

New Milford Public Schools



2015-2016

Teacher Evaluation Plan

Committee Members

The New Milford Professional Growth and Development Committee worked over the past year to monitor and review State Policy and Legislative changes and to help clarify, strengthen and refine the process of teacher evaluation.

The committee met on a regular basis and was open to anyone in the district.

The committee worked many long and difficult hours and their work is appreciated.

Marc Balanda (A)	Joan Kick (A)	Dolores Hennessy (T)	Denise Duggan (T)
Kathy Delmonico (T)	Liz Curtis (A)	Chris Longo (A)	Jennifer Tuozzoli (T)
Kim Patella (T)	Kim Foss (T)	Anthony Nocera (T)	Robyn Hicks (T)
Linda Scoralick (T)	Diana Beddows (T)	Ann Mueller (T)	Connie Williams (T)
Karen Hartle (T)	Linda Hall (T)	Debbie Chin (T)	Susan Murray (A)
Jennifer Amodeo (T)	Jean Ficke (T)	Karen Hores (T)	Joshua Smith (A)
	Eileen Reed (T)	Lisa Mosey (T)	Monique Gil-Rogers (T)
Jeff Ferguson (T)	Anne Bilko (A)	Jennifer Singer (T)	Susan Stoughton (T)

(T) = Member is on a teacher's contract, (A) = Member is on an Administrator's contract

INTRODUCTION AND OVERVIEW

Introduction

New Milford's Teacher Evaluation Model has been developed in alignment with the Connecticut Guidelines for Educator Evaluation that were approved by the state in June 2012 and revised in 2014. Much of the plan has been adopted directly from SEED (Connecticut's System for Educator Evaluation and Development), thus drawing on the best practice and research embedded in this model. The System for Educator Evaluation and Development is divided into two main components. One based upon a Student Learning Objective/s and the other builds upon a teacher's ability to demonstrate proficiency in Connecticut's Common Core of Teaching.

Purpose and Rationale of the Evaluation System

Current research has demonstrated that, after socio-economic factors, the classroom teacher is the most important component of a student's success. The purpose of this evaluation model is to fairly and accurately evaluate teacher performance and to help each teachers reflect and strengthen their practice to improve student learning.

Educators in New Milford are committed to ensuring that students achieve and develop the skills that will enable them to become lifelong learners and productive citizens in a global world. This is a shared responsibility among students, teachers, administrators, parents, the community, local boards of education, the state board of education, and local and state government. Effective teachers are among the most important school-level factor in student learning and effective leadership is an essential component of any successful school.

The model applies to all teachers holding and serving under CT teaching licenses, with appropriate adaptations and applications of the model for varying teaching and pupil personnel service assignments.

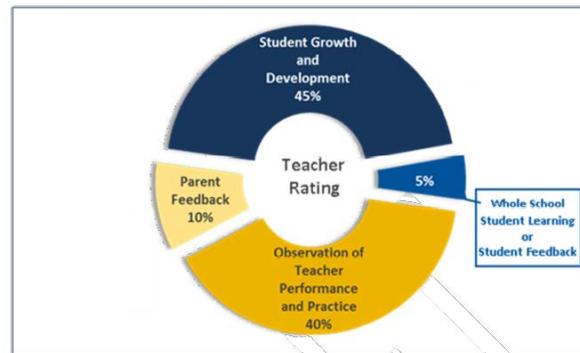
Core Design Principles

The New Milford evaluation plan incorporates the core design principles of the Connecticut SEED guidelines. The model is designed to

- *Consider multiple, standards-based measures of performance*
 - The evaluation process defines four categories that aggregate to examine teacher effectiveness: student learning (45%), teacher performance and practice (40%), parent feedback (10%) and school-wide student learning (5%).
- *Minimize the variance between school leaders' evaluations of teacher practice and support fairness and consistency within and across schools*
- *Foster dialogue about student learning.*
- *Encourage aligned professional development, coaching and feedback to support teacher growth.*

Teacher Evaluation and Support System Overview

The evaluation and support system consists of multiple measures of teacher performance. All teachers will be evaluated in four categories, grouped in two major focus areas: Teacher Practice and Student Outcomes.



Teacher Practice (50%)

1. Observation of teacher performance and practice (40%) as defined in the Connecticut Common Core of Teaching Rubric for Effective Teaching. It is expected that all teachers work toward the instructional practices identified in the CCT and the specific domains as professional goals. While some may choose to identify specific indicators to focus on (goals), the Practice Rating will be based on an equal weighting of all of the teaching practices as outlined at the domain level of the CCT rubric. (For instructional areas where a State of Connecticut alternative rubric is available at the time of the goal setting conference, administrators will replace the CCT Rubric with the appropriate tool)
2. Parent feedback (10%) on teacher practice through parent (K-12) and student (7-12) surveys.

Student Outcomes (50%)

1. Student growth and development as demonstrated through standardized and non-standardized measures (45%) Some examples are: Sample SLOs and IAGDs can be found at http://www.connecticutseed.org/?page_id=997
 - a. Each educator and evaluator must agree to a minimum of ONE Student Learning Objective (SLO) and at least TWO Growth Indicators (IAGD). More can be created if agreed upon in a collaborative manner.
 - b. In areas where a State Assessment is available and appropriate to a teacher's instructional assignment, that assessment must be used as one IAGD.
2. Whole-school measures of student learning as determined by an aggregate of administrator's student learning measures [SPI-School Performance Index] (5%) In the absence of an available SPI, all 45% of the student outcome rating will be determined by item #1 above.

Ratings and Summation:

Teachers are rated in each of the categories described above and receive a summative rating. The rating levels are as follows:

Exemplary – Substantially exceeding indicators of performance*

Accomplished – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

* Performance shall mean progress as defined by specified indicators, rated on progress over time with a holistic examination looking for patterns and trends and a preponderance of evidence taken collectively.

Teacher Evaluation Process and Timeline

The annual evaluation process includes a goal setting conference, a mid-year conference and an end of the year conference. The purposes of these meetings are to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set goals and identify development opportunities. These conferences should include conversations that are collaborative and require reflection and preparation by both the evaluator and the teacher. Observations, both formal and informal, as well as a review of practice will take place throughout the meeting cycle.

The same general structure will apply to teachers in all phases of the evaluation plan, even as the number of observations and meetings will differ.



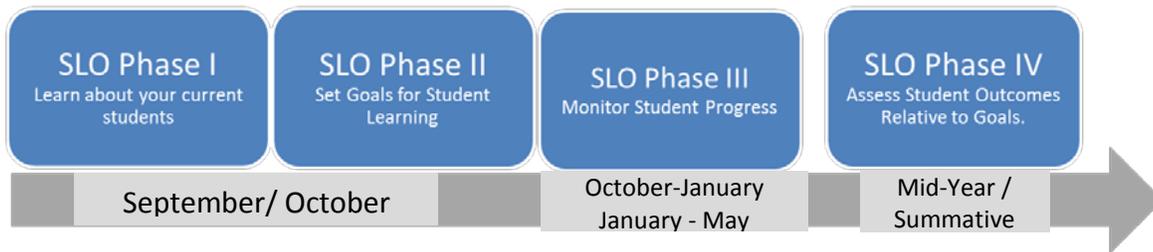
Goal-Setting and Planning to be Completed by November 15

1. Orientation on Process– All teachers are provided with an up-to-date copy of the plan and changes are identified and reviewed prior to the start of the school year. Evaluators meet with teachers (individually or in groups) to discuss the process, roles and responsibilities embedded in the plan. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice goals and student learning.

The evaluation process will be part of the new teacher orientation.

2. Teacher Reflection and Goal-Setting – The teacher examines student data, prior year evaluation and survey results, and the CCT Framework to draft a proposed performance and practice goal(s), a parent feedback goal and student learning objective/s (SLO/s) for the school year. Teachers may collaborate in grade-level or subject-matter teams to support the goal-setting process.

Process for setting SLOs:



* While Outcome Assessments and Progress Monitoring specific to SLO growth is done formally, twice per year, it is understood that educators assess growth and reflect upon student learning on a continual basis and that instructional adjustments are made regularly.

3. Goal-Setting Conference – The evaluator and teacher meet to discuss the teacher’s proposed goals and objectives in order to arrive at mutual agreement about them. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria (See SMART goals, p. 9).
1. **Adjusting and SLO:** At any time over the course of the year, the SLO can be revisited as conditions change, as new information becomes available, or the indicators identified at the beginning of the year prove to not be appropriate indicators for success. The re-visitation can be suggested by the teacher or administration as needed.

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 mid-year check-in conference. All information should be uploaded to the evaluation management system at least two school days prior to the scheduled meeting date.
2. Mid-Year Conference – The evaluator and teacher engage in a mid-year conference during which they review progress on teacher practice goals, student learning objective/s (SLO/s) and performance. Evaluators can deliver formative information on components of the evaluation framework. The conference is an important opportunity to make mutually agreeable adjustments to SLO/s, strategies, support and approaches as warranted.
3. Review of Practice/Non-Classroom Observation –At least once per year, all teachers, regardless of the evaluation phase will participate in a review of practice. The review is defined as: Observations of data team or other meetings, observations of coaching/mentoring other teachers, student work or other teaching artifacts. This is an observation or review of information that is not direct instruction of students.

End-of-Year Summative Review: Timeframe: (by June 1)

4. **Teacher Self-Assessment** – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. The teacher submits the self-reflection to the evaluator through the evaluation management system at least two school days prior to the scheduled meeting date.

Ratings – The evaluator reviews submitted evidence, self-assessments and observation data to generate category ratings. (The evaluator bases the ratings on all available data. The ratings will be revised as necessary upon receipt of additional data no later than September 15)

End-of-Year Conference – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation by June 1st each year. All formal observations should occur no less than two weeks prior to the June 1st deadline.

Evaluation-Based Professional Learning

Each educator will identify professional growth needs with his/her evaluator based on student achievement data, past performance data, school and district needs, and stakeholder feedback. Upon the mutual agreement on goals and targets, the educator and evaluator will plan for strategies and support to meet the goals and targets.

Educators who share goals and targets can collaborate in shared professional development.

Primary Evaluators

The primary evaluator for most teachers will be the school principal or assistant principal, who will be responsible for the overall evaluation process, including assigning summative ratings. When appropriate and/or necessary, other trained and qualified evaluators may be assigned primary or secondary evaluation responsibilities.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators will be trained in the evaluation model. The model is complex and important. Both initial and ongoing training should reflect this.

The training will include:

- full orientation to the plan components
- skill development in those areas that are new to teacher evaluation
- skill practice in those areas that are transferable from other evaluation experiences including but not limited to; conferencing/feedback, goal setting, and observation management, strategies, proficiency and calibration.
- The Connecticut State Department of Education (CSDE) has offered and is continuing to develop training in teacher evaluation methods that are aligned with the New Milford model. The district may pursue this or other training sources to deliver the initial and ongoing training.

- New administrators and administrators new to the district after, the original training has concluded will receive appropriate training in the New Milford model prior to evaluating teachers.
- The district will incorporate proficiency exercises and checks in its training plans. Evaluators who are not able to demonstrate an acceptable standard of proficiency will be paired and coached with proficient evaluators until such time as they are able to meet the standard.

The district recognizes its obligations to the law and as such will comply with legislated reporting and auditing processes.

Improvement and Remediation Plans

Teachers whose performance is rated as ineffective (see definitions of effective/ineffective) will require improvement and remediation plans. The improvement and remediation plan should be developed in consultation with the teacher and his/her exclusive bargaining representative.

Improvement and remediation 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; and
- Include indicators of success including a summative rating of proficient or better at the conclusion of the improvement and remediation plan.

Career Development and Growth

Teachers who are rated as exemplary through the evaluation process should have opportunities for career development and professional growth. Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is developing or below standard; leading Professional Learning Communities and other district committees; differentiated career pathways; and focused professional development based on goals for continuous growth and development. Specific opportunities will be developed over the 2014-15 school year.

Teacher Performance and PRACTICE (40%)

The Teacher Performance and Practice category 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.

Observation Process

Research has shown that multiple snapshots of practice 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 evidence.

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.

The New Milford teacher evaluation model provides for the following type and schedule of observations:

Observation Types and Definitions:

- Each teacher should be observed between 4 and 7 times per year through formal, informal observations, and reviews of practice evidence will be collected throughout the year and contribute to the summative rating; the number and nature of the observations vary according to the growth needs of the teacher and the observation phase they are on. Non-tenured staff will participate in 3 formal, 3 informal and one review of practice, until they are rated as Accomplished for two years. (Non-tenured staff refers to educators new to New Milford in their first forty months of teaching, or their first twenty months in the district for those that have received tenure in another school district prior to joining the New Milford Schools)
- Formal: Scheduled observations for teachers with classrooms assignments will be in class, during instruction. For other teachers, observations will take place in settings appropriate to their assignment. *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, including scripted and tagged and rated observations recorded in the evaluation management system. These may be scripted and tagged and rated observations recorded in the evaluation management system.
- Informal: Non-scheduled observations or reviews of practice that last at least 10 minutes and are followed by written and/or verbal feedback. These may be scripted, tagged and may be rated in the evaluation management system based on the evaluation phase.
Review of Practice: Observations of data team, PPT or other meetings, observations of coaching/mentoring other teachers, student work or other teaching artifacts. This is an observation or review of information or educator role that is not the direct instruction of students. These may be scripted and tagged but will not be rated in the evaluation management system.
- * All observations should be followed by feedback, either verbal (e.g., a post-conference, conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox, or data management system) or both, ideally within two days of an observation.
- * In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, the district is emphasizing frequent informal observations.
- * Administrators can use their discretion to decide the right number of observations for each teacher based on school and staff needs, providing that the prescribed guidelines are met.

Phase	Evaluation Components
<u>All Evaluation Phases Include: 1 or more SLOs, a Whole School Indicator, Parent Feedback, and will culminate in an Annual Performance Rating.</u>	
Phase I*	3 Informal Observations 1 Review of Practice

Phase II*	3 Informal Observations 1 Review of Practice
Administrative/ Formal Phase III	1 Formal Observations 3 Informal Observations 1 Review of Practice
Non-Tenure/ Improvement Plan	3 Formal Observations 3 Informal Observations 1 Review of Practice
<p>As all certified staff were on the same cycle and followed the same plan in 2013-2014 school year, the Phases were created as a transition process.</p> <p>At the beginning of the 2014-15 school year, all staff will be placed on the appropriate Phase for 2014-15 based on their 2012-2013 observation cycle.</p> <p>New for the 2015-16 revision: All teachers should be on a regular cycle and the above language should no longer apply. The descriptors have been included as a reference in the event there is a relevant issue.</p> <p>* Provided educators are not on an improvement plan</p>	

Conferences

Pre-conferences - The purposes of pre-conferences are to provide a 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 formal observations. A pre-conference can be held with a group of teachers, where appropriate.

Post-conferences - Provide a forum for reflecting on the observation against the CCT Rubric for Effective Teaching and for generating action steps that will lead to the teacher's improvement.

Effective post-conferences include:

- An opportunity for the teacher to share his/her self-assessment of the lesson observed;
- Objective evidence to help confirm successes, identify possible areas of improvement, and success focus for future observations;
- Written and/or verbal feedback;
- Occur as soon after the observation as possible, preferably within five school days of the observation.

Classroom observations provide the most evidence for domains 1 and 3 of the Teacher Evaluation and Support rubric, 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 evaluation model aims to provide teachers with comprehensive feedback on their practice

as defined by the four domains of the CCT Rubric for Effective Teaching, 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. As with other components of the evaluation process, the review of practice will be captured and tagged in the web based management tool.

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 any formative ratings
- commendations and recommendations
- next steps and supports to improve practice
- a timeframe for follow up.

Teacher Performance and Practice Goal-Setting

Teachers develop practice and performance goals that are aligned to the CCT Rubric for Effective Teaching. These goals provide a focus for the observations and feedback conversations. These goals are not discretely rated but rather contribute to the overall evidence of performance and practice.

At the start of the year, each teacher will work with his or her evaluator to develop the practice and performance goal through mutual agreement. All goals should have a clear link to student achievement and should move the teachers towards proficient or exemplary on the CCT Framework for Effective Teaching. Schools may decide to create a school-wide goal aligned to a particular component (e.g., 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies;) and that all teachers adopt as their goal-

Goal(s) or Focus area(s) should be SMART: S=Specific and Strategic M=Measurable A=Aligned and Attainable R=Results-Oriented T=Time-Bound

Progress towards goals and action steps for achieving progress should be referenced in feedback conversations following observations throughout the year. Goals and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Performance and practice goals are not explicitly rated as part of the Teacher Performance and Practice category but rather contribute to the category rating.

Teacher Performance and Practice Scoring

Individual Observations

During observations, evaluators should take evidence-based, scripted notes, capturing specific

instances of what the teacher and students said and did in the classroom. Evidence-based notes are factual (e.g., the teacher asks: Which events precipitated the fall of Rome?) and not judgmental (e.g., the teacher asks good questions). Once the evidence has been recorded, the evaluator can align the evidence with the appropriate component(s) on the rubric and then make a judgment about which performance level the evidence supports. Evaluators are not required to provide ratings for each observation.

Summative Rating for Teacher Performance and Practice

At the end of the year, primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. 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 component ratings for each of the components.

<u>Ratings</u>
Exemplary = 4
Accomplished = 3
Developing = 2
Below Standard = 1

- 2) Average components within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.

- 3) Average domain scores to calculate an overall Observation of Teacher Performance and Practice rating.

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

The summative Teacher Performance and Practice category rating and the component ratings will be shared and discussed with teachers during the End-of-Year Conference. As possible and practical, this process can also be followed in advance of the Mid-Year Conference to discuss progress toward Teacher Performance and Practice goals/outcomes.

Stakeholder Feedback-10%

Stakeholder Feedback comprises 10% of teacher evaluation.

The New Milford Public Schools will use surveys in order to gather feedback from parents and, at appropriate grade levels, students. The surveys will be used to help teachers and administrators identify the areas of their practice that could be improved.

In schools with School Governance Councils, the council will have the opportunity to assist in the development of the survey.

Requirements for the administration of surveys:

1. They must be anonymous and demonstrate fairness, reliability, validity and usefulness.
2. They must be administered in the spring semester
3. The surveys will be administered by the district’s central office to all schools simultaneously

Survey Analysis

Principals, administrative teams and school leadership committees, will analyze the results of the surveys so as to identify areas of needed improvement. These areas should align with school improvement goals.

Teacher Stakeholder Feedback Guide

Topic	Description
<i>Designation of Stakeholders</i>	Students and Parents
<i>Tool for Gathering Stakeholder Feedback</i>	Student and Parent Surveys
<i>Utilization of Stakeholder Feedback</i>	The principal and administrative team will select areas from the survey results that show need for improvement. Each teacher will select one of the areas as a focus for improvement.
<i>Standard for Demonstrating Improvement</i>	Implementation of relevant improvement strategies
<i>Rating of Stakeholder Feedback Category</i>	<u>Exemplary</u> =Evidence of successful implementation of an ambitious set of improvement strategies. <u>Accomplished</u> =Evidence of successful implementation of a reasonable set of improvement strategies. <u>Developing</u> =Evidence of substantial implementation of the intended improvement strategies. <u>Below Standard</u> =Evidence that shows no or only partial implementation of improvement strategies.
<i>Timeline of Key Events</i>	<u>Spring</u> -Administration of parent surveys Review and identification of possible improvement goals based on stakeholder feedback <u>Fall</u> -Selection of goal and outlining of improvement strategies in goal setting conference with evaluator. <u>Mid-year</u> - At scheduled mid-year conference meeting with evaluator, discuss progress in implementing strategies and any revisions that are in order.

	<p><u>Spring-</u> Add evidence of strategy implementation to self-assessment document.</p> <p><u>Prior to June 1-</u> Final conference with evaluator followed by rating assignment by evaluator.</p>
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Student Growth and Development (45%)

Student Learning Objectives (SLOs) and Indicators of Academic Growth and Development (IAGDs)

Connecticut has selected a goal-setting process called Student Learning Objectives (SLOs) as the approach for targeting student growth during the school year. SLOs are specific and measureable targets.

The measurement of SLOs is done through Indicators of Academic Growth and Development (IAGDs). An IAGD is a measure used to determine SLO attainment.

Impacting Student Growth and Development Through SLOs

- Step 1: Learn about this year's students (prior grades, end of year tests, benchmark assessments)
- Step 2: Set objective/s for student learning (SLO/s) and determine measurement indicators (IAGDs)
- Step 3: Develop and implement strategies to meet targets
- Step 4: Monitor students' progress and adjust strategies as needed
- Step 5: Assess student learning through pre-determined indicators

SLO Requirements

Each teacher can write one SLO with two IAGDs, or a teacher can write two SLOs with at least one IAGD each.

Teachers whose students take a State Assessment will create an SLO based on the tested area they teach within. For the 2015-2016 school year, the required use of state tests is suspended for those teachers who teach in areas measured by the Smarter Balanced Assessment. If the teacher teaches in an area still measured by a State Assessment (ex Science CMT or LASLinks) one SLO must use these indicators. Other standardized tests may be used by teachers whose students take standardized assessments to develop the standardized SLO with two IAGDs; or two SLOs with one IAGD each, one SLO being standard while the other is non-standard. In determining the final Summative Rating, the Standardized IAGDs (if available) will be weighted at 22.5% and the Non-Standard IAGD will be weighted at 22.5%. In the event there are no Standardized assessments available, the Non-Standard assessments will count as 45%.

All other teachers will develop their one SLO (with two IAGDs) or two SLOs (with at least one IAGD each), based on available standard or non-standardized indicators.

The CT Guidelines for Educator Evaluation define a standardized assessment as one with 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.

Guidance for Developing SLOs and Selecting IAGDs

The Student Learning Objectives (SLOs) should be broad goals for student learning. SLOs should address a central purpose of the teacher’s assignment and should pertain to an agreed upon, broad sample of students that represent the general population of students. An SLO 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 or district standards for the grade level or course. Depending on the teacher’s assignment, the objective might aim for content mastery or 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 objectives although they will be individually accountable for their own students’ results.

An Indicator of Academic Growth and Development (IAGD) is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. An SLO must include at least two indicators. If a teacher chooses to write two SLOs, only one indicator will be needed for each.

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. Indicators can also address student subgroups, such as high or low-performing students or ELL students. It is through the first step of the process of student data that teachers will determine what level of performance to target for which students.

Since indicator targets are calibrated for the teacher’s particular students, teachers with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all 2nd grade teachers in a district might use the same reading assessment as their IAGD, but the performance target and/or the proportion of students expected to achieve proficiency would likely vary among 2nd grade teachers.

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

- the rationale for the objective, including relevant standards;
- any important technical information about the indicator evidence (like timing or scoring plans);
- the baseline data that was used to set each IAGD;
- interim assessments the teacher plans to use to gauge students’ progress toward the SLO during the school year (optional); and
- any training or support the teacher thinks would help improve the likelihood of meeting the SLO (optional).

While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLO/s, ultimately, the evaluator must formally approve all SLO proposals. The evaluator will examine SLOs relative to three criteria described below. An SLO must meet all three criteria to be approved. If it doesn't meet one or more criteria, the evaluator will provide written comments and discuss their feedback with the teacher. An SLO that is not mutually agreed upon must be revised and resubmitted to the evaluator.

SLO Approval Criteria

Priority of Content	Quality of Indicators	Rigor of Objective/Indicator
Objective is relevant to teacher's assignment and addresses an agreed upon, broad sample of students that represent the general population of students in a teacher's course load.	Indicators provide specific, measurable evidence. The indicators provide evidence about students' progress over the school year or semester during which they are with the teacher.	Objective and indicator(s) are attainable but ambitious and taken together, represent at least a year's worth of growth for students (or appropriate growth for a shorter interval of instruction).

Implementing Instruction and Monitoring Students' Progress

Once an SLO is approved, teachers should implement instruction and monitor students' progress towards the objectives. They 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.

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

Assessing and Reflecting on Results

In preparation for the end of the year conference, the teacher should collect the evidence required by their indicators and submit it to the 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.

Assigning a Rating for Student Growth and Development

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to each SLO. The ratings are outline as follows:

Rating	Quantitative Value	Characteristics
Exceeded	4	All or most of the students met or substantially exceeded the target(s) contained in the indicators.
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 indicator, 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. As this process is one that is focused on student growth and teacher development, the option to score holistically can work in several directions. In some instances a teacher who set a rigorous stretch goal may only partially meet it based on evidence, but circumstances may have been a factor that allows the administrator to score the SLO as met. In other instances, it may be the case that the SLO metrics are exceeded, but upon further analysis either the targets were too low or the assessment chosen wasn't appropriate, the administrator may determine that the goal was met, but not exceeded. It is recommended that these changes are discussed and made during the mid-term conference, but in cases where it is not apparent or appropriate; the holistic option is available in an effort to make the process one that truly represents student and teacher growth.

The final student growth and development rating for a teacher is the average of their two SLO scores or the total of the two IAGD scores for teachers who have opted to write just one SLO. For example, if one SLO was Partially Met, for 2 points, and the other SLO was Met, for 3 points, 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.

NOTE: For SLOs that include an indicator based on standardized tests results that are not available in time to score the SLO prior to the June 30 deadline, other procedures will be used. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. Or, if standardized tests are the basis for all indicators, then the teacher's student growth and development rating will be based only on the results of the SLO that is based on non- standardized indicators.

However, once the test evidence is available, the evaluator is required to 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.

Whole-School Student Learning Indicator (5%)

The whole school student learning indicator shall be equal to the aggregate rating for multiple student learning indicators established for the principal’s evaluation rating at that school. For most schools, this will be based on the school performance index (SPI) and whole-school student learning indicators on a principal’s evaluation.

The following chart defines the rating for various levels of attainment of the SPI improvement target for the school:

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

NOTE: If the whole-school student learning indicator rating is not available, then the student growth and development score will be weighted 50 and the whole-school student learning indicator will be weighted 0. The evaluation rating can be amended at that time as needed, but no later than September 15.

SUMMATIVE TEACHER EVALUATION SCORING

Teachers are rated in each of the four categories of the teacher evaluation model and subsequently receive a summative rating for their performance.

The categories are paired into the divisions of Teacher Practice and Student Outcomes.

Teacher Practice = *Observation of Teacher Practice* and *Stakeholder Feedback*.

Student Outcomes=*Student Growth and Development* and *Whole School Learning*.

How to Calculate the Summative Rating

- 1) Calculate a Teacher Practice Rating by combining the observation of teacher practice rating and the parent feedback rating.
- 2) Calculate a Student Outcomes rating by combining the student growth and development rating and whole-school student learning rating.
- 3) Apply the ratings calculated in steps one and two to the Summative Matrix to determine the summative rating.

Each step is illustrated below:

STEP 1: Calculate a Teacher Practice Related Indicators rating by combining the observation of teacher performance and practice score and the parent feedback score as shown in the chart below.

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 category scores to get the category points and sum as illustrated below.

Category	Score (1-4)	Weight	Points
Observation of Teacher Performance & Practice		40	
Parent Feedback		10	
		TOTAL TEACHER PRACTICE INDICATORS POINTS	

The total points are then compared to this table to determine the overall practice level:

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

STEP 2: Calculate a Student Outcomes Related Indicators rating by combining the student growth and development score and whole-school student learning indicator score.

The student growth and development category counts for 45% of the total rating and the whole-school student learning indicator category counts for 5% of the total rating. (Should an SPI not be available for the school, the entire 50% will be based the Student Growth Measures-SLOs). Multiply these weights by the category scores and sum as illustrated below:

Category	Score (1-4)	Weight	Points
Student Growth (SLOs)		45	
Whole School Learning Indicator		5	
		TOTAL TEACHER OUTCOME INDICATORS POINTS	

The total points are then compared to this table to determine the overall outcome level:

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

STEP 3: Use the Summative Matrix to determine the Summative Rating.

Identify the rating for each focus area and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating.

<i>Summative Rating Matrix</i>		<i>Practice Related Indicators Rating</i>			
		4	3	2	1
<i>Outcomes Related Indicators Rating</i>	4	Exemplary	Exemplary	Accomplished	<i>Gather further information</i>
	3	Accomplished	Accomplished	Accomplished	<i>Gather further information</i>
	2	Accomplished	Developing	Developing	Below Standard
	1	<i>Gather further information</i>	Below Standard	Below Standard	Below Standard

Summative Evaluation

Summative ratings must be completed for all teachers by June 1 of a given school year. Should standardized test data not 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 a teacher may be significantly impacted by standardized test data, the evaluator may recalculate the teacher’s summative rating when the data is available and submit the adjusted rating no later than 30 days after the release of the agreed upon standardized test data. These adjustments should inform goal setting in the new school year.

Definitions of Effectiveness and Ineffectiveness

New Milford has defined ineffective as two years with a summative rating of developing or below standard.

New Milford has defined effective as teachers receiving ratings at or above proficient.

Dispute-Resolution Process

A panel composed of the superintendent or designee, teacher union president and a neutral third person shall resolve disputes where the evaluator and teacher 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 will be made by the superintendent

Support and Resources:

http://www.connecticutseed.org/wp-content/uploads/2014/05/SEED_Handbook_2014.pdf

<http://www.connecticutseed.org/>

<http://www.cea.org>

New Milford Public Schools



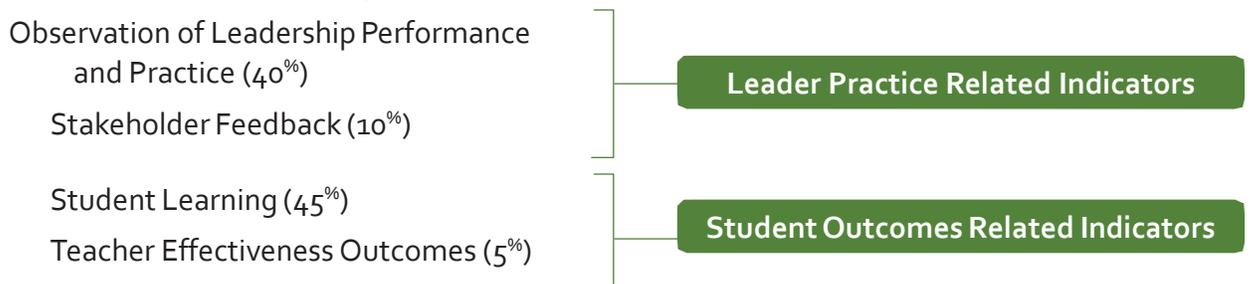
2015 – 2016

Administrator Evaluation Plan

Administrator Evaluation and Support

The Connecticut State Department of Education (CDSE) designed model for the evaluation and support of administrators in Connecticut is based on the Connecticut Guidelines for Educator Evaluation (Core Requirements), developed by a diverse group of educators in June 2012 and based upon best practice research from around the country. The contents of this document are meant to guide districts in the implementation of Connecticut's System for Educator Evaluation and Development (SEED) Administrator Evaluation and Support model. The CDSE, in consultation with PEAC and the SBE, may continue to refine the tools provided in this document for clarity and ease of use.

The SEED Model for administrator evaluation and support includes specific guidance for the four components of administrator evaluation:



Administrator Evaluation and Development

Purpose and Rationale

This section of the 2015-16 SEED Handbook outlines the state model for the evaluation of school and school district administrators in Connecticut. A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness for the state of Connecticut. The Connecticut administrator evaluation and support model defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in his/her community.

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

- Meeting expectations as an instructional leader;
- Meeting expectations in at least 3 other areas of practice;
- Meeting 1 target related to stakeholder feedback;
- Meeting state accountability growth targets on tests of core academic subjects⁶;
- Meeting and making progress on 3 Student Learning Objectives aligned to school and district priorities; and
- Having more than 60% of teachers proficient on the student growth portion of their evaluation.

The model includes an exemplary performance level for those who exceed these characteristics, but exemplary ratings are reserved for those who could serve as a model for leaders across their district or even statewide. A proficient rating represents fully satisfactory performance, and it is the rigorous standard expected of most experienced administrators.

This model for administrator evaluation provides a structure for the ongoing development of principals and other administrators to establish a basis for assessing their strengths and growth areas so they have the feedback they need for continual improvement. It also serves as a means for New Milford to ensure that every child attends a school with effective leaders.

As noted, the model applies to all administrators holding an 092 endorsement. There will be modifications made for the 2015-2016 school year. Modifications apply specifically to roles not directly addressed in the document and are limited to the role of Athletic Director and Central Office Staff. This plan will continue to be developed to include those roles. Because of the fundamental role that principals play in building strong schools for communities and students, and because their leadership has a significant impact on outcomes for students, the descriptions and examples focus on principals. However, where there are design differences for assistant principals and central office administrators, the differences are noted.

System 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 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

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. The annual cycle (see **Figure 1** below) allows for flexibility in implementation and lends itself well 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 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. The cycle is the centerpiece of state guidelines designed to have all educators play a more active, engaged role in their professional growth and development. For every administrator, evaluation begins with goal-setting for the school year, setting the stage for implementation of a goal-driven plan. The cycle continues with a Mid-Year Formative Review, followed by continued implementation. The latter part of the process offers administrators a chance to self-assess and reflect on progress to date, a step that informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the administrator's subsequent goal setting, as the cycle continues into the subsequent year.

Figure 1: This is a typical timeframe:



* Summative assessment to be finalized in August.

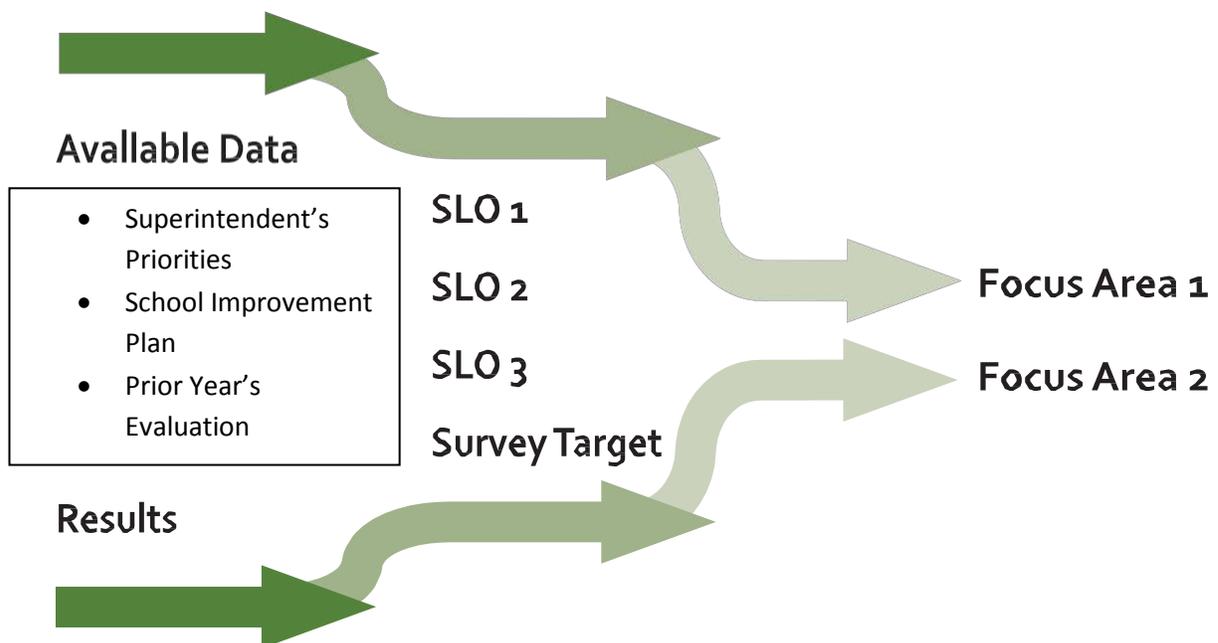
Step 1: Orientation and Context-Setting

To begin the process, the administrator needs five things to be in place:

1. Student learning data available for review by the administrator and the state has assigned the school a School Performance Index (SPI) rating⁷.
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 (see page 18 for details) and one target related to stakeholder feedback (see page 21 for details).

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 following completed form represents a sample evaluation and support plan.**

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.

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 an evaluator will know whether the administrator has achieved them?
2. Can the evaluator 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's Name _____

Evaluator's Name _____

School _____

Key Findings from Student Achievement and Stakeholder Survey Data	Outcome Goals – 3 SLOs and 1 Survey	Leadership Practice Focus Areas (2)	Strategies	Evidence of Success	Additional Skills, Knowledge and Support Needed	Timeline for Measuring Goal Outcomes
75% of students report that teachers present material in a way that is easy for them to understand and learn from. EL Cohort Graduation Rate is 65% and the extended graduation rate is 70%.	SLO 1: Increase EL cohort graduation rate by 2% and the extended graduation rate by 3%.	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)	Develop Support Service SLOs to address intervention needs and strategies.	EL graduation rate increases by 2% over last year and the extended graduation rate increases by 3%.	Support needed in reaching out to the EL student population and families to increase awareness of the graduation requirements and benefits.	Credit status will be determined after summer school.
80% of students complete 10th grade with 12 credits.	SLO 2: 90% of students complete 10th grade with 12 credits.	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 monitor EL student progress and to target students for intervention.	Develop content teacher SLOs to address CT Common Core reading strategies and expectations.	90% of students have at least 12 credits when entering the 11th grade.	Work with school counselors to ensure students are enrolled in credit earning courses in 9th and 10th grades and that deficient students are contacted re: summer remedial offerings.	
87% of 10th graders are proficient in reading, as evidenced by CAPT scores (if available).	SLO 3: 95% of students are reading at grade level at the end of 10th grade.		Provide teacher PL experiences as needed to target skills in differentiation of instruction.	STAR assessments indicate that 95% of students are reading on grade level at the end of 10th grade		
75% of students report that teachers present material in a way that is easy for them to understand and learn from. EL Cohort Graduation Rate is 65% and the extended graduation rate is 70%.	Survey 1: 90% of students report that teachers present material in a way that makes it easy for them to understand and learn.			90% of students report by survey response that teachers present material in a way they can understand and learn from.		

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 site 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: see the SEED website for forms that evaluators may use in recording observations and providing feedback. Evaluators should provide timely feedback after each visit.

Besides the school site 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 on page 7, this administrator's evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to his or her focus areas and goals:

- 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
- Conversations with students
- Conversations with families
- Presentations at Board of Education meetings, community resource centers, parent groups, etc.

Further, the evaluator may want to establish a schedule of school site 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 two-to three-month intervals.

A note on the frequency of school site observations:

State guidelines call for an administrator's evaluation to include:

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

School visits should be frequent, purposeful and adequate for sustaining a professional conversation about an administrator's practice.

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 on the SEED website.

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.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete training on the SEED evaluation and support model. The purpose of training is to provide evaluators of administrators with the tools that will result in evidence-based school site observations; professional learning opportunities tied to evaluation feedback, improved teacher effectiveness and student performance.

The CSDE will provide districts with training opportunities to support district evaluators of administrators in implementation of the model across their schools. Districts can adapt and build on these tools to provide comprehensive training and support to ensure that evaluators are proficient in conducting administrator evaluations.

School districts who have adopted the SEED model will be expected to engage in the CSDE sponsored multi-day training. This comprehensive training will give evaluators the opportunity to:

- Understand the various components of the SEED administrator evaluation and support system;
- Understand sources of evidence that demonstrate proficiency on the CCL Leader Evaluation Rubric;
- Establish a common language that promotes professionalism and a culture for learning through the lens of the CCL Leader Evaluation Rubric;
- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of leadership practice; and
- Collaborate with colleagues to deepen understanding of the content.

Participants in the training will have opportunities to interact with colleagues and engage in practice and *optional* proficiency exercises to:

- Deepen understanding of the evaluation criteria;
- Define proficient leadership;
- Collect, sort and analyze evidence across a continuum of performance;
- Determine a final summative rating across multiple indicators.

Points for District Consideration:

- Development or selection of an evaluation framework/rubric to measure and provide feedback on leader performance and practice
- Identification of criteria to demonstrate proficiency (optional)
- Provision of ongoing calibration activities
- Determination of frequency for proficiency status renewal if applicable

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.

Support and Development

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

Evaluation-Informed Professional Learning

Student success depends on effective teaching, learning and leadership. The New Milford 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 students to graduate college and career ready, educators must engage in strategically planned, well supported, standards-based, continuous professional learning focused on improving student outcomes.

Throughout the process of implementing the evaluation model, in mutual agreement with their evaluators all teachers will identify professional learning needs that support their goal and objectives. The identified needs will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide or district-wide professional learning opportunities.

Points for Consideration:

Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate and create support systems for professional learning.

– Learning Forward, 2014

<http://learningforward.org/standards/leadership#.Uxn-fD9dXuQ>

- **Develop Capacity for Learning and Leading** - Systems that recognize and advance shared leadership promote leaders from all levels of the organization. Leaders work collaboratively with others to create a vision for academic success and set clear goals for student achievement based on educator and student learning data.
- **Advocate for Professional Learning** - As advocates of professional learning, leaders make their own career-long learning visible to others. They participate in professional learning within and beyond their own work environment. Leaders consume information in multiple fields to enhance their practice.
- **Create Support Systems and Structures** - Skillful leaders establish organizational systems and structures that support effective professional learning and ongoing continuous improvement. They equitably distribute resources to accomplish individual, team, school and school system goals through blended learning structures and promoting teacher collaboration and professional development through social media and other technological tools.

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. Improvement and remediation plans should be developed in consultation with the administrator and his/her exclusive bargaining representative, when applicable, and be differentiated by the level of identified need and/or stage of development.

Stages or levels of support, for example:

- 1. Structured Support:** An administrator would receive 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.
- 2. Special Assistance:** An administrator would receive special assistance when he/she earns an overall performance rating of *developing* or *below standard* and/or has received structured support. An educator may also receive special assistance if he/she does not meet the goal(s) of the structured support plan. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.
- 3. Intensive Assistance:** An administrator would receive intensive assistance when he/she does not meet the goal(s) of the special assistance plan. This support is intended to build the staff member's competency.

Points for Consideration:

Well-articulated Improvement and Remediation Plans:

- Clearly identify targeted supports, in consultation with the administrator, which may include specialized professional development, collegial assistance, increased supervisory observations and feedback, and/or special resources and strategies aligned to the improvement outcomes.
- Clearly delineate goals linked to specific indicators and domains within the observation of practice framework/rubric that specify exactly what the administrator must demonstrate at the conclusion of the Improvement and Remediation Plan in order to be considered "proficient."
- Indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is developed. Determine dates for interim and final reviews in accordance with stages of support.
- Include indicators of success, including a rating of proficient or better at the conclusion of the improvement and remediation plan.

Career Development and Growth

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation and support system itself and in building the capacity and skills of all leaders.

Examples of such opportunities include, but are not limited to: observation of peers; mentoring aspiring and early-career administrators; participating in development of administrator improvement and remediation plans for peers whose performance is *developing* or *below standard*; leading Professional Learning Communities; differentiated career pathways; and focused professional learning based on goals for continuous growth and development.

For the 2015-16 school year, growth opportunities and paths for career development should be part of the conversation with the evaluator and district leadership. Over the course of the year, growth paths will be discussed by the Professional Growth and Development Committee and the results will be included in future drafts.

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 Common Core of Leading (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.

Performance Ratings:

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 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.

Strategies for Using the CCL Leader 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. Ratings will be generated using evidence collected from applicable indicators in the CCL: Connecticut School Leadership Standards⁸.

Performance Expectation 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.

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

⁸ Central Office Administrators have been given an additional year before being required to participate in Connecticut's new evaluation and support system while further guidance is being developed.

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the evidence for each performance expectation in the CCL Leader Evaluation Rubric. 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 their district, 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
<p><i>Exemplary</i> on Teaching and Learning +</p>	<p>At least <i>Proficient</i> on Teaching and Learning +</p>	<p>At least <i>Developing</i> on Teaching and Learning +</p>	<p><i>Below Standard</i> on Teaching and Learning or</p>
<p><i>Exemplary</i> on at least 2 other performance expectations +</p>	<p>At least <i>Proficient</i> on at least 3 other performance expectations +</p>	<p>At least <i>Developing</i> on at least 3 other performance expectations</p>	<p><i>Below Standard</i> on at least 3 other performance expectations</p>
<p>No rating below <i>Proficient</i> on any performance expectation</p>	<p>No rating below <i>Developing</i> on any performance expectation</p>		
<p><i>Exemplary</i> on at least half of measured performance expectations +</p>	<p>At least <i>Proficient</i> on at least a majority of performance expectations +</p>	<p>At least <i>Developing</i> on at least a majority of performance expectations</p>	<p><i>Below Standard</i> on at least half of performance expectations</p>
<p>No rating below <i>Proficient</i> on any performance expectation</p>			

Assistant Principals and Other School-Based Administrators:

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.

The New Milford Public Schools will use surveys in order to gather feedback from parents and, at appropriate grade levels, students. The surveys will be used to help teachers and administrators identify the areas of their practice that could be improved.

Requirements for the administration of surveys:

1. They must be anonymous
2. They must be administered in the spring semester
3. The surveys will be administered by the district’s central office to all schools simultaneously

Survey Analysis

Principals, administrative teams and school leadership committees, will analyze the results of the surveys so as to identify areas of needed improvement. These areas should align with school improvement goals.

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 CCL: Connecticut School 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 <i>"Students are challenged to meet high expectations at the school"</i> 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 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"	

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

Student Outcomes Related Indicators includes two components:

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

Component #3: Student Learning (45%)

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

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 system⁹ includes two measures of student academic learning:

1. **School Performance Index (SPI) progress** – changes from baseline in student achievement on Connecticut’s standardized assessments.

***PLEASE NOTE:** SPI calculations will not be available for the 2015-16 school year due to the transition from state legacy tests to the Smarter Balanced Assessment. Therefore, 45% of an administrator’s rating for Student Learning will be based on student growth and performance on locally determined measures.*

2. **SPI progress for student subgroups** – changes from baseline in student achievement for subgroups on Connecticut’s standardized assessments.

⁹ 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.

For a complete **definition of Connecticut’s measures of student academic learning**, including a definition of the SPI see the SEED website.

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.

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

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

PLEASE 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.

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 indicators 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.
- 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.

	SLO 1	SLO 2	SLO 3
Elementary or Middle School Principal	Non-tested subjects or grades	Broad discretion	
High School Principal	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion	
Elementary or Middle School AP	Non-tested subjects or grades	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
High School AP	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
Central Office Administrator	(meets the non-tested grades or subjects requirement) 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 indicators, including, but not limited to:

Student performance or growth on state-administered assessments and/or district-ad-opted 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 MAP/NWEA assessments.
Middle School Science	78% of students will attain <i>proficient</i> or higher on the science inquiry strand of the CMT in May.
High School	9th grade students will accumulate sufficient credits to be in good standing as sophomores by June.
Central Office Administrator	By June 1, 2016, 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 Administrator's SLO Handbook, **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	<i>Gather further information</i>
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	<i>Gather further information</i>	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 an 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 the teacher evaluation 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 <i>exemplary</i> on the student learning objectives portion of their evaluation	> 60% of teachers are rated proficient or <i>exemplary</i> on the student learning objectives portion of their evaluation	> 40% of teachers are rated proficient or <i>exemplary</i> on the student learning objectives portion of their evaluation	< 40% of teachers are rated proficient or <i>exemplary</i> on the student learning objectives portion of their evaluation

Summative Administrator Evaluation Rating

Summative Scoring

Every educator will receive one of four performance* ratings:

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

* The term "performance" in the above shall mean "progress as defined by specified indicators." Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence (see Appendix 2).

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; and
- 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 rating of *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.

Each step is illustrated below:

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	Summary Score
Observation of Leadership Practice	2	40	80
Stakeholder Feedback	3	10	30
TOTAL LEADER PRACTICE-RELATED POINTS			110

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%

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 page 82.

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

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	<i>Gather further information</i>
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	<i>Gather further information</i>	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

The local or regional board of education shall include a process for resolving disputes in cases where the evaluator and administrator cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. When such agreement cannot be reached, the issue in dispute will be referred for resolution to a subcommittee. The superintendent and the respective collective bargaining unit for the district will each select one representative to constitute this subcommittee, as well as a neutral party, as mutually agreed upon between the superintendent and the collective bargaining unit. In the event that the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding.