SPI target of 88 and to emphasize subgroup progress and performance in schools above the target. While districts may weigh the two measures according to local priorities for administrator evaluation, the following weights are recommended:

SPI Progress	100% minus subgroup %
SPI Subgroup Progress*	10% per subgroup; up to 50%

* Subgroup(s) must exist in year prior and in year of evaluation

Below is a sample calculation for a school with two subgroups:

Measure	Score	Weight	Summary Score
SPI Progress	3	.8	2.4
SPI Subgroup 1 Progress	2	.1	.2
SPI Subgroup 2 Progress	2	.1	.2
		Total	**2.8**

Step 3: The weighted scores in each category are summed, resulting in an overall state test rating that is scored on the following scale:

Exemplary	Proficient	Developing	Below Standard
At or above 3.5	2.5 to 3.4	1.5 to 2.4	Less than 1.5

All protections related to the assignment of school accountability ratings (e.g., the minimum number of days a student must be enrolled in order for that student's scores to be included in an accountability measure) shall apply to the use of state test data for administrator evaluation.

For any school that does not have tested grades (such as a K-2 school), the entire 45% of an administrator's rating on student learning indictors is based on the locally-determined indicators described below.

Locally-Determined Measures (Student Learning Objectives)
Administrators establish three Student Learning Objectives (SLOs) on measures they select. In selecting measures, certain parameters apply:

- All measures must align to Common Core State Standards and Connecticut Content Standards. In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.

- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments. *Not applicable for the 2015-2016 school year.*

- For administrators in high school, one measure must 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 in the school's mandated improvement plan.

In light of the waiver for flexibility, administrators will use the following guidelines for establishing locally-determined indicators.

	SLO 1	SLO 2	SLO 3
Elementary or Middle School Principal	One SLO based on a standardized indicator for ELA (STAR Assessments)	Once SLO based on a standardized indicator for math (STAR Assessments)	Once SLO based on a non-standardized indicator
High School Principal	Graduation	One SLO based on a standardized indicator for ELA (STAR Assessments)	Once SLO based on a standardized indicator for math (STAR Assessments)

Elementary or Middle School AP	One SLO based on a standardized indicator for ELA (STAR Assessments)	Once SLO based on a standardized indicator for math (STAR Assessments)	Once SLO based on a non-standardized indicator
High School AP	Graduation	One SLO based on a standardized indicator for ELA (STAR Assessments)	Once SLO based on a standardized indicator for math (STAR Assessments)
Central Office Administrator	Indicators may be based on results in the group of schools, group of students or subject area most relevant to the administrator's job responsibilities, or on district-wide student learning results.		

Beyond these parameters, administrators have broad discretion in selecting additional indicators, including, but not limited to:

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).
- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.
- Students' performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.

Below are a few examples of indicators, goals and SLOs for administrators:

Grade level	SLO
2nd Grade	Among second graders who remain enrolled in school and in good attendance from September to May, 80% will make at least one year's growth in reading as measured by STAR assessments.
Middle School Science	78% of students will attain *proficient* or higher on the science inquiry strand of the CREC Common Assessments.

High School	9th grade students will accumulate sufficient credits to be in good standing as sophomores by June.
Central Office Administrator	By June 1, 2014, the percentage of grade 3 students across the district (in all 5 elementary schools) reading at or above grade level will improve from 78% to 85%. (Curriculum Coordinator)

The process for selecting measures and creating SLOs should strike a balance between alignment to district student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process follow a pre-determined timeline.

- First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
- The administrator uses available data to craft an improvement plan for the school/area. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The administrator chooses student learning priorities for her/his own evaluation that are (a) aligned to district priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
- The administrator chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators (see the SLO Form and SLO Quality Test).
- The administrator shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:
    - The objectives are adequately ambitious.
    - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
    - The objectives 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 and evaluator collect interim data on the SLOs 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.

Based on this process, administrators receive a rating for this portion, as follows

Exemplary	Proficient	Developing	Below Standard
Met all 3 objectives and substantially exceeded at least 2 targets	Met 2 objectives and made at least substantial progress on the 3rd	Met 1 objective and made substantial progress on at least 1 other	Met 0 objectives OR Met 1 objective and did not make substantial progress on either of the other 2

Arriving at Student Learning Summative Rating

To arrive at an overall student learning rating, the ratings for the state assessment and the locally-determined ratings in the two components are plotted on this matrix:

		State Measures of Academic Learning			
		4	**3**	**2**	**1**
Locally Determined Measures of Academic Learning	**4**	**Rate Exemplary**	**Rate Exemplary**	**Rate Proficient**	***Gather further information***
	3	**Rate Exemplary**	**Rate Proficient**	**Rate Proficient**	**Rate Developing**
	2	**Rate Proficient**	**Rate Proficient**	**Rate Developing**	**Rate Developing**
	1	***Gather further information***	**Rate Developing**	**Rate Developing**	**Rate Below Standard**

Component #4: Teacher Effectiveness Outcomes (5%)

Teacher effectiveness outcomes – as measured by an aggregation of teachers' student learning objectives (SLOs) – make up 5% of an administrator's evaluation.

Improving teacher effectiveness outcomes is central to a administrator's role in driving improved student learning. That is why, in addition to measuring the actions that administrators take to increase teacher effectiveness – from hiring and placement to ongoing professional learning to feedback on performance – the administrator evaluation and support model also assesses the outcomes of all of that work.

As part of Connecticut's teacher evaluation state model, teachers are assessed in part on their accomplishment of SLOs. This is the basis for assessing administrators' contribution to teacher effectiveness outcomes. In order to maintain a strong focus on teachers setting ambitious SLOs for their evaluation, it is imperative that evaluators of administrators discuss with the administrator their strategies in working with teachers to set SLOs. Without attention to this issue, there is a substantial risk of administrators not encouraging teachers to set ambitious SLOs.

Exemplary	Proficient	Developing	Below Standard
>80% of teachers are rated proficient or exemplary on the student learning objectives portion of their evaluation	>60% of teachers are rated proficient or exemplary on the student learning objectives portion of their evaluation	>40% of teachers are rated proficient or exemplary on the student learning objectives portion of their evaluation	<40% of teachers are rated proficient or exemplary on the student learning objectives portion of their evaluation

- Central Office Administrators will be responsible for the teachers under their assigned role.
- All other administrators will be responsible for the teachers they directly evaluate.

WHY NOT INCLUDE OTHER OPTIONS FOR MEASURING TEACHER EFFECTIVENESS?

The state explored several other options for measuring teacher effectiveness outcomes, but ran into obstacles. For example:

- One measure of a principal's influence on teacher effectiveness is the degree to which he/she retains high performers. However, principals vary greatly in their authority over the factors involved in retaining high performers, raising questions of fairness.
- Another measure of a principal's influence on teacher effectiveness is whether teachers' overall evaluation ratings improve. However, this measure was not selected to avoid the possibility of creating an incentive for principals to inflate teacher evaluation ratings.

SUMMATIVE ADMINISTRATOR EVALUATION RATING

Summative Scoring

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

1. **Exemplary:** Substantially exceeding indicators of performance
2. **Proficient:** Meeting indicators of performance
3. **Developing:** Meeting some indicators of performance but not others
3. **Below standard:** Not meeting indicators of performance

Proficient 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 3 other areas of practice
- Meeting and making progress on 1 target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on 3 student learning objectives aligned to school and district priorities
- Having more than 60% of teachers proficient on the student growth portion of their evaluation

Supporting administrators to reach proficiency 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. Few administrators are expected to demonstrate exemplary performance on more than a small number of practice elements.

A rating of *developing* means that performance is meeting proficiency in some components but not others. Improvement is necessary and expected and two consecutive years at the *developing* level is, for an experienced administrator, a cause for concern. On the other hand, for administrators in their first year, performance rated *developing* is expected. If, by the end of three years, performance is still rated *developing*, there is cause for concern.

A rating of *below standard* indicates performance that is below *proficient* on all components or unacceptably low on one or more components.

Determining Summative Ratings

The rating will be determined using the following steps:

1. Determining a Leader Practice Rating;
2. Determining an Student Outcomes Rating; and
3. Combining the two into an overall rating using the Summative Matrix.

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

The practice rating derives from an administrator's performance on the six performance expectations of the Common Core of Leading Evaluation Rubric (CCL) and the one stakeholder feedback target. The observation of administrator performance and practice counts for 40% of the total rating and stakeholder feedback counts for 10% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

Component	Score (1-4)	Weight	Points (score x weight)
Observation of Leadership Practice	2	40	80
Stakeholder Feedback	3	10	30
TOTAL LEADER PRACTICE-RELATED POINTS			**110**

Rating Table

Leader Practice-Related Points	Leader Practice-Related Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

B. OUTCOMES: Student Learning (45%) + Teacher Effectiveness Outcomes (5%) = 50%

For the 2015-2016 school year, CREC will not require that 22.5% of the administrator's student learning component incorporate SPI progress. Given this adjustment, the entire 45% of an administrator's rating on student learning indicators shall be based on the locally-determined indicators.

The outcomes rating is derived from student learning – student performance and progress on academic learning measures in the state's accountability system (SPI) and student learning objectives – and teacher effectiveness outcomes. As shown in the Summative Rating Form, state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table.

Component	Score (1-4)	Weight	Points (score x weight)
Student Learning (SPI Progress and SLOs)	3	45	135
Teacher Effectiveness Outcomes	2	5	10
TOTAL STUDENT OUTCOMES-RELATED POINTS			145

Rating Table

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

C. OVERALL: Leader Practice + Student Outcomes

The overall rating combines the practice and outcomes ratings using the matrix below. Using the ratings determined for each major category: Student Outcomes-Related Indicators and Leader Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. For the example provided, the Leader Practice-Related rating is *developing* and the Student Outcomes-Related rating is *proficient*. The summative rating is therefore *proficient*.

If the two major categories are highly discrepant (e.g., a rating of *exemplary* for Leader Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to determine a summative rating.

		Overall Leader Practice Rating			
		4	**3**	**2**	**1**
Overall Student Outcomes Rating	**4**	**Rate Exemplary**	**Rate Exemplary**	**Rate Proficient**	***Gather further information***
	3	**Rate Exemplary**	**Rate Proficient**	**Rate Proficient**	**Rate Developing**
	2	**Rate Proficient**	**Rate Proficient**	**Rate Developing**	**Rate Developing**
	1	***Gather further information***	**Rate Developing**	**Rate Developing**	**Rate Below Standard**

Adjustment of Summative Rating: Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not yet be available at the time

of a summative rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly affected by state standardized test data, the evaluator should recalculate the administrator's final summative rating when the data is available and submit the adjusted rating not later than September 15. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

Each district shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system. A pattern may consist of a pattern of one rating. The state model recommends the following patterns:

Novice administrators shall generally be deemed effective if said administrator receives at least two sequential *proficient* ratings, one of which must be earned in the fourth year of a novice administrator's career. A *below standard* rating shall only be permitted in the first year of a novice administrator's career, assuming a pattern of growth of *developing* in year two and two sequential *proficient* ratings in years three and four.

An experienced administrator shall generally be deemed ineffective if said administrator receives at least two sequential *developing* ratings or one *below standard* rating at any time.

Dispute-Resolution Process

A panel composed of the superintendent or designee, human resources representative and a neutral third person shall resolve disputes where the evaluator and administrator cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue may be made by the superintendent.