

Old Saybrook Public Schools

Teacher Evaluation and Development Model **Fall 2015 to Spring 2016**

Mission Statement:

The mission of the Old Saybrook Public School is to educate and prepare students to achieve their highest aspirations, care for others and the environment, and contribute to a global society by working in partnership with families and the community, and by engaging each learner in a rigorous, personalized, and meaningful educational program.

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Introduction

This document outlines the 2015-16 district plan for evaluation of educators in the Old Saybrook Public Schools. It is based largely on the Connecticut Seed Educator Evaluation and Professional Development model, which was created based on the Connecticut guidelines for educator evaluation.

Purpose and Rationale

When educators succeed, students succeed. Research has proven that no school-level factor more to students' success than high quality educators. Quality education requires command of subject matter and pedagogical skills as well as a deep empathy for the children in the classroom.

Core Design Principles

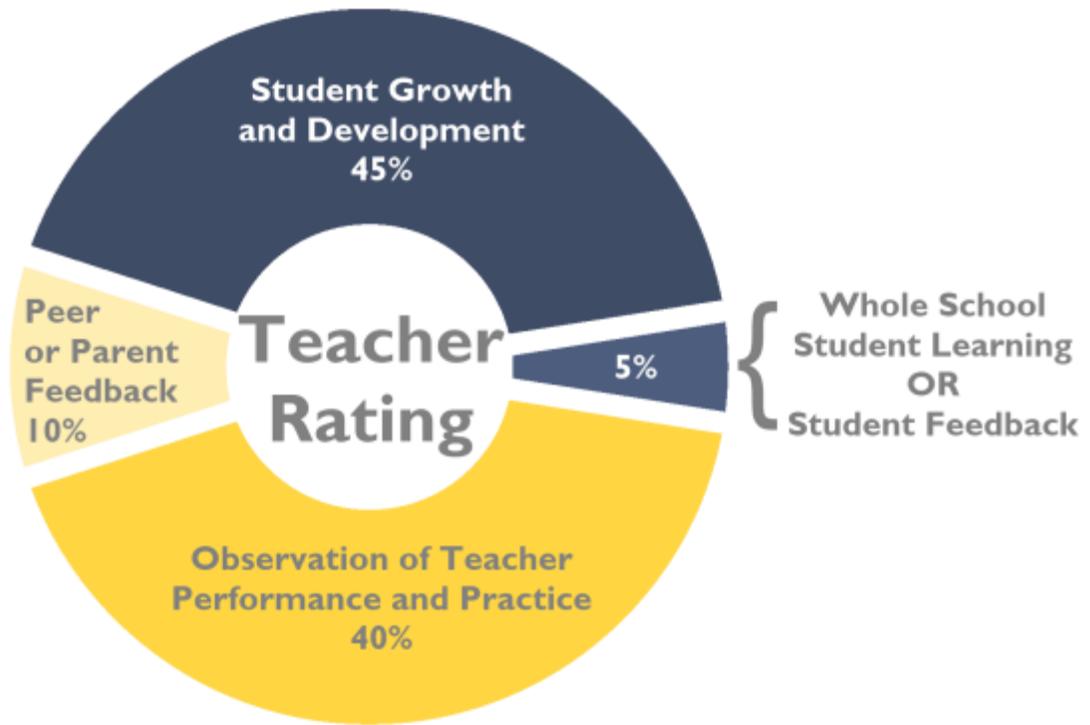
Our evaluation system uses multiple sources of information and evidence results in a fair, accurate, and comprehensive picture teachers' performance. Our model defines four categories of teacher effectiveness: student learning (45%), a teacher performance and practice model that aligns to the CCT (40), parent feedback (10%) and school-wide student learning or student feed back (5%). (Committee Adopted The Connecticut Common Core of Teaching Rubric for Effective Teaching 2014)

Description of Implementation and Orientation Process

In 2014-15, the district implemented this evaluation system with 1/3rd of our staff members and all administrators. In the previous two years, a third of the teachers in district were evaluated using this evaluation model.

Designated professional development time prior to the first day of school will provide a detailed orientation of the evaluation plan for all certified staff. All certified staff members including building administrators will review forms, roles and responsibilities and address any questions regarding participation. Dates and deadlines will be clearly outlined. Members of the Evaluation Committee will be available to provide additional support to their colleagues throughout the process.

The Professional Development and Evaluation Committee (PDEC) will continue to refine the evaluation system as well as to identify professional development needs.



TEACHER EVALUATION SYSTEM

1. **Educator Practice related Indicators: This focus area is comprised of two categories:**
 - a. **Observation of educator performance and practice (40%) as defined in the 2014 CT Common Core of Teaching (CCT) Rubric for Effective Teaching**
 - b. **Feedback Goal (10%) as determined by annual peer survey data regarding student readiness**

2. **Student Outcomes Related Indicators: This focus area is comprised of two categories:**
 - a. **Student growth and development (45%) as determined by the educator's student learning objectives**
 - b. **Whole school student learning or student feedback**

Scores from each of the four categories will be combined to produce a summative performance rating. 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

Teacher Evaluation Process and Timeline

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

Goal Setting & Planning	Mid-Year Check-In	End-Of-Year Review
<ul style="list-style-type: none"> Orientation on process 	<ul style="list-style-type: none"> Review goals and performance to date 	<ul style="list-style-type: none"> Teacher self assessment

• Teacher reflection and goal setting	• Mid-year conferences	• Scoring
• Goal setting conference		• End-of-year conference
November 14, 2015	February 13, 2016	June 30, 2016

Goal-Setting and Planning

Timeframe: Must be completed by November 14th, 2015.

- 1. Orientation on Process – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice goals and student learning objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation process.**
- 2. Teacher Reflection and Goal-Setting – The teacher examines student data, prior year evaluation and survey results and the Connecticut Framework for Teacher Evaluation and Support to draft a proposed performance and practice goal(s), a parent feedback goal, student learning objectives (SLOs), and a student feedback goal (if required) for the school year. The teacher may collaborate in grade-level or subject matter teams to support the goal-setting process.**
- 3. Goal-Setting Conference – The evaluator and teacher meet to discuss the teacher’s proposed goals and objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher’s practice to support the review. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria.**

Mid-Year Check-In

Timeframe: Must be completed by February 13th, 2016.

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

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

End-of-Year Summative Review

Timeframe: May and June: must be completed by June 30, 2016.

- 1. Teacher Self-Assessment – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self- assessment may focus specifically on the areas for development established in the goal- setting conference.**
- 2. Scoring – The evaluator reviews submitted evidence, self-assessments and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data change the student-related indicators significantly to change the final rating. Such revisions should take place as soon as state test data are available and before September 15.**
- 3. 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 before the end of the school year and before June 30.**

Primary and Complementary Evaluators

The primary evaluator for most teachers will be the school principal or associate principal, who will be responsible for the overall evaluation process, including assigning summative ratings. Some districts may also decide to use complementary evaluators to assist the primary evaluator. Complementary evaluators are certified

teachers, although they may also have administrative certification.

Primary and complementary evaluators will participate in regular calibration exercises during District Leadership meetings. These ongoing opportunities of calibration will include, but are not limited to, the following exercises:

- **Viewing of videotaped lessons and sharing review of observations (anonymous)**
- **Tagging evidence, rating evidence and norming exercises**
- **Identifying criteria for demonstrating proficiency as an evaluator**
- **Continuing professional conversations and discussing coaching scenarios**

They may have specific content knowledge, such as department heads or curriculum coordinators. Complementary evaluators must be fully trained as evaluators in order to be authorized to serve in this role. (Old Saybrook is utilizing one complementary evaluator at the Kathleen E. Goodwin School. This is a continued practice.)

Complementary evaluators may assist primary evaluators by conducting observations, collecting additional evidence, reviewing student learning objectives (SLOs) and providing additional feedback. A complementary evaluator should share his/her feedback with the primary evaluator as it is collected and shared with teachers.

Primary evaluators will have sole responsibility for assigning final summative ratings and must achieve proficiency on the training modules provided.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

At the request of a district or employee, the CSDE or a third-party designated by the CSDE will review evaluation ratings that include dissimilar ratings in different categories (e.g., include both exemplary and below standard ratings). In these cases, CSDE will determine a final summative rating.

In addition, CSDE will select districts at random annually to review evaluation evidence files for a minimum of two educators rated exemplary and two educators rated below standard.

Evaluation-Based Professional Learning

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. Throughout our evaluation model, every teacher will be identifying

their professional learning needs in mutual agreement between the teacher and his/her evaluator and serves 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 professional development opportunities.

Improvement and Remediation Plans

If a teacher's performance is rated as developing or below standard, it signals the need for the administrator to create an individual teacher improvement and remediation plan. 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

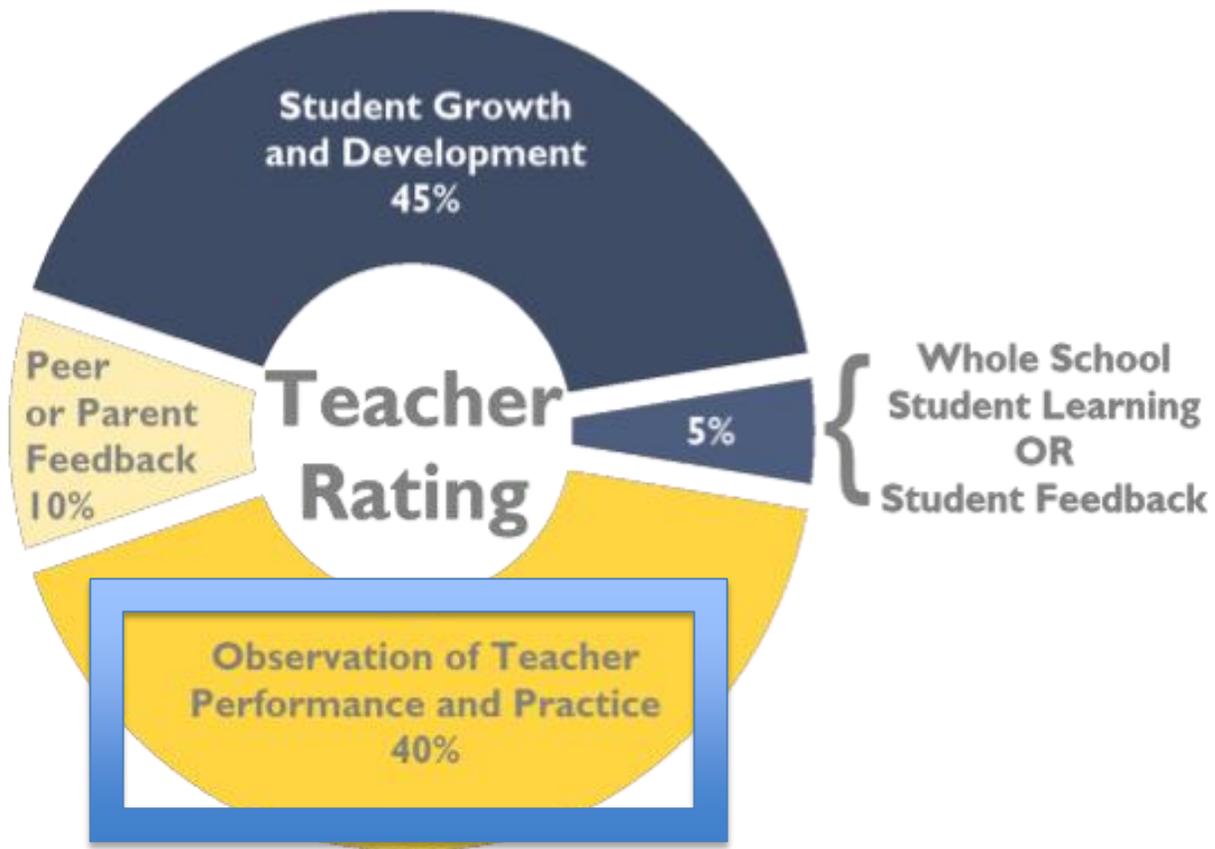
Indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued; and include indicators of success including a summative rating of proficient or better at the conclusion of the improvement and remediation plan.

Career Development and Growth

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 system itself and in building the capacity of all teachers. 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; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

Category #1:

Teacher Performance and Practice (40%)



Teacher Practice makes up 50% of the evaluation model and is comprised of two categories:

- **Teacher Performance and Practice category of the model, which counts for 40%; and**
- **Peer/Parent Feedback Goal, which counts for 10%.**

Category #1: Teacher Performance and Practice (40%)

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

Common Core of Teaching Framework

Our Teacher Evaluation Committee has agreed to adopt The Connecticut Common Core of Teaching Rubric for Effective Teaching 2014. The new CCT has four

domains: Classroom Environment, Student Engagement and Commitment to Learning, Planning for Active Learning, Instruction for Active Learning, Professional Responsibilities and Teacher Leadership.

Observation Process

Each teacher will be observed through either formal or informal observations as defined below.

- **Formal: Scheduled observations that last at least 30 minutes and include a pre and a post-observation conference, which includes both written and verbal feedback**
- **Informal: Non-scheduled observations or reviews of practice that last at least 15 minutes and are followed by written feedback. A post conference will be held if requested by either the teacher or administrator.**

All observations will be followed by written feedback within two days of an observation.

District administrators and principals can use their discretion to decide the right number of observations for each teacher based on school and staff needs and in accordance with the Guidelines for Educator Evaluation. A summary of requirements is below:

Pre-conferences and Post-Conferences

Pre-conferences are valuable for giving context to the lesson and information about the students to be observed and for setting expectations for the observation process.

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

Classroom observations provide the most evidence for domains 1 and 3, but both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction.

Non-Classroom Reviews of Practice

Because the new evaluation model aims to provide teachers with comprehensive

feedback on their practice as defined by the four domains of the CCT, 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. ■ A non-classroom observation is not a random occasion in which both the administrator and the teacher happen to be present. It is an intentional plan to observe a teacher in a designated setting at a designated time that was pre-determined. The administrator will make known at the onset of the observation or at the conclusion that data has been collected to be considered as a non-classroom informal observation and that the teacher will be receiving written feedback within 48 hours.

Feedback

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

Specific evidence and ratings, where appropriate, on observed components of the CCT;

Prioritized commendations and recommendations for development actions;

Next steps and supports the teacher can pursue to improve his/her practice; and

■ A timeframe for follow up includes written feedback within two days of observation

Observations

Teacher Category	Observations	Conference and Feedback
<p>A. Teachers rated below standard or developing in the previous year, or teachers who have not received a rating in the previous year, or teachers in their first or second year in the district.</p>	<p>Minimum of three in-class formal observations</p>	<p>Two of the three observations must include a pre-conference, and all of the observations must include a post-conference with written and verbal feedback</p>
<p>B. Teachers in years three and four in the district who have been rated proficient or exemplary</p>	<p>Minimum of two in-class formal observations and one review of practice each year.</p>	<p>A minimum of two observations must include a pre-conference, and all of the observations must include a post-conference with written and verbal feedback</p>
<p>C. All other teachers rated as proficient or exemplary in the previous academic school year.</p>	<p>Minimum of one formal-in class observation once every three years and three informal in-class observations in all other years and complete one review of practice every year.</p>	<p>Formal observations must include a pre-conference and a post-conference with written and verbal feedback.</p> <p>Informal Observations will include a post conference if requested by either the teacher or administrator.</p>

Teacher Performance and Practice Goal-Setting

As described in the Evaluation Process and Timeline section, teachers develop one to three practice and performance goals that are aligned to the CCT. These goals may provide a focus for the observations and feedback conversations.

At the start of the year, each teacher will work with his or her evaluator to develop his or her practice and performance goal(s) through mutual agreement. All goals should have a clear link to student achievement and should move the teachers towards a proficient or exemplary rating. Schools may decide to create a school-wide goal aligned to a particular component (e.g., 3b: Using Questioning and Discussion Techniques) that all teachers will include as one of their goals.

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. Although performance and practice goals are not explicitly rated as part of the Teacher Performance and Practice category, progress on goals will be reflected in the scoring of Teacher Performance and Practice evidence.

Teacher Performance and Practice Scoring

Individual Observations

Evaluators are not required to provide an overall rating for each observation, but they should provide supportive evidence from the classroom observations as well as evidence from documents and conversation based on the CCT indicators that were observed. During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. 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 for all observations has been analyzed, the evaluator will align the evidence with the appropriate indicator(s) on the CCT continuum and then determine a performance rating at the indicator level.

Summative Observation of Teacher Performance and Practice Rating

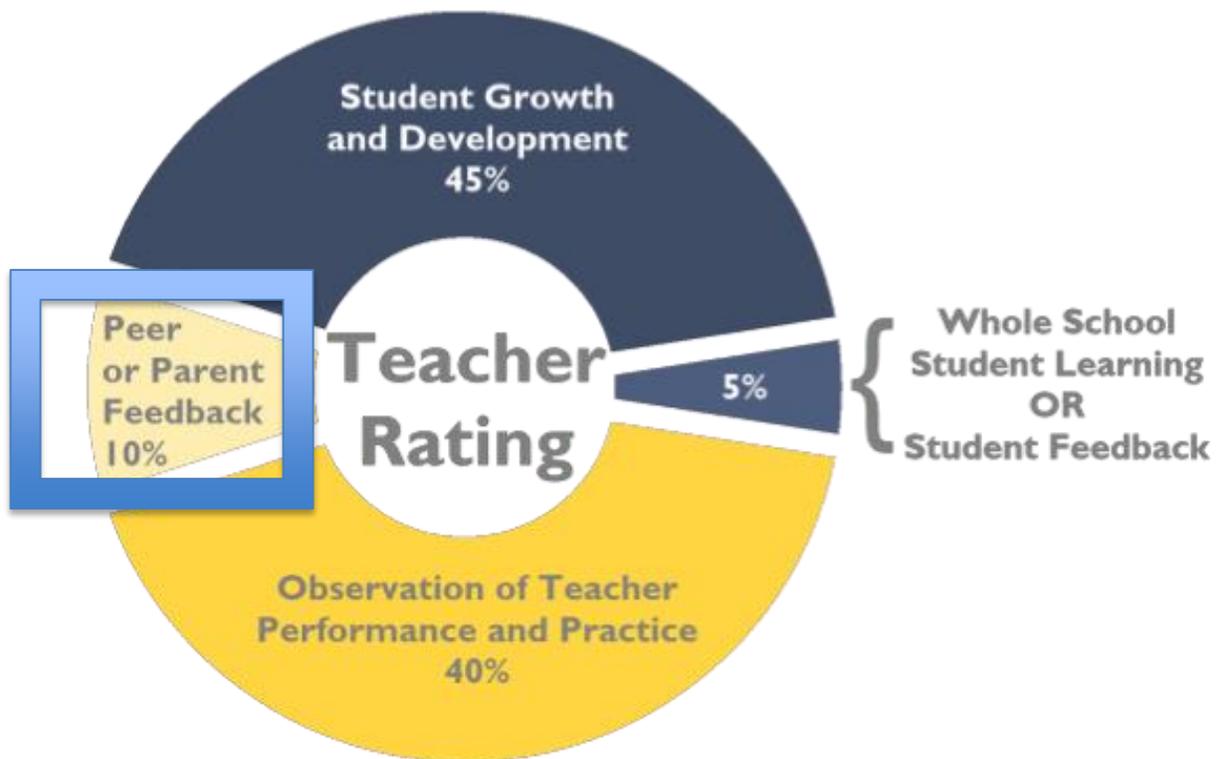
At the end of the year, primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Summative Conference. Any concerns that might result in a needs improvement should be documented in an observation prior to the summative evaluation. The final teacher performance and practice rating will be calculated by the evaluator in a two-step process:

- 1. Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional**

judgment to determine indicator ratings.

2. An indicator rating will be recorded based on the evidence collected around the indicators of that domain.

Category #2: Parent Feedback (10%)



Category #2: Parent Feedback (10%)

Feedback from parents will be used to help determine the remaining 10% of the Teacher Practice Indicators focus area of our evaluation model.

The process described below focuses on:

(1) Conducting a whole-school parent survey (meaning data is aggregated at the school level);

(2) Determining several school-level parent goals based on the survey feedback;

(3) Teacher and evaluator identifying one related parent engagement goal and setting

Improvement targets;

(4) Measuring progress on growth targets; and

(5) Determining a teacher's summative rating. This parent feedback rating shall be based on four performance levels.

1. Administration of a Whole-School Parent Survey

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

Valid and reliable surveys that remain confidential should be administered every spring.

2. Determining School-Level Parent Goals

Principals and teachers will review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals based on the survey results.

3. Selecting a Parent Engagement Goal and Improvement Targets

After these school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators one related parent goal they would like to pursue as part of their evaluation.

Teachers will also set improvement targets related to the goal they select.

4. Measuring Progress on Growth Targets

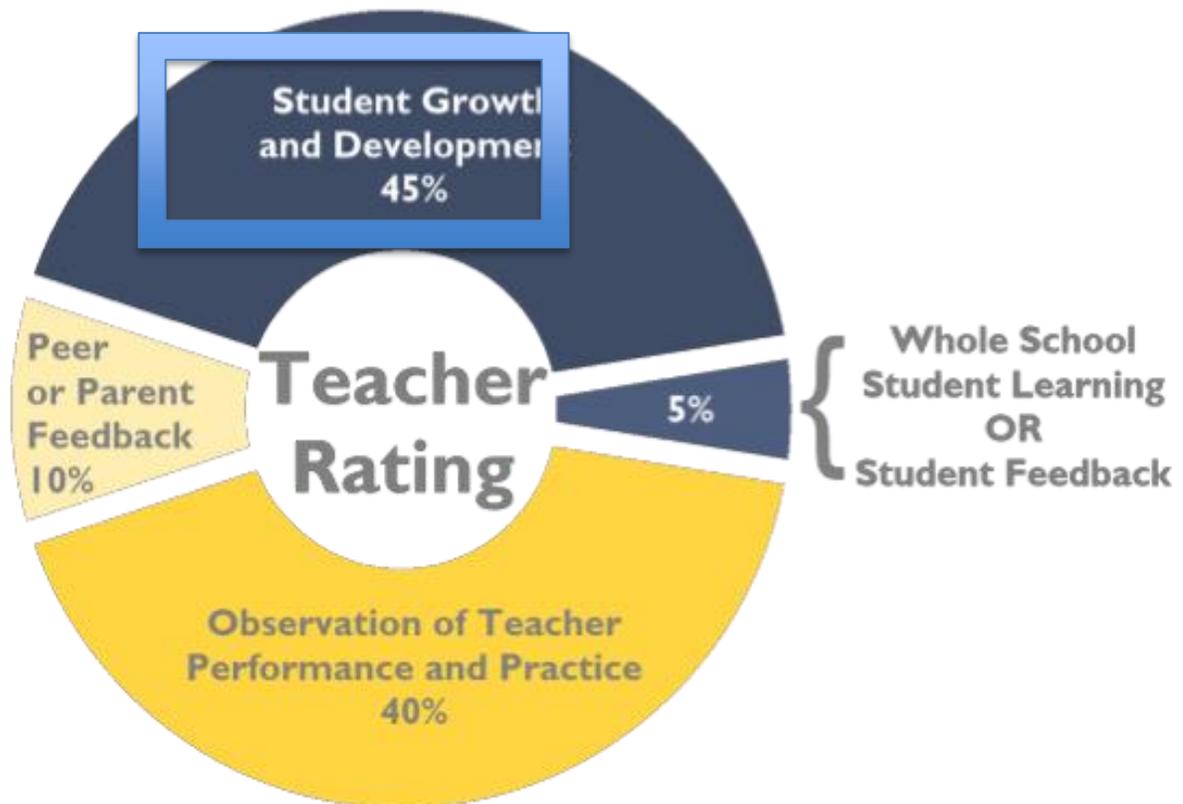
There are two ways teachers can measure and demonstrate progress on their growth targets. A teacher can (1) measure how successfully they implement a strategy to address an area of need (like the examples in the previous section), and/or (2) they can collect evidence directly from parents to measure parent-level indicators they generate.

5. Arriving at a Parent Feedback Rating

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

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

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



The Student Outcome portion makes up 50% of the evaluation model and is comprised of two categories:

- **Student Growth and Development (45%)**
- **Whole School Student Learning or Student Feedback (5%)**

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

Overview of Student Learning Objectives (SLOs)

Each educator is required to write at least one student learning objective. For each goal/objective each teacher, through mutual agreement with his/her evaluator, must select multiple Indicators of Academic Growth and Development (IAGD).

The second area of flexibility pertains to the use of state standardized test data in compiling educators' summative ratings. One half (or 22.5%) of the IAGDS used as evidence of whether goals/objectives are met shall not be determined by a single, isolated test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. A minimum of 1 non-standardized indicator must be used in rating 22.5% of IAGDs.

As stated in the CT Guidelines for Educator Evaluation, a standardized assessment is characterized by the following attributes:

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

To create their SLO, teachers will follow these four steps:

Step 1: Decide on the Student Learning Objectives

The objectives will be broad goals for student learning. They should each address a central purpose of the teacher's assignment and it should pertain to a large proportion of his/her students. Each 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 (e.g., common core), or district standards for the grade level or course. Depending on the teacher's assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes).

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.

The following are examples of SLOs based on student data:

Teacher Category	Student Learning Objective
8 th Grade Science	My students will master critical concepts of science inquiry.
High School Visual Art	All of my students will demonstrate proficiency in applying the five principles of drawing.

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

An Indicator of Academic Growth and Development (IAGD) is the specific evidence that will demonstrate whether the objective was met.

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.

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. Taken together, an SLO's indicators, if achieved, would provide evidence that the objective was met. Here are some examples of indicators that might be applied to the previous SLO examples:

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development (at least one is required)
8th Grade Science	My students will master critical concepts of science inquiry.	1. 78% of my students will score at the proficient or higher level on the science CMT in March 2013.
4th Grade	My 22 students will demonstrate improvement in or mastery of reading comprehension skills by June 2013.	All 17 (77%) students assessed on the standard CMT will maintain proficiency, goal or advanced performance, or will gain a proficiency band on 4th grade CMT Reading in March 2013. All 5 students (23%) assessed on the MAS for Reading CMT will achieve at the proficient or goal level on 4 th grade CMT Reading MAS in March 2013.

Sample SLO-Non-Standardized IAGD(s)

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development (at least one is required)
8th Grade Science	My students will master critical concepts of science inquiry.	1. My students will design an experiment that incorporates the key principles of science inquiry. 90% will score a 3 or 4 on a scoring rubric focused on the key elements of science inquiry.
High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing	1. 85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts teachers in our district.

Step 3: Provide Additional Information

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).

Step 4: Submit SLO to Evaluator for Approval

SLOs are proposals until the evaluator approves them. While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs, ultimately, the evaluator must formally approve all SLO proposals.

The evaluator will examine each SLO relative to three criteria described below. SLOs must meet all three criteria to be approved. If they do not meet one or more criteria, the evaluator will provide written comments and discuss their feedback with the teacher during the fall Goal-Setting Conference. SLOs that are not approved must be revised and resubmitted to the evaluator within ten days.

SLO Approval Criteria

Priority of Content	Quality of Indicators	Rigor of Objective/Indicators
Objective is deeply relevant to teacher's assignment and addresses a proportion of his/her students that is mutually agreed upon by each teacher and administrator.	Indicators provide specific 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).

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

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

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

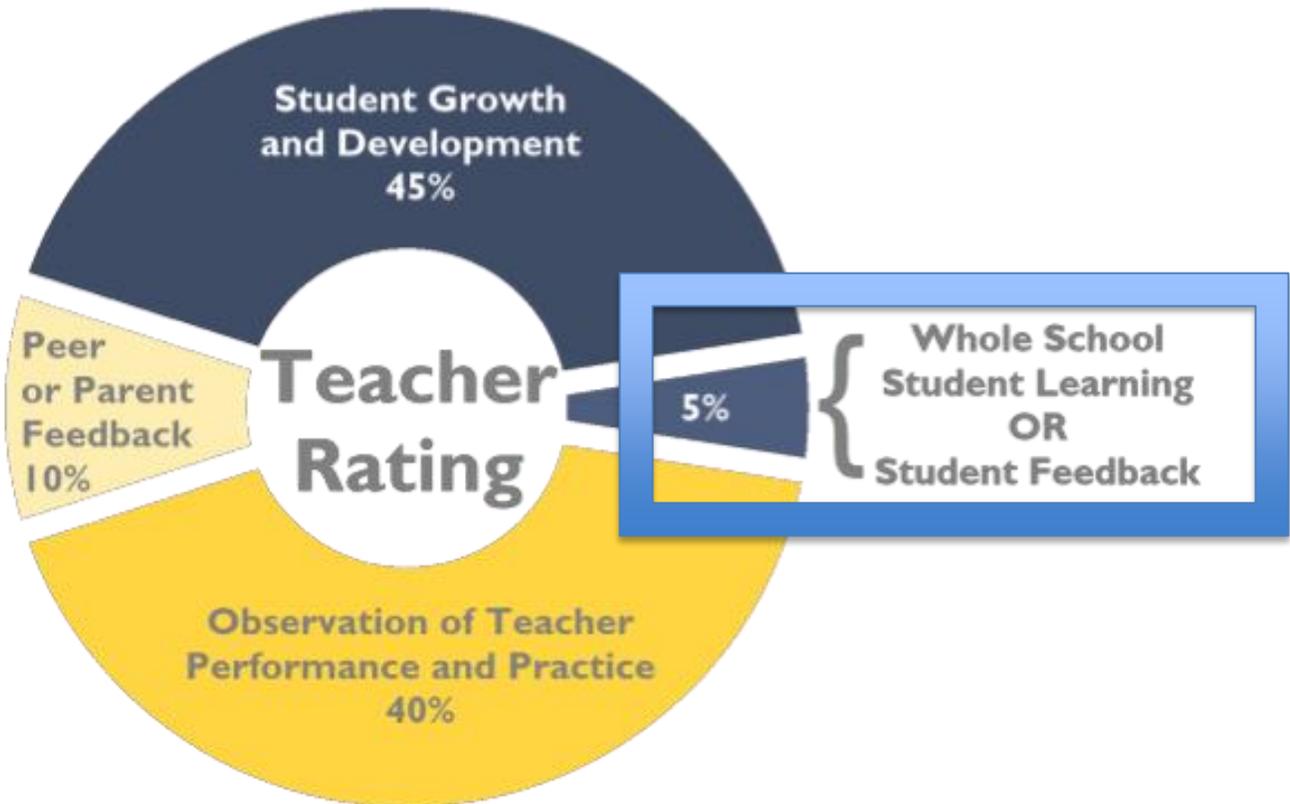
Exceeded (4)	All or most students met or substantially exceeded the target(s) contained in the indicators(s).
Met (3)	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
Partially Met (2)	Many students met the target(s) but a notable percentage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

For SLOs with more than one 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.

NOTE: For SLOs that include an indicator based on state standardized tests, results may not be available in time to score the SLO prior to the June 30 deadline. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. Or, if state 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 state 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.

Category #4:
Whole-School Student Learning Indicators
and/or
Student Feedback (5%)



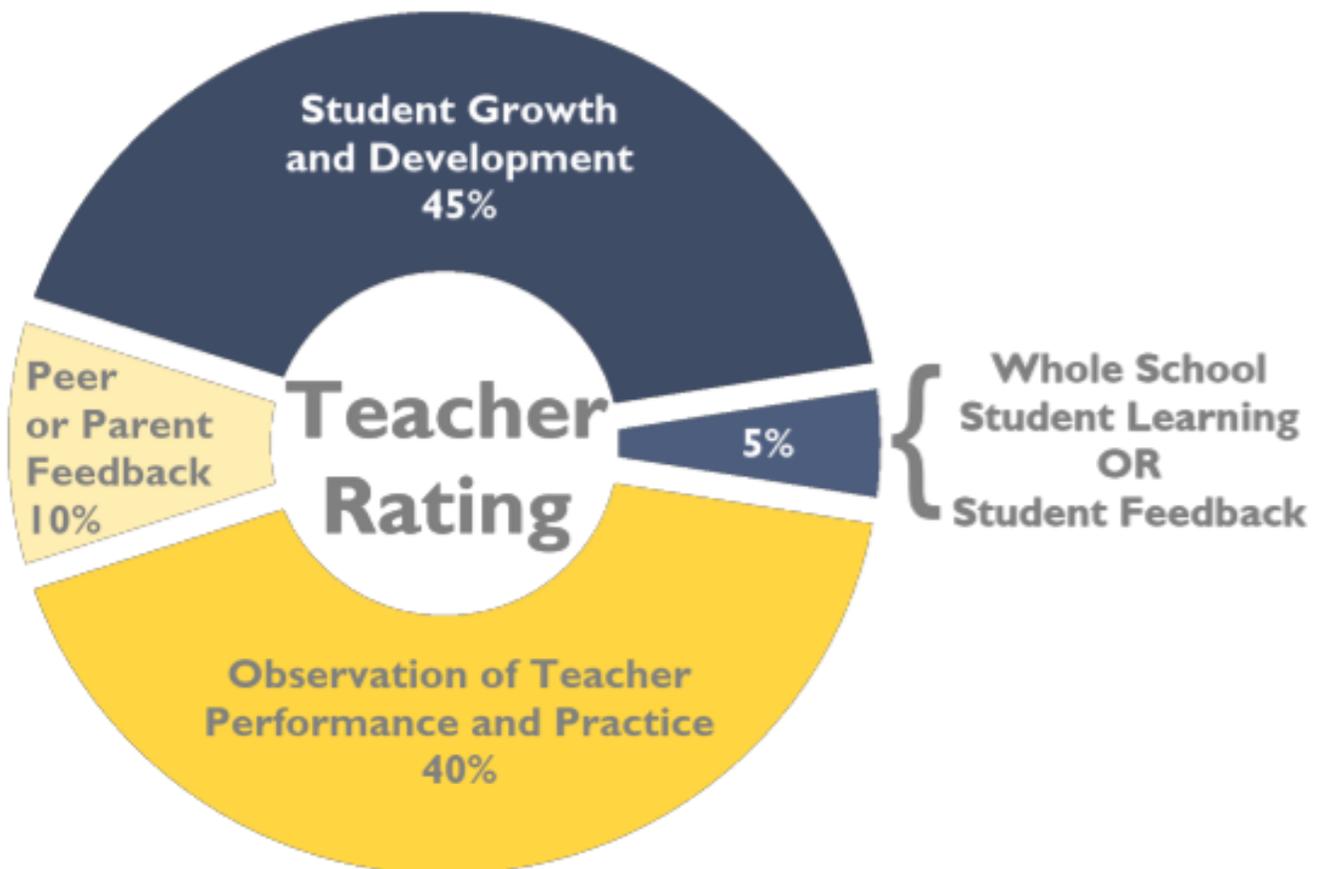
Category #4: Whole-School Student Learning Indicator and/or Student Feedback (5%)

Districts can decide to use a whole-school student learning indicator (option 1), student feedback (option 2), or a combination of the two (option 3) to determine this fourth category.

Option 1: Whole-School Student Learning Indicator (Chosen for OSPS 2015-2016)

For districts that include the whole-school student learning indicator in teacher evaluations, a teacher's indicator rating 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), which is based on standardized test scores and correlates to the whole-school student learning **indicator on a principal's evaluation.**

SUMMATIVE TEACHER EVALUATION SCORING



SUMMATIVE TEACHER EVALUATION SCORING

Summative Scoring

In accordance with State of Connecticut Guidelines, regardless of teacher placement on the OSPS evaluation cycle matrix, all teachers will receive summative ratings on an annual basis. The individual summative teacher evaluation rating will be based on the four categories of performance, grouped in two major focus areas:

- **Teacher Practice Related Indicators - Categories 1 & 2**
- **Student Outcomes Related Indicators - Categories 3 & 4**

Every educator will receive one of four performance ratings:

Exemplary – Substantially exceeding indicators of performance

Proficient – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

The rating will be determined using the following steps:

- 1) Calculate a Teacher Practice Related Indicators score by combining the observation of teacher performance and practice score and the parent feedback score**
- 2) Calculate a Student Outcomes Related Indicators score by combining the student growth and development score and whole-school student learning indicator or student feedback score**
- 3) Use summative rating report generated by BloomBoard. See matrix below.**

		Teacher Practice Related Indicators Rating			
		4	3	2	1
Student Outcomes Related Indicators 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 teachers by June 30 of a given school year. Should state 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 state 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 September 15. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

Novice teachers shall generally be deemed effective if said educator receives at least two sequential proficient ratings, one of which must be earned in the fourth year of a novice teacher’s career. A below standard rating shall only be permitted in the first

year of a novice teacher's career, assuming a pattern of growth of developing in year two and two sequential proficient ratings in years three and four. Superintendents shall offer a contract to any educator he/she deems effective at the end of year four. This shall be accomplished through the specific issuance to that effect.

All other educators shall generally be deemed ineffective if said educator receives at least two sequential developing ratings or one below standard rating at any time.

Dispute-Resolution Process

In cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan, the issue in dispute may be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC). The superintendent and respective collective bargaining unit may each select one representative from the PDEC committee as well as a third neutral party that is mutually agreed upon between the superintendent and collective bargaining unit. In the event the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding.

EVALUATION PHASES

Appraisal Phase

Phase A. Teachers rated below standard or developing in the previous year, or teachers who have not received a rating in the previous year or teachers in their first or second year in the district will receive a minimum of three in-class formal observations of a minimum of 30 minutes each. Two of the three observations must include a pre-conference, and all of the observations must include a post-conference with written and verbal feedback.

Phase B. Teachers in their third and fourth year in the district who have been rated proficient or exemplary will receive a minimum of two in-class formal observations of a minimum of 30 minutes each. Two observations must include a pre-conference, and post-conference with written and verbal feedback.

Phase C. All other teachers who are rated as proficient or exemplary in the previous academic year will receive a minimum of one formal in-class observation once every

three years and three informal in-class observations in all other years and complete one review of practice every year. The formal observation must include a pre-conference and a post-conference with written and

Additional Support for Teachers Needing Assistance

The Assistance Phase is a program designed to provide ~~tenured~~ teachers with intensive support necessary to meet district standards as articulated in the Old Saybrook Evaluation Plan. Intensive assistance and support is provided to the teacher in identified documented areas that do not meet district standards.

Assistance Phase

Formation of an Assistance Team

- 1. When it is determined that the evaluatee is not meeting district standards, the primary evaluator will meet with the evaluatee and provide in writing the areas of the CCT that do not meet district standards.**
- 2. After meeting with the evaluatee, a recommendation will be made to the Superintendent of Schools that an Assistance Team be established. The Superintendent of Schools will designate a mutually agreed upon administrative representative to serve as chairperson of the Assistance Team.**
- 3. The chairperson will select certified personnel who will comprise the membership of the Assistance Team. Team members may include the following: (2) Administrators, up to (2) school based curriculum specialists, and an OSEA representative chosen by the evaluatee. The evaluatee may also choose to select a colleague who will provide support in the assistance process. The team shall be formed within 10 days of this request. A maximum of (6) members total. Both parties will mutually agree upon any additional members.**
- 4. An evaluatee may also request to be placed in the Assistance Phase to receive support in areas at risk of not meeting district standards.**

Assistance Team Components

- 1. Defining the Problem:**

A precise definition of the area(s) of concern is formulated and is aligned to the district's evaluation criteria.

2. Statement of Objectives:

Objectives are developed to reflect the expectations in order to meet district evaluation criteria.

3. Planned Intervention Strategies:

Strategies are planned to address the areas of concern.

4. Timeline/Recommended Action:

A specific timeline is developed to enable the evaluatee to meet the defined objectives. A timeline, not to exceed 45 consecutive school days, will be implemented. When the timeline has expired, the primary evaluator will have completed the Assistance Phase Evaluation Summary, which includes a statement of whether the objective(s) have been met. Included in the Summary will be a recommendation by the primary evaluator as to whether the evaluatee:

- a. Remain in the Assistance Phase for another period of time, not to exceed 45 consecutive school days;**
- b. Discontinue assistance phase;**
- c. Recommend to the Superintendent that contract termination proceedings be initiated in accordance with Section 10-151b, Connecticut Education Laws.**

5. Data Collected for Decision Making:

Multiple sources of data are collected by the primary evaluator that will be used to determine whether the evaluatee has met the plan's objective(s). This will include but is not limited to classroom observations, samples of student work, lesson plans, conferences, and samples of communication with family and colleagues.

Teachers recommended for the Assistance Phase are fully protected by the right of due process, the right of appeal inherent in the evaluation program and by the grievance procedure.

Forms Applicable for Assistance Phase (Tenured Staff)

Assistance Team Request

Assistance Plan

Assistance Phase Evaluation Summary

Due Process Provisions

- A. All parties have had representation in the design, research, development, and review of the evaluation system and instrument.
- B. Knowledge and understanding of performance expectations are provided for staff through distribution of this handbook and the orientation meeting.
- C. Evaluatees are provided a response opportunity after each observation and evaluation reporting period.
- D. Each teacher's signature indicates that the document has been read but does not necessarily indicate agreement.
- E. All parties to the teacher performance evaluation system have shared responsibility for due process.
- F. Any evaluation documents used in the teacher evaluation will be placed in his/her personnel file and shall be promptly called to the employee's attention. Within five (5) working days after notification, the employee may file a written response or explanation, which shall be attached to the report and placed in the personnel file.

Dispute Resolution

The purpose of the resolution process is to secure at the lowest possible administrative level, equitable solutions or disagreements which from time to time may arise related to the evaluation process. The right of appeal is a necessary component of the evaluation process and is available to every participant at any point in the evaluation process. As our evaluation system is designed to ensure continuous, constructive and cooperative processes among professional educators, most disagreements are expected to be worked out informally between evaluators and teachers.

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

1. Evaluation procedures and/or guidelines have been appropriately followed;
2. Adequate data has been gathered to support fair and accurate decisions.

The evaluator's competence shall not be the focus of a dispute. The resolution

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

Time Limits

- 1. Since it is important that appeals be processed as rapidly as possible, the number of days shall be considered maximum. The time limits specified may be extended by written agreement of both parties.**
- 2. Days shall mean school days. Both parties may agree, however, to meet during breaks at mutually agreed upon times.**
- 3. If a teacher does not initiate the appeals procedure within five days of acknowledged receipt of evaluation materials, the teacher shall be considered to have waived the right of appeal.**

Procedures

- 1. Within five days of acknowledged receipt of evaluation materials, the teacher must initiate the appeals procedure.**
- 2. Within three days of initiating the appeals procedure, the teacher will meet and discuss the matter with the evaluator with the objective of resolving the matter informally. The two parties have the option of choosing a facilitator who will review the areas of difference and suggest compromises or resolutions. The teacher shall be entitled to Association representation at all levels of the process.**
- 3. If there has been no resolution, the Superintendent shall review the recommendations of the facilitator and any additional information from the evaluator and educators and shall meet with both parties as soon as possible. Within three days of the meeting, and review of all documentation and recommendations, the Superintendent will act as arbitrator and make a final decision. The teacher shall be entitled to Association representation at all levels of the process.**
- 4. Failure of the teacher at any level to appeal to the next level within the specified time shall be deemed to be acceptance of the decision rendered at that level.**

Lesson Plan

An individual lesson plan template may accompany Form A. (Submitted 24 hours prior to the observation to allow ample time for the evaluator to review and prepare for the pre-observation conference.)

EDUCATOR NAME:	
OBSERVATION NO.	

Educator completes this form for each formal observation. The evaluator may discuss the contents of this form for clarification purposes at the pre-conference. Educators should exercise the right to make instructional decisions/changes during the observation. Note: The information presented in this document is relevant to indicators in other domains.

1. Identify specific and measurable learning objectives/purposes for this lesson and 1-2 content standards to which they are aligned.

2. Where does this lesson fit with the overall unit of instruction-beginning, middle, or end?

3. Please indicate any data collected and analyzed that impact this lesson design and determine the students' level of knowledge or skill.

4. Describe teaching strategies/learning activities you will use to cognitively engage students to achieve the learning objectives. Address any of the following that apply to today's lesson:

Literacy strategies

Numeracy strategies

Instructional groupings

Differentiation for learners who may experience difficulty or need more challenges

Students with IEP's or 504 accommodations or modifications

5. List indicators or assessments used to show student progress toward or mastery of the learning objectives.

Student Learning Objective Form

Old Saybrook Public Schools

Student Learning Objective: (Title)

SLO Focus Statement: (Description of the overall objective and expectation for student improvement.)

Aligned Standards: (Specify the standards connected to the learning content.)

Interval of Instruction: (Specify time period – Semester / Trimester / School Year / Other)

Student Population: (Include a specific description of the number of students/classes of students to whom this objective applies. Why is this group being selected?)

Baseline Data: (Description of baseline data / information for this student population that supports the SLO.)

(IAGDs) Indicators of Academic Growth and Development: (List the quantitative targets that will demonstrate achievement of the SLO.)

Assessments: (How will you measure the outcome of your SLO? Multiple assessments may be used.)

<h2 style="margin: 0;">Old Saybrook Teacher Evaluation Mid-Year Conference</h2>
<p>Note: Mid-Year Conference – The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on teacher practice goals, student learning objectives (SLOs) and performance on each to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment).</p>
<p>Discussion of SLO and Teacher Practice Goals:</p>
<p>Summary of progress towards goals:</p>
<p>Revisions and adjustments discussed:</p>
<p>Support needed to enhance teacher growth in his/her targeted areas:</p>
<p>Strengths at this point in the year (Artifacts & Evidence) /Opportunities to grow in the second half of the year (Artifacts & Evidence):</p>

Old Saybrook Public Schools
EVALUATION APPEAL FORM

Appeal Presentation to: _____

Appellant's Name: _____

Home Address: _____ School: _____

Evaluator: _____

Assignment: _____

Date of Presentation: _____

Statement of Appeal: _____

Appellant's Recommended Solution: _____

Signature of Appellant

Date:

Forwarded to Superintendent of Schools by:

Date:

Signature of Evaluator

Date

Old Saybrook Public Schools

ASSISTANCE TEAM REQUEST FORM

Part I –To be completed by Primary Evaluator and Signed by Superintendent

Teacher: _____ Date of Request: _____

Specific performance area criteria rated below standard:

Specific criteria for improved performance:

Signature of Primary Evaluator: _____ Date: _____

Date Assistance Team Established: _____

Team Members: _____

Chairperson

Date: _____

Signature of Superintendent

Date: _____

- C: Primary Evaluator
- Secondary Evaluator
- Evaluatee
- Personnel File
- Superintendent

Old Saybrook Public Schools

ASSISTANCE PLAN

Teacher: _____ Date: _____

Primary Evaluator: _____

Team Members: _____

1. Defining the Problem:

2. Statement of Objectives:

3. Planned Intervention Strategies:

4. Timeline/Recommended Action:

5. Data Collected (Specific Criteria) for Decision Making;

Teacher

Date

Primary Evaluator

Date

Chairperson

Date

- C: Primary Evaluator
Secondary Evaluator
Evaluatee
Team Members
Personnel File
Superintendent

Old Saybrook Public Schools

Assistance Phase Evaluation Summary

Teacher _____

Primary Evaluator _____

Objective(s) formulated at Assistance Team:

Summary:

_____ Objective(s) Met

_____ Objective(s) Not Met

Recommendation of primary evaluator

Evaluatee will:

_____ Remain in the Assistance Phase for another period of time, not to exceed 45 consecutive school days.

_____ Return to the Appraisal Phase

_____ Recommend to the Superintendent that contract termination proceedings be initiated in accordance with Section 10-151b, Connecticut Educator Laws.

Primary Evaluator

Date

Evaluatee

Date

C: Secondary Evaluator, Evaluatee, Team Members, Personnel File, Superintendent

**OLD SAYBROOK PUBLIC
SCHOOLS'**

**Administrator Development and
Performance Plan:**

June 2, 2015

ADMINISTRATOR DEVELOPMENT AND PERFORMANCE PLAN

The OLD SAYBROOK Administrator Development and Performance Plan aligns with the Teacher Development and Performance Plan but takes into consideration the differences between the job description and the day-to-day responsibilities of the teachers and administrators. It is grounded in the following purposes as defined by our team:

- To support student learning, growth and development as a key measure of our success as leaders;**
- To commit to continuous growth and development for ourselves and individuals that we lead;**
- To use data, not just hunches, as a means to examine our practice and to drive our plans and leadership actions;**
- To use reflection as a key tool, both individually and collectively, to shape our practice;**
- To ensure that we develop and maintain high quality relationships with our stakeholders;**
- To ensure that the practice of leadership incorporates the traits of efficacy, initiative and strategy, feedback and decision making, change management, and communication and relationships;**
- To ensure that we communicate well and give and receive feedback on our leadership; and**
- To ensure that we examine and seek to strengthen our capacity and resources.**

This plan is grounded in the belief that great leaders lead great schools. The Model of Continuous Improvement in the Teacher Development and Performance Plan is a defining connection between the two plans.

The purpose of the evaluation model is both to evaluate Administrator performance fairly and accurately and to help each leader strengthen his/her practice to lead to school and district development and improvement. Our administrator evaluation model is founded on a set of core principles about the power of great leaders and the critical role of accountability in developing them.

Design Principles

The following six design principles are interdependent; each is critical in determining that evaluations meet the needs of teachers, school leaders and students. They build upon CT's efforts at administrator evaluation and include current research and best practice in leadership development:

1 Focus on What Matters Most

The Four areas defined by the state board as what matters for administrators are: student learning indicator (45%), administrator performance and practice (40%), stakeholder feedback (10%), and teacher effectiveness outcomes (5%).

Instructional leadership is the key defining trait of high quality school leadership and is weighted as such in this plan. It connects directly to our teacher core principle: the instructional core matters and focusing on student learning and the teaching that shapes that learning is key.

2 Emphasize Growths Over Time

No single data point can paint a complete picture of a leader's performance. The Old Saybrook Administrator Development and Performance Plan uses multiple measures and begins with the premise that an individual's performance should be about their improvement from an established starting point. This applies to their professional practice goals and the outcomes they are striving to reach. Attaining high levels of performance matters, and maintaining high results is part of the work, but the model should encourage administrators to pay attention to continually improving practice, which is affirmed in Old Saybrook Public Schools 's model of continuous improvement.

3 Interface of Educational Leadership Practice and Personal Leadership Practice

Effective school and district leadership considers not only what needs to be done, but how the personal leadership practice of an administrator builds sustainable and coherent practices in a school that builds the capacity of staff, students, and the community at large. The Wallace Foundation paper [*Assessing the Effectiveness of School Leaders*](#) (2009) documents the importance of synthesizing technical

knowledge with leadership competencies, noting that a focus on “driver” behaviors that improve instruction and promote necessary school change, anchored in standards, is critical for school and organizational improvement. Additionally, the Wallace Foundation notes that a focus on formative rather than summative feedback is critical to the growth of school leaders. Finally, several studies from Vanderbilt University (<http://www.valed.com/about.html>) support the use of an integrated framework. Other states have aligned their leadership frameworks to educational and personal leadership competencies, notably the Wisconsin leadership framework.

4 School and District Development Planning as the Foundation for Improvement

Strategic planning is the essence of focused school improvement, and this plan relies on school and district plans to guide the continuous improvement process. The evidence of proficient leadership practices are tied to the strategic goals and objectives of the school and district development plans, supported by observational and documented evidence. Additionally, these plans are intended to be aligned with and tied to ongoing embedded professional learning opportunities for teachers, administrators, and support staff.

5 Professional Learning and Development

An evaluation process must have meaningful implications, both positive and negative, in order to earn sustained support from school leaders and to contribute to the systematic improvement of schools. Of key importance is the professional conversation between Administrator and his/her supervisor that can be accomplished through a well-designed and well-executed evaluation system. So the model requires evaluators to observe the practice of administrators and collect and examine adequate evidence to make well informed judgments about the quality and efficacy of practice.

6 Consider Implementation at Least as Much as Design

This plan is designed to limit excessive demands on those doing evaluations or being evaluated. The work is integrated into the overall school improvement and development efforts of and is integral to the work, not an addition to it. The plan underscores the importance of the need for evaluators to build skills in setting goals (for themselves and with others), observing practice, and providing high quality feedback.

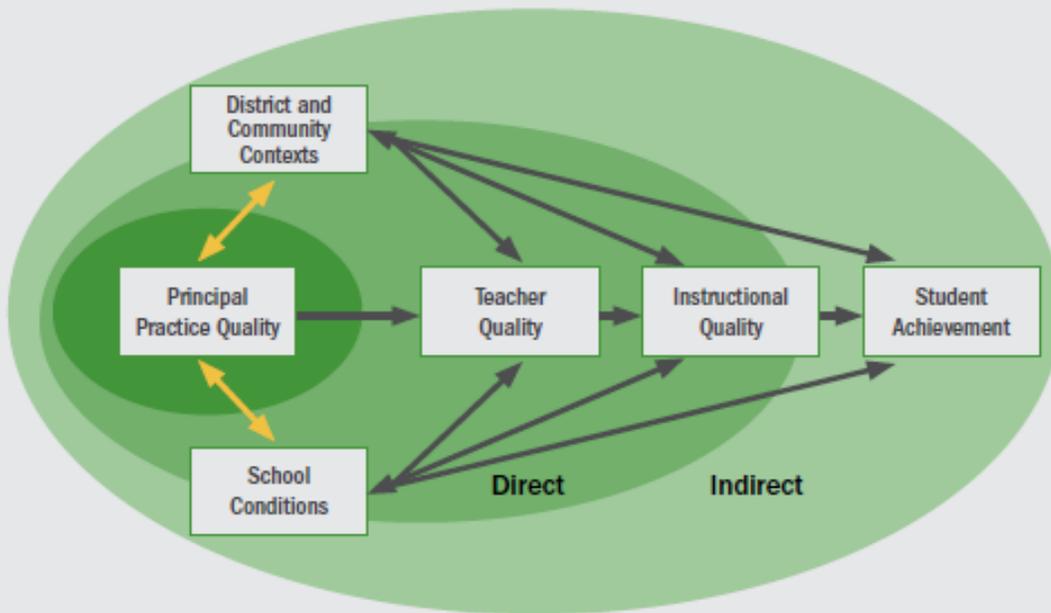
Model of Continuous Improvement

The Administrator Development and Performance Plan parallels the Teacher Development and Performance Plan defining effectiveness in terms its emphasis on practice and performance (practice and stakeholder feedback), and student outcomes and teacher effectiveness outcomes/learning (academic progress and teacher growth and development).

The model of continuous improvement depends on the development of synergy between school and district efforts to support the practice of educators in the service of student learning. In this evaluation model, this is reified in the form of core practices that create a “through line” from mission and vision to school and district improvement plans to leadership actions. This through- line connects from the Old Saybrook mission and vision, and theory of action, strategic plan and the school improvement process. The school improvement process is then driven by careful analysis of multiple indicators of school performance, supported by strategies and action steps. The process of improvement is driven by the leader’s theory of action and personal leadership that is grounded in efficacy and identified strategies, supported by providing meaningful and actionable feedback, engaged through appropriate change management strategies, and grounded in high quality relationships and meaningful communication. The process of continuous school and district improvement is shaped by the school culture, community and context in which each school resides. These efforts require supported professional learning experiences for administrators that address their range of needs and area for growth.

An additional source of particular importance is the American Institute of Research’s *The Ripple Effect* (Clifford, Behrstock-Sherratt, and Fetters, 2012). In this synthesis of research on principal effectiveness, the authors analyze the principal leadership actions most likely to effect the ongoing improvement of a school. Exemplified in the diagram below, this framework focuses on the direct effects of principal leadership to create better outcomes for students.

Figure 2. The Ripple Effect: Framework for Principal Impact



Source: Halliger & Heck, 1998; Leithwood et al., 2004; Stronge, Richard, & Catano, 2008; Waters, Marzano, & McNulty, 2003

Additionally, this framework is aligned with and meets the requirements as specified in the CSDE guidelines and requirements for administrator evaluation.

This evaluation model describes 4 levels of performance for administrators and focuses on the practices and outcomes of accomplished administrators. These administrators can be characterized as:

- Meeting Performance Expectations of the CT Standards for School Leaders (as reflected in the Shoreline/Old Saybrook Framework) with “Instructional Leadership” evidenced as accomplished or exemplary
- Meeting Performance Expectations in the three other areas of leadership practice
- Meeting one target related to stakeholder feedback
- Meeting local targets on tests of core academic subjects
- Meeting and making progress on two student learning objectives/goals aligned to school and district priorities

- **Having more than 60% of teachers proficient on the student growth portion of the evaluation**

What follows is a description of the plan and the four components on which administrators will be evaluated: 1) leadership performance and practice, 2) stakeholder feedback, 3) student learning indicators, and 4) teacher effectiveness outcomes. The document also includes steps for arriving at a final summative rating. The model is derived from: Connecticut Common Core of Leading; LEAD Connecticut Turnaround Principal Competencies; LEAD Connecticut Administrator Professional Practice Rubric; Wisconsin Framework for School Leadership; Delaware Performance Appraisal System; Denver, Co. School Leadership Framework; Massachusetts Model System for Educator Evaluation; the Vanderbilt Assessment of Leadership in Education, as well as the work referenced above. It was created with a team of superintendents in southeastern CT, in the LEARN/shoreline region, a community of practice, seeking to strengthen their efforts to supervise, develop, and evaluate administrators.

Overview of the Process

Each administrator participates in the evaluation process as a cycle of continuous improvement. Beginning with the examination of student learning data, the administrator develops a school development and performance plan, including meaningful goals. The school development plans must support high quality instruction, and include the collective examination of results as well as how administrators provide feedback and collaborate with all stakeholders throughout the process.

The 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.

The cycle itself begins with the following processes and general timeline:

June-July: Orientation and Context Setting

To begin the process, the Administrator needs the following:

- 1. Student learning data are available for review by the administrator and the school has been assigned a School Performance Index rating (if available);**
- 2. Stakeholder survey data are available for review by the administrator;**
- 3. The Superintendent or her designee has communicated student learning priorities for the year;**
- 4. The administrator has developed a school development plan that includes student learning goals; and,**
- 5. The evaluator has reviewed the Educator Development and Performance Plan with the Administrator to orient him/her to the evaluation process.**

Annually, Old Saybrook will provide a series of sessions for all administrators being evaluated so that they will understand the evaluation system, the processes, and the timeline for their evaluation. Training aligns with the Common Core of Leading Performance Expectations. Prior to the start of the school year, Old Saybrook will provide evaluators of administrators with training focused on the Administrator

evaluation system. Training will include an in-depth overview of the four categories that are part of the plan, the process and timeline for the plan implementation, the process for arriving at summative evaluation. Training will be provided on the rubric/framework so that evaluators are thoroughly familiar with the language, expectations, and examples of evidence required for administrator proficiency. Training includes how to conduct effective teacher observations and providing effective feedback. Old Saybrook administrators also participate in state training for assessment/evaluation.

July-September: Goal-Setting and Plan Development

Before a school year starts, school administrators identify three student learning objectives and one survey target, drawing on available data, the Executive Director's/Superintendent's priorities, their school development plan, and prior evaluation results (where applicable). They also determine two dimensions of educational leadership practice for their focus as well as an area of related personal leadership practice. All of these elements (with the exception of educational and personal leadership practice focus and teacher effectiveness rating) reside in the school or district development plan. 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 accomplished 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 development needs to support the administrator in accomplishing the 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 focus areas, goals, activities, outcomes, and time line will be reviewed by the administrator's evaluator prior implementing the goals themselves. The evaluator may suggest additional goals as appropriate.

September-December: Plan Implementation and Collect Evidence

As the Administrator implements the plan, he/she and the evaluator both collect evidence about the Administrator's practice and performance. 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 are essential.

Unlike visiting a classroom to observe a teacher, school visits to observe Administrator practice can vary significantly in length and setting and focus. This may include direct observation of the administrator's practice, observations of the day to day operations of the school and instructional practice, and discussing other forms of evidence with the administrator. Further, central to this process is providing meaningful feedback based on observed practice. Evaluators need to provide timely feedback (oral or written) after each visit. This process relies on the professional judgment of the Administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence. As cited in the Delaware Administrator Performance Plan, there are many ways to collect evidence, including but not limited to:

Observable Evidence

Directly observing an administrator at work

The evaluator is physically present in the school or venue where the administrator is present, leading, and/or managing. This includes but is not limited to leadership team meetings, professional development sessions, parent meetings, and teacher feedback conversations.

Observing the systems established by the administrator

The evaluator is observing systems that operate without the leader present. This includes but is not limited to team meetings or collaboration sessions (where the administrator is not present), observing teacher practice across multiple classrooms, or observing school systems, culture, climate, etc.

Documented Evidence

Collecting artifacts

The evaluator reviews materials that document administrator practice. This includes but is not limited to school improvement plans, school newsletters, and professional development agendas and materials.

Reviewing school data

The evaluator reviews teacher performance data, student performance data, and overall school performance data. This includes but not limited to leading indicators of the school or district development plan, direct evidence of student performance, and all stakeholder feedback.

January: Mid-year Formative Review

Midway through the school year (especially at a point when interim student assessment data are available for review) is the appropriate time for a formal check-in to review progress. In preparation for meeting:

The administrator analyzes available student achievement data and considers progress toward the stated goals.

The administrator may share samples of evaluation documents, feedback to teachers, etc. or other artifacts 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 impact accomplishment of outcome goals; goals may be changed at this point. The evaluator provides a mid-year summary to inform the leadership practice for the remainder of the school year.

April/May: Self-Assessment

In the spring, the administrator is expected to assess their practice on all 18 elements of the Connecticut Leadership Standards through the lens of the Old Saybrook Leadership Framework.

In the Old Saybrook Leadership Framework, the standards have been distilled into four Performance Expectations: 1) Instructional Leadership, 2) Human Capital, 3) Management and Operations, and 4) Culture and Climate. For each of the four Performance Expectations, the administrator determines whether he/she:

- Needs to grow and improve practice on this performance expectation or some attributes of it;**
- Has some strengths on this performance expectation but needs to continue to grow and improve;**
- Is consistently effective on this performance expectation; or**
- Can empower others to be effective on this performance expectation.**

The Administrator should also review their identified focus areas and determine if they consider themselves on track or not. This reflection should be used to inform their rating for the year. In addition, administrators are expected to reflect on their outcomes

related to stakeholder feedback, student learning indicators, and teacher effectiveness outcomes. At Old Saybrook, the school development plan in concert with the district's strategic plan, serves as the vehicle through which the goals are monitored and outcomes are captured. A self-assessment form is located in the appendix. The administrator submits their self-assessment to their evaluator.

May: Preliminary Summative Assessment (adjusted in August, if appropriate).

At the end of year conference, the administrator and evaluator analyze the administrator's performance based on all available evidence. Using the school development and performance plan, the administrator reports on the results and outcomes that were achieved based on the plan and its actions. Those goals connect to the academic goals, the goals related to the specific program foci, the results related to stakeholder feedback. Regarding the leadership practice, the two review and discuss each dimension of the framework and the evidence that supports each performance expectation to arrive at a final summative judgement. The teacher effectiveness outcomes rating is analyzed through both examination of the process of evaluating staff as well as the outcomes for teachers.

Following the conference, the evaluator completes the summative evaluation report, shares it with the Administrator, and adds it to the personnel file with any written comments attached that the Administrator requests to be added within two weeks of receipt of the report. Summative ratings are expected to be completed for all administrators prior to June 30 of a given school year. Should state 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 an administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator may recalculate the summative rating when the data is available and submit the adjusted rating no later than September 15. Whenever possible, 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.

The Four Components of the Evaluation

Administrators will be evaluated and supported on the basis of four key components:

1) Leadership Performance and Practice, 2) Stakeholder Feedback, 3) Student Indicators, and 4) Teacher Effectiveness Outcomes

Component One: Leadership Practice Rating (40%)

An assessment of an Administrator’s leadership practice is 40% of the summative rating. It is determined by direct observation of practice and the collection of other evidence. These expectations are described in the Common Core of Leading; Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June, 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations. These standards form the foundation of the Old Saybrook/Shoreline Leadership framework.

The elements of practice of the Old Saybrook /Shoreline Leadership framework is the interface of the critical elements of educational and personal leadership practices, essentially synthesizing the “what” and “how” of effective school and district leadership. These are the translated definitions of the Connecticut Common Core of Leading in action, streamlining the six Performance Expectations of the CT Common Core of Leading into four actionable areas. Each of the four Performance Expectations is supported by attributes that further define it. All of the Performance Expectations are reviewed through the lens of leadership. Based on the ISLLC standards and drawing on the LEAD Connecticut Turnaround Principal Competencies as well as the Vanderbilt Assessment of Leadership in Education, this model builds on the latest research to develop the capacity of leaders and schools in the Old Saybrook and shoreline region.

Improving teaching and learning is at the core of what effective educational leaders do. As such, “Performance Expectation 1: Instructional Leadership” comprises half of the leadership performance and practice rating and the other three performance expectations are equally weighted.

These weightings are consistent for all administrators. For assistant administrators and other school-based 092 certificate holders in non-teaching roles, the 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.

In order to arrive at these ratings, administrators are measured against the Old Saybrook Leadership Framework (Appendix), which describes leadership actions across four performance levels for each of the performance expectations and associated attributes. The four performance levels are:

- Exemplary: The Exemplary Level focuses on the concepts of developing capacity for others to engage in action and lead. The Exemplary level is represented by leadership that moves beyond the individual leader/school and**

extends across the district or beyond. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from accomplished performance.

- **Accomplished:** The framework is anchored at the Accomplished Level using the indicators and performance expectations derived from the Connecticut School Leadership Standards. It describes the educational and personal leadership practices necessary to lead successfully.
- **Developing:** The Developing Level focuses on leaders with a general knowledge of educational and personal leadership practices that are evolving. However, most of those practices lead to results that are inconsistent or they do not necessarily lead to positive or sustainable results.
- **Below Standard:** The Below Standard Level focuses on a limited understanding of educational leadership practices, misuse or general inaction on the part of the leader, or working against school and district improvement on the part of the leader.

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the preponderance of evidence for each Performance Expectation in the Old Saybrook /Shoreline Leadership Framework. Evaluators collect written evidence about and observe the administrator's leadership practice across the performance expectations described in the framework. Specific attention is paid to leadership performance areas identified as needing development. This is accomplished through the steps described above, undertaken by the administrator being evaluated and by the evaluator completing the evaluation. The steps include:

- 1. The administrator and evaluator meet for a Goal-Setting Conference to identify focus areas for development of the administrator's leadership practice.**
- 2. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified focus areas for development. Administrator evaluators 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*. Assistant principal evaluators shall conduct at least four observations of the practice of the assistant principal.**

3. The administrator and evaluator hold a Mid-Year Formative Conference, with a focused discussion of progress toward the expectations of accomplished performance, with particular emphasis on any focus areas identified as needing development or attention.
4. 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 their focus areas.
5. 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*, *accomplished*, *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. (Supported by the “Summative Rating Form,” Appendix.)

School Based Administrators:

Rate Each Performance Expectation:

1. Instructional Leadership:

<p>Effective instructional leaders work in their school communities/contexts to collaboratively articulate a mission, vision and goals focused on academic achievement for all through collaborative processes.</p> <p>Examine all three attributes (1.1 Mission, Vision and Goals; 1.2 Student Achievement Focus; 1.3 Collaborative Practice), with evidence determine:</p>			
<p>(4) Exemplary: Collaboratively integrates a wide range of personal leadership practices to provide instructional leadership to engage all members of the school community to achieve the mission, vision and</p>	<p>(3) Accomplished: Integrates a range of personal leadership practices to provide instructional leadership to engage the school community to achieve the mission, vision, and goals for</p>	<p>(2) Developing: Uses some or inconsistent leadership practices to address some aspects of achieving the mission, vision and goals for improvement.</p>	<p>(1) Below Standard: Applies inappropriate personal leadership practices or implements personal or leadership practices that work against</p>

goals for academic, behavioral and social improvement for all students.	instructional improvement for students.		instructional improvement.
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2. Human Capital/Talent Development:

Effective leaders recruit, select, retain, and develop staff over the course of their careers through systems of high quality support and evaluation.			
Examine all three attributes (2.1 Recruitment, Selection and Retention, 2.2 Professional learning, 2.3 Observation and Performance Evaluation), with evidence determine:			
(4) Exemplary: Collaboratively integrates a wide range of personal and educational leadership practices to effectively recruit, select, retain and develop staff throughout their careers through differentiated approaches	(3) Accomplished: Integrates a range of personal and educational leadership practices to develop staff over the course of their career through support and evaluation and staff development.	(2) Developing: Uses some or inconsistent personal and educational leadership practices to address some aspects of recruiting, selecting, or developing and retaining staff.	(1) Below Standard: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that lead to staff turnover or lack of focus on the school mission.

3. Management and Operations:

Effective leaders manage and create environments that are conducive to learning and use their personal and leadership practices to ensure safety, security and resource management.

Examine all three attributes (3.1 Management of the Learning Environment, 3.2, Safety and Security, 3.3, Resource Management), with evidence determine:

<p>(4) Exemplary: Integrates a wide range of personal and educational leadership practices to create a safe, secure environment that is conducive to the learning environment through appropriate and innovative resource management.</p>	<p>(3) Accomplished: Uses a range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning, with resources that align with the school priorities.</p>	<p>(2) Developing: Uses some or inconsistent personal or educational leadership practices to create a learning environment that is at times conducive to learning; resources are mostly aligned with priorities</p>	<p>(1) Below Standard: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not or are misaligned.</p>
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4. Culture and Climate:

Effective leaders promote family and community engagement through personal and educational leadership practices and promote equitable and inclusionary practices, grounded in ethical and equitable practices.

Examine all three attributes (4.1 Family and Community Engagement, 4.2, School Culture and Climate, 4.3, Equitable and Ethical Practice), with evidence determine:

<p>(4) Exemplary: Integrates a wide range of inclusive</p>	<p>(3) Accomplished: Uses a range of personal and</p>	<p>(2) Developing: Uses some or inconsistent</p>	<p>(1) Below Standard: Applies</p>
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<p>personal and educational leadership practices to create a positive culture and climate that promotes high expectations, and equitable and inclusionary practices through equitable and ethical practices.</p>	<p>educational leadership practices to create a positive school culture and climate through equitable and ethical practices.</p>	<p>personal or educational leadership practices to create learning environments that are at times conducive to learning; resources are mostly aligned with priorities.</p>	<p>inappropriate personal leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not aligned or are misaligned.</p>
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Based on an analysis of educational and personal leadership practice, weighing instructional leadership as half, draw a summative conclusion:

Exemplary	Accomplished	Developing	Below Standard
<p>Exceeds the expectations of educational and personal leadership practices of the Leadership Framework.</p>	<p>Meets expectations of educational and personal leadership practices of the Leadership Framework.</p>	<p>Progressing toward expectations of educational and personal leadership practices of the Leadership Framework. (developing on instructional leadership)</p>	<p>Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework.</p>

Assistant Administrators and Other School-Based Administrators:

Exemplary	Accomplished	Developing	Below Standard
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Exceeds the expectations of educational and personal leadership practices of the Leadership Framework.	Meets expectations of educational and personal leadership practices of the Leadership Framework	Progressing toward expectations of educational and personal leadership practices of the Leadership Framework	Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework.
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Central Office Administrators

The Central Office Old Saybrook/Shoreline Leadership Framework parallels the administrator framework. Both school leaders and central office staff are connected by the core dimensions of their work; however, central office staff have responsibilities for educational leadership practice that may vary in scope and responsibility. The Central Office and administrator rubrics are linked through the core dimensions of Educational Leadership Practice as well as Personal Leadership Practices.

Administrators		Central Office Administrators
Educational Leadership Practice	Personal Leadership Practice	Educational Leadership Practice
Instructional leadership	Efficacy, Initiative, Strategy	Instructional Leadership
Human Capital	Feedback, Decision Making Accountability	Human Capital/Talent Development
Management and Operations	Change Management	Organizational Management and Operations
Culture and Climate	Communication and Relationships	District Culture and Climate

The Central Office Administrator framework can be found in the Appendix. Central Office Administrators use the district development and planning process to derive their work. Sources of evidence parallel the administrator, both in terms of directly observable performance as well as documented evidence of progress. The rating system parallels that of the Administrator and is shaped by the nature of the central office administrator’s role and scope of responsibility.

Component Two: Stakeholder Feedback (10%)

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

The stakeholders surveyed will be those in the best position to provide meaningful feedback to the Administrator. For school-based administrators, stakeholders will include teachers and parents, but may include other stakeholders (e.g, other staff, community members, students, etc.). Surveys will be administered anonymously and all Old Saybrook administrators will collect and analyze stakeholder feedback data that will be used for continuous improvement. The surveys shall be administered annually. Data will be used as baseline data for the following year. Using the survey data, administrators will establish goals, within their school development plans, to address stakeholder feedback. Once the stakeholder feedback goal has been determined, the administrator will identify the strategies he/she will employ to meet the target.

Arriving at a 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 CT Standards for School Leaders.**
- 2. Review baseline data on selected measures.**
- 3. Set one (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	Accomplished	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

Component Three: Student Learning Indicators (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.

For the 2015-2016 academic year, the required use of state test data is suspended pending federal approval. Therefore, 45% of an administrator’s rating for student learning will be based on student growth and performance on locally-determined measures.

Locally Determined Measures

Administrators establish a minimum of three student learning objectives (goals) on measures they select that they will integrate into their school development plans. (If the Administrator has no state-wide assessments, at least three goals must be established). **In selecting measures, certain parameters apply:**

- All measures must align to Connecticut learning standards. In instances where there are no such standards that apply to a subject/grade level, the school 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.**

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-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).**
- **Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.**
- **Students' performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.**
- **The process for selecting measures and creating goals 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 unfold in this way (described for principals):**
 - **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 a school improvement plan for the school. 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 goals for the chosen assessments/indicators.**
 - **The Administrator shares the goals 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 goals 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	Accomplished	Developing	Below Standard
Met all three goals and substantially exceeded at least 2 targets	Met 2 goals substantially with substantial progress on the third	Met 1 goals and made substantial progress on at least 1 other	Met 0 goals OR Met 1 goal and did not make substantial progress on the other two

Component Four: Teacher Effectiveness Outcomes (5%)

Teacher effectiveness – as measured by an aggregation of teachers’ student learning objectives (goals) – is 5% of an administrator’s evaluation. Improving teacher effectiveness is central to an Administrator’s role in driving improved student learning outcomes. That is why, in addition to measuring the actions that administrators take to increase teacher effectiveness – from hiring and placement to ongoing professional development to feedback on performance – the Administrator evaluation model also assesses the outcomes of all of that work.

As part of Old Saybrook ’s teacher evaluation model, teachers are assessed in part on their accomplishment of goals. This is the basis for assessing administrators’ contribution to teacher effectiveness outcomes.

In order to maintain a strong focus on teachers setting ambitious goals for their evaluation, it is imperative that evaluators discuss with the administrators their strategies in working with teachers to set goals. During the evaluation process, administrators are expected to share samples of their work with teacher supervision and evaluation, as the process of evaluation is also a critical variable in an administrator’s success.

Exemplary	Accomplished	Developing	Below Standard
>80% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the	>60% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the	>40% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the	<40% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the

student growth portion of their evaluation			
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The same effectiveness ratings apply for Assistant Principals or other administrators who evaluate teachers. For Central Office Administrators, the 5% is based on the ratings of the individuals that the Central Office Administrator evaluates. It is supported by evidence of the level of success of the evaluations that were conducted.

Determining End of Year Summative Ratings

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

A. PRACTICE:

Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%

The practice rating derives from an administrator’s performance on the four Performance Expectations of the Old Saybrook /Shoreline Leadership Framework rubric and the stakeholder feedback targets. Evaluators record a rating for the performance expectations that generates an overall rating for leadership practice. This forms the basis of the overall practice rating, but the rating is adjusted upward or downward one level in the event that the stakeholder feedback is either *exemplary* or *below standard*, respectively.

B. OUTCOMES:

Student Learning Indicators (45%) + Teacher Effectiveness Outcomes (5%) = 50%

The outcome rating derives from the student learning measures and teacher effectiveness outcomes. Evaluators record a rating for the student learning objectives agreed to in the beginning of the year. These two combine to form the basis of the overall outcomes rating, but the rating is adjusted upward or downward one level in the event that the teacher effectiveness is either *exemplary* or *below standard*, respectively.

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

The overall rating combines the practice and outcomes ratings using the matrix below. If the two categories are highly discrepant (e.g., a rating of 4 for practice and a rating of 1 for outcomes), then the Superintendent/evaluator should examine the data and work with the administrator to gather additional information in order to make a final rating.

		<i>PRACTICE RELATED INDICATORS RATING</i>			
		Exemplary	Accomplished	Developing	Below Standard
<i>OUTCOMES RELATED INDICATORS RATING</i>	Exemplary	Exemplary	Exemplary	Accomplished	Gather Further Information
	Accomplished	Accomplished	Accomplished	Accomplished	Gather further information
	Developing	Accomplished	Developing	Developing	Below Standard
	Below Standard	<i>Gather further information</i>	Below Standard	Below Standard	Below Standard

Summative Administrator Evaluation Rating

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

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

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

- Meeting Performance Expectations of the CT Standards for School Leaders (as reflected in the Old Saybrook Framework) with “Instructional Leadership” evidenced as accomplished or exemplary**

- Meeting Performance Expectations in the three other areas of leadership practice
- Meeting one target related to stakeholder feedback
- Meeting local targets on tests of core academic subjects
- Meeting and making progress on two student learning objectives/goals aligned to school and priorities
- Having more than 60% of teachers proficient on the student growth portion of the evaluation

Supporting administrators to reach the accomplished level is at the very heart of this evaluation model. *Exemplary* ratings are reserved for performance that significantly exceeds accomplished 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. *Accomplished* represents fully satisfactory performance, that is, effective performance.

A rating of *Developing* means that performance is meeting proficiency in some components but not others. Improvement is necessary and expected and a pattern at the *Developing* level is, for an experienced administrator, a cause for concern: an administrator would then be put on the professional assistance plan. On the other hand, for principals in their first year, performance rated *Developing* is acceptable at the beginning of their practice. If a pattern of *Developing* continues without adequate progress or growth, the Administrator will be moved to professional assistance. A rating of *Below Standard* indicates performance that is below proficient on all components or unacceptably low on one or more components. The Administrator will be moved to a professional assistance plan.

Improvement and Remediation Plans

(A) Identify resources, support and other strategies to be provided by the local or regional board of education to address documented deficiencies, (B) 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 (C) include indicators of success including a summative rating of proficient or better at the conclusion of the improvement and remediation plan.

An Administrator who receives a final summative rating of “Developing” or “Below standard”, will be required to work with his/her evaluator in consultation with his/her exclusive bargaining representative to design a improvement and remediation plan. This personalized improvement and remediation plan will be created after the completion of the summative evaluation rating conference. If an administrator does not successfully complete the plan and make adequate progress or growth, he/she will be deemed ineffective. An administrator may be moved to an improvement and remediation Plan at any point during the school year as appropriate.

Evaluation Criteria: The evaluation criteria are derived from the components of the School Development and Performance Plan and CT School Leader Standards. The plan should target areas in need of improvement: 1) Leadership Practice, 2) Stakeholder Feedback, 3) Student Learning, and 4) Teacher Effectiveness Outcomes.

Methods: The methods to evaluate are the same as those described above and include some of the following, depending on the areas of need:

- Comprehensive goal setting
- Observations in a range of settings
- Examination of artifacts/data
- Reflective conversations with supervisors
- Assignment of coaches
- Constructive, ongoing feedback
- Assistance and support from evaluator or designee
- Appropriate resources to support growth and development

Time period: The timeframe is dependent upon the nature of the area of concern and the extent of the needs for change and improvement. A timeline, during the course of the same school year as the plan is issued, will be developed based on in consultation with the administrator and his/her exclusive bargaining representative.

Accountability: Documentation of evaluation criteria will include summative ratings supported by evidence, with a timeline as determined above. It may include strengths, areas needing improvement and recommended strategies for meeting any next steps. It may also include a recommendation regarding continued employment. Indicators of success will be identified. A final summative rating of proficient or better at the conclusion of the improvement and remediation plan is necessary to successful completion of the process.

Support: Peer, Colleague and Evaluator(s): The primary support for the Administrator in this format will be the evaluator. Others, such as peers or executive coaches, may provide additional supervision or assistance. **The plan may also be developed collaboratively by the evaluator and the administrator and may also include appropriate professional development opportunities.**

Evaluator: The evaluator for staff in this **Improvement and Remediation Plan** will be the Superintendent and/or her designee.

Evaluation-based Professional Learning

Old Saybrook, as an organization, is committed to supporting the continuous growth and development of the leadership of the organization. Old Saybrook provides professional learning opportunities for administrators, based on the individual or group of individuals' needs that are identified through the evaluation process. These learning opportunities are clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observations of professional practice, or the results of stakeholder feedback. They may be provided through our regularly scheduled administrative team meeting time, or additional sessions as necessary. In addition, individual opportunities to engage in professional learning may be provided both within and outside of the organization to meet individual learning needs.

Career Development and Growth

Old Saybrook values opportunities for career development and professional growth. These opportunities may be about deepening skills, knowledge or understanding in the particular job an administrator holds and/or helping to develop and explore new career options, and/or helping others to develop into leaders throughout the organization. Old Saybrook provides opportunities for career and professional growth based on an Administrator's performance identified through the evaluation process. Examples of these range of growth opportunities include but are not limited to: observation of peers; mentoring/coaching early career administrators; leading learning experiences for peers; cultivating leaders within a building; connecting research to practice; contributing to Old Saybrook as an organization and providing opportunities for others to grow; differentiated career pathways, or the development of skills to lead to new career opportunities, and targeted professional development based on areas of need. The development of leadership occurs on a continuum.

Dispute Resolution

The purpose of the resolution process is to secure at the lowest possible administrative level, equitable solutions or disagreements which from time to time may arise related to the evaluation process. The right of appeal is a necessary component of the evaluation process and is available to every participant at any point in the evaluation process. As our evaluation system is designed to ensure continuous, constructive and cooperative processes among professional educators, most disagreements are expected to be worked out informally between evaluators and educators.

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

- 1. Evaluation procedures and/or guidelines have been appropriately followed;**
- 2. Adequate data has been gathered to support fair and accurate decisions.**

The evaluator's competence shall not be the focus of a dispute. The resolution process shall be conducted in accordance with the law governing confidentiality.

Time Limits

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

Procedures

- 1. Within five days of acknowledged receipt of evaluation materials, the educator must initiate the appeals procedure.**
- 2. Within three days of initiating the appeals procedure, the educators will meet and discuss the matter with the evaluator with the objective of resolving the matter informally. The two parties have the option of choosing a facilitator who will review the areas of difference and suggest compromises or resolutions. The educator shall be entitled to Association representation at all levels of the process.**
- 3. If there has been no resolution, the Superintendent shall review the**

recommendations of the facilitator and any additional information from the evaluator and educators and shall meet with both parties as soon as possible. Within three days of the meeting, and review of all documentation and recommendations, the Superintendent will act as arbitrator and make a final decision. The educator shall be entitled to Association representation at all levels of the process.

Failure of the educator at any level to appeal to the next level within the specified time shall be deemed to be acceptance of the decision rendered at that level.

Appendices

A. OLD SAYBROOK /Shoreline Leadership Framework

B. OLD SAYBROOK /Shoreline Central Office Leadership Framework

D. End of Year Conference Guiding Questions for Administrators

E. Final Summative Rating Form