Stafford Public Schools

PROFESSIONAL LEARNING AND EVALUATION PLAN

May 11, 2015

Amended October 21, 2013

Amended March 12, 2014

Amended June 19, 2014

Revised July 28, 2014

Presented to the BOE May 11, 2015

STAFFORD'S PROFESSIONAL LEARNING AND EVALUATION PROGRAM

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Mission Statement/Philosophy of the Stafford Public Schools

The mission of the Stafford Public Schools is to prepare our students to assume productive, meaningful, and responsible roles in an increasingly competitive global society.

In pursuit of this mission, we believe that:

- It is our obligation to support and challenge all students and staff to meet or exceed established standards of performance in a safe and secure environment.
- Assessment of all programs and instructional decisions will be based on research and data.
- An appreciation of self, work ethic, community, diversity, and citizenship is fundamental to the learning process.
- Creativity, joy in learning, and personal expression are essential to the development of a successful learner.
- Staff, families and the entire community must work together to be accountable for the present and future success of the students in the Stafford Public Schools.

Policy adopted: June 1, 2009

The Stafford Professional Learning and Evaluation Plan was developed during the 2012-2013 school year. An ad hoc committee, the Teacher Evaluation Committee, and the district's Administrative Council were the primary contributors and authors. The composition and membership of the Teacher Evaluation Committee was purposefully designed to represent as many constituencies as possible, including membership from each school. Members of each contributing group are listed below.

Teacher Evaluation Committee Members

Dr. Patricia Collin
Dawn Gagne
Dana Hurley
Kim Jones
Shelley Michaud
Jennifer Miller
Nic Morse
Sharon Mlyniec
Lori Paolini
Marco Pelliccia
Jolene Piscetello
Amber Preston
Hank Skala
Amy Stevenson
Ken Valentine
Michael Bednarz, Facilitator

Administrative Council

Michael Bednarz
Greg Buonome
Robert Campbell
Dr. Patricia Collin
Peggy Falcetta
Shelley Michaud
Marco Pelliccia
Henry Skala
Amy Stevenson
Kenneth Valentine

On April 8, 2013, the Stafford Professional Learning and Evaluation Plan was presented to the BOE. The BOE recognizes that the document was in draft form and changes to the Plan may be necessary based upon feedback from the State Department of Education. The Plan was subsequently submitted to the Connecticut State Department of Education for its review and feedback, which was received in June. The Committee reconvened in May to review the entire plan and address the feedback after which the revised Plan was resubmitted to the CSDE. The district received official notification from the SDE on August 6, 2013, indicated its Plan meets the Core Requirements and outlined in the Connecticut Guidelines for Educator Evaluation (June 2012).

Subsequently, based on information relative to the waiver the SDE was seeking, the BOE approved the submission of amendments to the *Stafford Public Schools' Professional Learning and Evaluation Plan* on October 21, 2013. Per the CSDE's request, a complete copy of the district's final CSDE-approved and local/regional board-adopted Plan was forwarded to the Department. Additional changes were made on March 12th and June 19th based upon new flexibility options and requests from the Connecticut State Department of Education (CSDE). Subsequently, on June 23, 2014, a final copy of the plan was submitted to the CSDE. After completing additional revisions as required by the CSDE, Stafford's Plan was approved on July 28, 2014.

Revision Process for the 2015- 2016 School Year

On April 8, 2015 the Educator Evaluation was reconvened for the purpose of reviewing, and revising as necessary, the Educator Evaluation Plan as per legislative requirements. Participants included:

Dr. Patricia Collin
Dawn Gagne
Bethany Holland
Kim Jones
Shelley Michaud
Jennifer Miller
Nic Morse
Sharon Mlyniec
Lori Paolini
Marco Pelliccia
Amy Stevenson
Michael Bednarz, Facilitator

As well, the administrative team reviewed the Administrator Evaluation Plan to amend allowable sections as needed. Members of the administrative team involved with the review process included:

Dr. Patricia Collin, Superintendent of Schools
Michael Bednarz, Director of Curriculum and Instruction
Greg Buonome, Assistant Principal at Stafford Middle School
Peggy Falcetta, Principal of Staffordville School and Stafford Elementary School
Christine Griswold, Assistant Principal at Stafford High School
Shelley Michaud, Principal at West Stafford School
Marco Pelliccia, Principal at Stafford High School
Jolene Piscetello, Assistant Principal at Stafford Elementary School
Amy Stevenson, Director of Pupil Services
Kenneth Valentine, Principal at Stafford Middle School

CORE VALUES AND BELIEFS ABOUT PROFESSIONAL LEARNING

Stafford's Professional Learning and Evaluation Plan establishes high standards for the performance of teachers and administrators that ultimately lead to and are evidenced by improved student learning. Professional standards, including *Connecticut's Common Core of Teaching (2010), The Common Core of Teaching Rubric (2014), Connecticut's Common Core of Leading-Connecticut School Leadership Standards (2012),* and national standards for educational specialists provide the foundation for the district's Professional Learning and Evaluation Plan. The Plan seeks to create a professional culture that is grounded in the following beliefs:

We believe that:

- An effective teaching and learning system must reflect and be grounded in the vision and core values of the district and its schools.
- An effective teaching and learning system creates coherence among the functions of supervision and evaluation of professional practice, professional learning and support, and curriculum and assessment development.
- A comprehensive evaluation process includes:
    - on-going inquiry into and reflection on practice;
    - goal-setting aligned with expectations for student learning;
    - information gathered and analyzed from multiple sources of evidence;
    - support structures for feedback, assistance, and professional collaboration;
    - research-based professional learning opportunities aligned with the needs of teachers.
- An effective teaching and learning system that increases educator effectiveness and student outcomes is standards-based, and sustains a culture of collaboration and knowledge-sharing.

The purpose of educator evaluation is to improve student achievement outcomes through effective instruction and support for student and educator learning. A variety of factors support the improvement of learning and instruction. Stafford's Professional Learning and Evaluation Plan is a systemic, comprehensive system that is based on clearly defined expectations supported by current research about the relationship between teaching and learning. The Plan supports the development of educators at all stages of their careers. It weaves together professional standards with expectations for student learning, and ongoing evaluation with access to professional learning and support.

The Plan's teacher observation and evaluation instrument, the *Common Core of Teaching (CCT) Rubric* is designed to align with the processes and professional performance profiles outlined in Connecticut's Teacher Education and Mentoring (TEAM) program. Such alignment promotes the establishment of common, consistent vocabulary and understandings about teacher practice at all levels throughout the district.

PROFESSIONAL LEARNING AND EVALUATION PLAN GOALS

1. **Professionalize the Profession**
   - Document and share best practices that result in meaningful advancement of student learning.
   - Enhance expert knowledge and collective efficacy in the field.
   - Create opportunities for educators to collaborate and develop leadership skills.
   - Recognize excellence in teaching, administration, and professional contributions.
   - Ensure that only high-quality professionals are selected for tenure.
   - Provide a process for validating personnel decisions and recommendations for continued employment.

2. **Improve the quality and focus of observation and evaluation**
   - Establish collaborative examinations of practice among administrators and educators.
   - Develop shared understanding of the strengths and challenges to improve student learning.
   - Define criteria for the evaluation and measurement of student learning, using research-based models.
   - Establish multiple measures to assess professional practice, such as:
     - educator-designed objectives, benchmarks, and assessments of student learning
     - contributions to school/district level inquiry about student learning
     - mentoring and peer assistance
     - achievement of learning objectives for student growth, as measured by appropriate standardized assessments, where applicable, or other national or locally-developed curriculum benchmarks and expectations for student learning
   - Improve the quantity and quality of feedback to those evaluated.

3. **Support organizational improvement through the Professional Learning and Evaluation Program.**
   - Align district and school professional learning opportunities with the collective and individual needs of educators, based on data acquired through learning goal plans and observations of professional practice.
   - Provide educators with multiple avenues for pursuing professional learning.
   - Create formal and informal opportunities to share professional learning with colleagues.

ROLES AND RESPONSIBILITIES FOR PROFESSIONAL LEARNING AND EVALUATION

Definition of Educator and Evaluator

Evaluator refers to all individuals (including school and district administrators) whose job responsibilities include supervision and evaluation of other educators. Educator shall mean all certified instructional and non-instructional persons below the rank of Administrator.

Superintendent's Role in the Evaluation Process

- Arbitrate disputes.
- Allocate and provide funds or resources to implement the plan.
- Serve as the liaison between Stafford's Board of Education and the evaluation process.
- Work collaboratively with administrators and staff to ensure that professional development activities promote program improvement and individual professional growth.
- Evaluate administrators.

Responsibility for Evaluations

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

- Teachers
- Psychologists
- Social Workers
- Guidance Counselors
- Speech and Language Pathologists
- Occupational Therapists
- Special Education Teachers
- Other Related Services Personnel

Roles and Responsibilities of Evaluators and Evaluatees

The primary purpose of educator evaluation is to strengthen individual and collective practices to improve student growth. For an evaluation system to work, staff need to have a combination of shared and role specific responsibilities.

Shared Responsibilities

- Review and understand the district's evaluation plan, the *Common Core of Teaching* (2010) and *CCT Rubric* (2014).
- Review and understand the *Connecticut Common Core of Leading Standards (2012)*.
- Review and have familiarity with the *Common Core State Standards*, *Connecticut's Frameworks of K-12 Curricular Goals and Standards*, the CMT/CAPT Assessments (and Smarter Balanced Assessments, when available), as well as local curriculum standards.
- Adhere to established timelines and complete required components in a timely manner.
- Share professional resources and new knowledge about professional best practice.

Evaluator Responsibilities

- Review and have familiarity with evaluatees' previous observations and evaluations.
- Participate in collaborative conferences with evaluatees.
- Assist with the analysis of goals, student learning indicators, and learning activities developed and implemented by evaluatees, as well as their outcomes.
- Analyze and assess the performance of evaluatees, making recommendations as appropriate.
- Clarify questions, identify resources, facilitate peer assistance, and provide other support as needed.
- Provide feedback on the digital evaluation platform in a timely manner

Evaluatee Responsibilities

- Reflect on previous feedback from observations and evaluations.
- Consistently engage in evaluation based professional learning to improve and/or expand effectiveness.
- Participate in collaborative conferences with their evaluator.
- Develop, implement, and self-assess established goals, student learning indicators, learning activities and outcomes.
- Request clarification of questions and assistance, as appropriate.
- Complete and sign all required forms on the digital evaluation platform in a timely manner as defined by the evaluator.

IMPLEMENTATION OF PROFESSIONAL LEARNING AND EVALUATION PROGRAM

Full implementation of the Stafford Educator Evaluation Plan will begin during the 2014- 2015 school year for all staff and administrators.

Training and Orientation of Educators and Administrators

Annually, the district will provide to all educators orientation and training sessions through a variety of professional development activities, target group meetings, and individual conferences. The purpose will be to explain the processes for professional learning planning, explicate protocols for evaluation and observation (including timelines and rubrics), and review documents that will be used by all staff.

Educators and administrators new to Stafford will be provided with copies of the Plan and will engage in training to ensure that they understand the elements, procedures, and documents of the Plan**.** This training will take place upon employment or prior to the beginning of the school year with members of the Administrative Team.

New Educator Support and Induction

In the interest of supporting all educators in the implementation of the program, a variety of general topics will be addressed, including:

School philosophy and goals	Policies and procedures
Assignments and responsibilities	Facility and staffing
Curriculum and instructional support	Resources for professional learning
Schedules and routines	Support services

In addition, periodic meetings with school personnel and the district's New Teacher Committee will focus on domains of the *CCT Rubric 2014*, Common Core Standards, discipline policies, effective collaboration, classroom interventions, special education, evaluation, and professional responsibilities. New educators, as identified by the State of Connecticut, will also participate in TEAM.

Evaluator Orientation and Support

Understanding the features of Stafford's Professional Learning and Evaluation Plan, the *CCT Rubric*, *Common Core of Leading* (CCL), *Common Core State Standards*, and the components of professional evaluation and observation is essential to facilitating the evaluation process and promoting student growth. Evaluators will be provided with on-going training and support in the use and application of the district's Plan. Evaluators will review program elements and procedures prior to the beginning of each school year and/or at other appropriate intervals, to be determined. Plans for evaluator training will be coordinated annually by the district's Administrative Team.

Resources for Program Implementation

Funds to provide materials, training, time for professional learning options, and the collaboration necessary to support the successful achievement of the educators' goals, objectives and implementation of the evaluation plan will be allocated annually and determined on a program by program basis.

EDUCATOR EVALUATION PLANS:

Teacher

and

Education Specialist

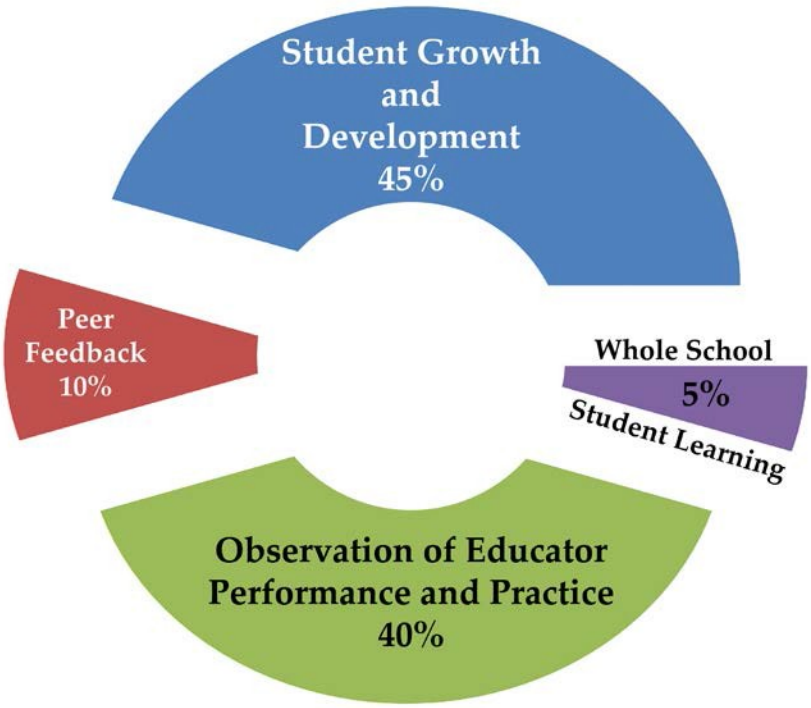
EDUCATOR EVALUATION PLAN

OVERVIEW

Stafford's Professional Learning and Evaluation Plan supports an environment in which educators have the opportunity to regularly employ inquiry into and reflection on practice, to give each other feedback, and to develop practices that positively affect student learning.

To help foster such an environment, the Plan provides a district-wide system that affords multiple opportunities and options for educators to engage in individual and collaborative activities in which they collect, analyze, and respond to data about student learning. Educators and administrators are expected to provide evidence related to the effectiveness of instructional practices and their impact on student learning. Educators and administrators are also expected to take an active role in a cycle of inquiry into their practice, implementation and analysis of strategies employed to advance student growth, and reflection on effectiveness of their practice. The Plan includes an additional component, the Professional Assistance and Support System (PASS), for those educators and administrators in need of additional support to meet performance expectations.

All educators will be evaluated in four categories Student Growth and Development, Whole School Student Learning, Observation of Educator Performance and Practice, and Peer Feedback. Each component has designated percentages as illustrated in the graphic below. The four components are grouped in two major focus areas: Educator Practice (50%) and Student Outcomes (50%).



Core Requirements of the Evaluation Plan

Stafford's Professional Learning and Evaluation Plan is aligned with the *Core Requirements Guidelines for Educator Evaluation*, as provided in subsection (a) of Sec. 10-151b (C.G.S.), as amended by Sec. 51 of P.A. 12-116. The following is a description of the processes and components of Stafford's plan for educator evaluation.

Educator Practice Related Indicators: An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:

(a) **Observation of educator performance and practice (40%)** as defined by the *The Common Core of Teaching (CCT)Rubric (2014)* using the four domains and their indicators as a guide. The *CCT Rubric* will be the primary tool used for observing and assessing educator practice in each of the domains. It reflects the spirit and specifics of the *CCT* and articulates the essential components of effective practice.

(b) **Peer feedback (10%)** on effective practice through surveys and/or formal discussion groups.

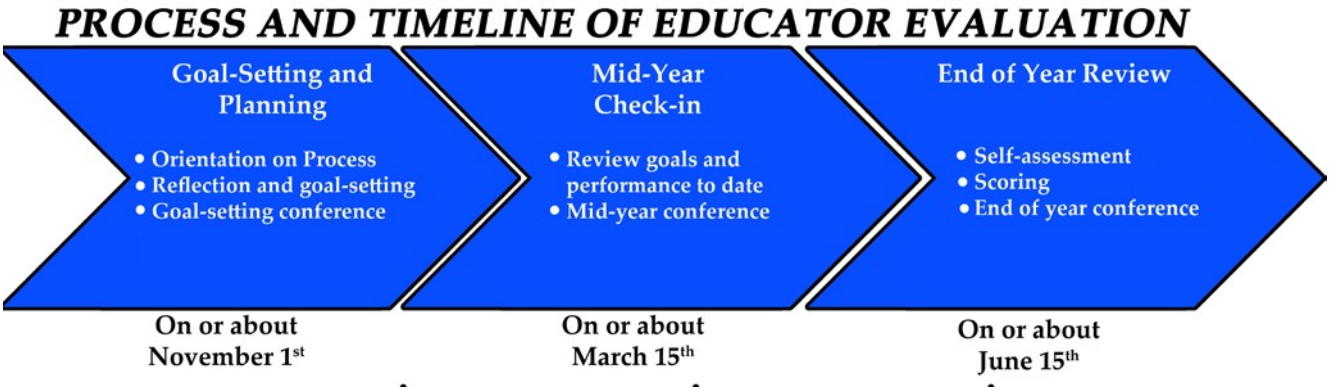
Student Outcomes Related Indicators: An evaluation of educator contributions to student academic progress at the school and classroom level. There are two categories:

(a) **Student growth and development (45%)** as determined by the educator's student learning objectives (SLOs).

(b) **Whole-school measures of student learning (5%)** as determined by student learning indicators included in the School Performance Indices (SPI) provided annually by the SDE.

Results for each of the categories will be holistically combined to produce a final summative performance rating. The performance levels are defined as:

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

1. Orientation (by September 1):

To begin the annual evaluation process, evaluators meet with educators, in groups and/or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will review and discuss the following:

a) *CCT Rubric*
b) School or district priorities that should be reflected in goals.
c) Student Learning Objectives (SLOs) related to student outcomes and achievement.
d) Data regarding whole-school indicators of student learning and school goals.
e) Data collection, including types of data and processes for collection and analysis.
f) Forms and access to the online evaluation system, preferably web-based

2. Goal Setting Conference – on or about November 1:

In advance of the goal setting conference, the educator will examine data related to current students' performance, previous professional learning goals and evaluation results, and self-assessment on the *CCT Rubric*. Beginning educators may find it helpful to reflect on their goals with their mentors, using TEAM Module Resources and Performance Profiles, to determine a baseline for establishing goals. The educator will draft the following:

a) **two** SLOs to address student learning and achievement objectives,
b) **at least two** strategies aligned with a whole-school goal determined by survey data from **peer feedback**; an educator may collaborate with grade level or department colleagues,
c) **at least two** strategies aligned with the whole school indicators of student learning for the school year as determined by the school administrator. The educator may collaborate in grade level teams or departments.

On or about November 1st, the evaluator and educator will meet to discuss the proposed SLOs and strategies in order to reach mutual agreement. The SLOs must be informed by data collected by the educator and the evaluator. The evaluator may request revisions to the proposed SLOs and strategies if they do not meet approval criteria. In year one of the implementation of the Plan, educators will be encouraged to set one year goals. Thereafter, educators may choose to set multi-year goals, with the approval of his/her evaluator.

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

• Formative Assessment Data • Summative Assessment Data • Student Work • Parent Communication Logs • Survey Data	• Student Needs • Standardized and Non-Standardized Data (based on the educator's cohort) • School-Level Data • *CCT Rubric* Self-assessment

Observations (recommended by December 15 and May 15)

Evaluators will observe educator practice depending upon the educator's placement in the three-year cycle in formal and informal in-class observations and non-classroom reviews of practice. The frequency of observations and reviews of practice are dependent upon the educator's placement in the three-year cycle and the educator's summative evaluation rating from the previous year. It is recommended that at least one observation (formal or informal) will be conducted by December 15th.

Evidence collection and review (throughout school year):
The educator will collect evidence about his/her practice and student learning that is relevant to the agreed upon SLOs. The evaluator also will collect evidence about educator practice for discussion in the mid-year conference and summative review.

3. Mid-year Conference (recommended by March 15th) :
The evaluator and educator will complete at least one mid-year conference during which they will review progress on each SLO and strategy 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. Both the educator and the evaluator, as appropriate, will bring evidence about practice and student learning to review. The educator and evaluator will discuss the cause and effect relationship of practice to student learning data. If needed, educators and evaluators can mutually agree to revisions about:

- the strategies or approaches to be used,
- adjusting SLOs and strategies to accommodate changes (e.g., student populations),
- actions the educator can take and the supports that can be provided to promote educator growth.

4. End of year summative review (recommended by June 15th):

Prior to end of year conference the educator shall review and reflect upon all information and data collected during the year. The educator should come prepared to discuss:

- all components of the evaluation plan, including the targeted areas in the *CCT Rubric*,
- what he/she learned, supported by evidence and personal reflection,
- suggestions for possible future direction(s) that are related to the outcomes.

The evaluator and the educator will meet to discuss all evidence/data collected to date and to discuss category ratings. The evaluator will use the data collected and the results of all conferences to generate category ratings and the final summative rating.

Amendments to the Annual Evaluation Process for Unique Situations

For any certified staff members who are unable to complete a full year of service as per their job responsibilities, the evaluator and evaluator shall develop a mutually agreed upon evaluation plan for that school year only. The unique evaluation plan should include as many of the core requirements as possible and feasible. As per State statute, the Superintendent must report a summative rating for all certified educators who worked at least half of the school year.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete extensive training on the evaluation model. It is anticipated that the Connecticut State Department of Education (CSDE) and/or the Regional Education Centers (e.g., EASTCONN) will provide districts with training opportunities and tools throughout the year to support district administrators and evaluators in implementing the model across their schools. Stafford Public Schools will adapt and build on these tools and opportunities to provide comprehensive training and support to ensure that evaluators are Proficient in conducting educator evaluations.

TEACHER EVALUATION PLAN

CATEGORY 1: STUDENT OUTCOMES AND ACHIEVEMENT (45%)

Forty-five percent (45%) of a teacher's evaluation will be based on achievement of student learning outcomes defined by teacher created SLOs. SLOs for all personnel must align with the school-wide student achievement priority(s). Teachers are required to develop two SLOs**, mutually agreed upon with their evaluator,** using the SMART goal format and related to student growth and development. In circumstances when staff that has one SLO, the entire 45% student outcomes component will be based fully on the results of the single SLO.

Teachers in state tested grades and subjects.

- **One** SLO based on standardized indicator(s) comprises 22.5% of the teacher's evaluation rating. For those teaching tested grades and subjects, the SLO will be developed based on an analysis of student achievement results on the appropriate state test and other standardized assessments where available and/or applicable. Exemption for use of state test data through 2015- 2016.

- **One** SLO based on non-standardized indicator(s) comprises 22.5% of the teacher's evaluation rating. Sources for the development of a SLO based on non-standardized indicators may include:
    - Benchmark assessments of student achievement of school-wide expectations for student learning, measured by analytic rubrics
    - Other curricular benchmark assessments
    - Student portfolios of examples of work in content areas, collected over time and reviewed annually

Teachers in non-state tested grades and/or subjects.

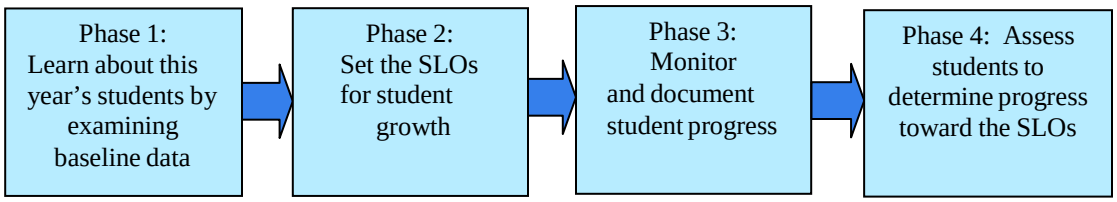
Teachers in this category will establish two SLOs based on student learning needs and measurable targets based upon a review of available and relevant data. Each SLO will be measured separately and valued at 22.5% each. If no standardized assessment is available and/or applicable, teachers are required to develop two SLOs based on non-standardized measures. Exception: A teacher may use a standardized measure(s) for one SLO where applicable and mutually agreed upon.

Each SLO will:

1. Consider the academic track record and overall needs and strengths of current students
2. Address the most important purposes of a teacher's assignment.
3. Align with school, district, and/or state student achievement objectives.
4. Take into account students' learning needs vis-à-vis relevant baseline data.
5. Consider Public School Information System (PSIS) factors.
6. Be mutually agreed upon by teacher and their evaluator.
7. Be fair, valid, reliable and useful to the greatest extent possible.

Designing SLOs

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



Phase 1: Learn about this year's students by examining baseline data

To write meaningful and relevant SLOs that result from a thorough knowledge of their students, data analysis is required. Teachers must document the baseline data used to determine their instructional focus. Analysis of data on incoming students each year should be completed by October 1st. Examples of data that teachers can utilize are:

- Student outcome data (academic)
- Behavior data (absences, referrals)
- Program data (participation in school or extracurricular activities or programs)
- Perceptual data (learning styles and inventories, anecdotal)

Phase 2: Set the SLOs for student growth

Each SLO should make clear:

- What evidence was or will be examined
- What level of performance is targeted
- What assessment(s)/indicator(s) will be used to measure the targeted level of performance
- What proportion of students is projected to achieve the targeted performance level

SLOs can also address student subgroups, such as high or low-performing students. It is through the Phase 1 examination of student data that teachers will determine what level of performance to target for which students. The review and approval process of the SLOs will take place during the goal setting conference. To ensure they are as fair, reliable, valid, and useful to the greatest possible extent, evaluators will review and approve the SLOs based on the following criteria:

- ***Priority of Content***: SLOs are relevant to the most important purposes of their assignment
- ***Rigor***: SLOs are attainable, but ambitious, and represent at least one year's student growth (or appropriate growth for a shorter interval of instruction).
- ***Analysis of Student Outcome Data***: SLOs provide specific, measurable evidence of student outcome data through analysis by the teacher and demonstrate knowledge about students' growth and development.

Phase 3: Monitor and document student progress

Once SLOs are approved, teachers must monitor students' progress toward achieving the targeted learning goals. Teachers should monitor and document student progress by examining student work, analyzing assessment data, and/or tracking students' accomplishments and struggles. Teachers may choose to share their interim findings with colleagues during collaborative time. They may also wish to keep their evaluator apprised of progress. Artifacts related to the teacher's monitoring practices can be reviewed and discussed during the mid-year conference. This review may result in revisions to the instructional strategies or approaches teachers use. Teachers and evaluators may mutually agree to mid-year adjustments to SLOs.

Phase 4: Assess students to determine progress toward achievement of SLOs

The teacher reviews all information and data collected during the year. Teachers will reflect on the SLOs using the following as guides:

- Describe the results and provide evidence for each SLO indicator
- Describe what the teacher did that produced these results
- Provide an overall assessment of whether the goal was met
- Describe what the teacher learned and how he/she will use that information going forward

At the end of year conference, relevant evidence will be submitted to the evaluator. The teacher and the evaluator will discuss the extent to which the students met the SLOs. To arrive at a rating for each SLO, the evaluator will review the results from data collected as a body of evidence and score the achievement of the SLO holistically. Evaluators will assign one of four ratings with requisite point values to each SLO as defined below.

Exemplary (4)	All or most students in the identified cohort met or exceeded the target(s) contained in the indicator(s).
Proficient (3)	Most students in the identified cohort met the target(s) contained in the indicators within a few points on either side of the target(s).
Developing (2)	Many students in the identified cohort 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.
Below Standard (1)	A few students in the identified cohort met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

The final student growth and development rating for a teacher is the average of the two SLOs.

SLO Training for Teachers and Evaluators

Specific training, as needed, will be provided to develop evaluators' and teachers' data literacy and ability to create SLOs. Training sessions will seek to support and/or enhance the abilities and skills of each teacher to communicate their goals for student learning outcomes and achievement. It will ensure a standardized approach to the documentation of student learning outcomes and achievement. Any additional training that may be needed will be decided on a case-by-case basis at the school or individual level. The content of the training will include, but not be limited to:

- SLO Criteria (SMART goal model)
- Analyzing and Interpreting Data, Understanding Cause, and Decision-Making
- Alignment of SLOs to school/district goals
- Quality of measures and indicators used to determine student growth
- Identifying strategies and progress monitoring tools to achieve their SLOs

CATEGORY 2. WHOLE SCHOOL STUDENT LEARNING INDICATORS (5%)

Five percent (5%) of a teacher's evaluation shall be based on whole school student learning indicators. Administrators at each school will define a Whole School Learning Indicator(s) based on the school performance index (SPI) to which all certified staff will be held accountable. The selected learning indicator(s) will be connected to the administrator's evaluation rating for the 45% component.

The teacher, with the approval of their evaluator, may collaborate with other educators or teams to support the identified indicator(s). Certified staff will be asked to articulate in writing how they will contribute to the achievement of the selected indicator(s).

Teacher's actions taken towards achievement of the identified indicator(s) will be discussed during the pre-, mid-year, and post-conferences. Teachers will be expected to bring artifacts from their practice and other salient documentation that support and provide evidence of their contributions toward the attainment of the indicator(s).

The evaluator will look at the results as a body of evidence regarding the accomplishment of the Whole School Student Learning Indicator and rate the teacher's performance holistically using the chart below.

Exemplary	The strategies implemented were of high quality and appropriate quantity and resulted in significant impacts on the identified indicator(s).
Proficient	The strategies implemented were of good quality and sufficient quantity and resulted in positive impacts on the identified indicator(s).
Developing	The strategies implemented were of average quality and/or minimal quantity and resulted in some positive impacts on the identified indicator(s).
Below Standard	The implemented strategies were of insufficient quality and/or quantity and resulted in only a small impact on the achievement of the identified indicator(s).

CATEGORY 3: TEACHER PERFORMANCE AND PRACTICE (40%)

Forty percent (40%) of a teacher's evaluation will be based on observation of teacher practice and performance, using the *CCT Rubric.* This instrument was selected by the district because of its alignment with the domains and indicators of *Connecticut's Common Core of Teaching* (CCT). The *CCT* enumerates key aspects of effective teaching that are correlated with student learning and achievement that have been evidenced in professional literature. The *CCT* addresses several principles of effective teacher performance and practice. These principles are explicitly embedded in the *CCT Rubric* as observable practices. The overarching principles are:

- *Diversity* as enrichment of educational opportunities for all students
- *Differentiation* as a necessity for success and equal opportunities for all students
- Purposeful use of *technology* as access to learning for all students

- *Collaboration* as essential to producing high levels of learning for all students
- *Data collection and analysis* as essential to informing effective planning, instruction, and assessment practices that enhance student learning
- *Professional learning* as integral to improved student outcomes.

In employing the *CCT Rubric* as its foundation, the district maintains consistency with Connecticut's TEAM program of mentorship of new teachers. Therefore, the consistency between these two programs establishes common understandings and language about teaching and learning for all staff. There are four domains in the *CCT Rubric*. The chart below describes each of the domains with the primary indicators for each.

***CCT Rubric* for Effective Teaching 2014**	
Evidence Generally Collected Through In-Class Observations	**Evidence Generally Collected Through Non-Classroom/Reviews of Practice**
Domain One: Classroom Environment, Student Engagement, & Commitment to Learning	**Domain Two: Planning for Active Learning**
1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. 1c: Maximizing instructional time by effectively managing routines and transitions.	2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students. 2b: Planning instruction to cognitively engage students in the content. 2c: Selecting appropriate assessment strategies to monitor student progress.
Domain Three: Instruction for Active Learning	**Domain Four: Professional Responsibilities and Teacher Leadership**
3a: Implementing instructional content for learning. 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidenced-based learning strategies. 3c: Assessing student learning, providing feedback to students and adjusting instruction.	4a: Engaging in continuous professional learning to impact instruction and student learning. 4b: Collaborating to develop and sustain a professional learning environment to support student learning. 4c: Working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning.

If there are modifications to the *CCT Rubric (2014)*, the district reserves the right to adopt the new rubric as the primary tool for assessing and rating observations.

EVALUATOR TRAINING AND PROFICIENCY

Formal observations of classroom practice are guided by the domains and indicators of the *Standards for Educator Performance and Practice*. Evaluators will participate in extensive training and are required to be proficient in the use of the *CCT Rubric.*

To ensure consistency and fairness in the evaluation process, each evaluator must successfully complete proficiency activities prior to conducting teacher observations. Evaluators will also participate in additional support sessions during the school year. Training can be completed independently or as a collaborative learning activity.

All Stafford evaluators will be required to demonstrate proficiency in the use of the *CCT Rubric* for educator evaluation annually. Any evaluator who does not initially demonstrate proficiency will be provided with additional practice and coaching opportunities as needed and will be required to successfully complete proficiency activities. In the second year of proficiency, evaluators will be required to calibrate their ability to appropriately apply the *CCT Rubric* by participating in district update/calibration sessions.

Teacher Goal Setting for Performance and Practice

In preparation for goal setting conferences with evaluators, teachers will use the *CCT Rubric* to reflect on their own practices and their impact on student performance. Based on that reflection, teachers will specify a focus area(s) for improvement that will ultimately promote student growth and achievement of SLOs. The identified areas will provide potential focus points for feedback for observation(s).

Observation Cycle Requirements: Tenured and Non-tenured Teachers

The observation requirements differ for non-tenured and tenured educators. No matter the teacher's placement in the observation cycle, the following elements apply to all:

- For each scheduled formal in-class observation, a pre-conference is required.
- For first and second year non-tenured teachers a post-conference will be held for all observations (formal or informal) with timely written and verbal feedback.
- Post conferences are not required for informal observations for staff that earned a summative rating of proficient or better the previous school year. Timely written and/or verbal feedback is expected.
- Teachers who receive a summative performance evaluation designation of *Below Standard* or *Developing* shall receive the number of observations appropriate to their individual development plan, but no fewer than three in-class formal observations. Each of the observations will include a pre-conference and a post-conference with timely written and/or verbal feedback.

Tenured teachers are placed in a three-year cycle for observations. The three-year observation cycle requirements are as follows:

Observation Cycle Requirements for Tenured Teachers			
	A	B	C
Number of formal observations	1	0	0
Number of informal observations	0	3	3
Number of reviews of practice	1	1	1

A. All staff is required to participate in a review of practice each year.
B. Each cell refers to the required **minimum.** Additional formal in-class observations, informal observations, and/or reviews of practice are at the discretion of the evaluator.
C. Informal observations may be unannounced and focus on domains 1 and 3.
D. The requirements for each cycle year assume a summative rating of proficient or better

the previous year. E. Additional **in-class** observations may be requested by the teacher as per mutual agreement with his/her evaluator.

Non-tenured teachers will follow the requirements described below depending on their previous professional experience.

Requirements for Non-tenured Teachers			
	New to the Profession	**New Hires with Experience: 4 Year Tenure Track**	**New Hires with Experience: 2 Year Tenure Track**
Year 1	**3 formal observations**	**1 formal observation and 2 RoP**	**1 formal observation and 2 RoP**
Year 2	**3 formal observations**	**1 formal observation and 2 RoP**	**1 formal observation and 2 RoP**
Year 3	**1 formal observation and 2 RoP**	**1 formal observation and 2 RoP**	**Assigned to Tenured Cycle**
Year 4	**1 formal observation and 2 RoP**	**1 formal observation and 2 RoP**	
Year 5	**Assigned to Tenured Cycle**	**Assigned to Tenured Cycle**	
	A. All formal observations require a pre-conference meeting and a post conference meeting. The only exception is for staff "new to the profession". Only two of the three formal observations require pre-conference meetings. B. Each cell refers to the **minimum** of formal in-class observations. Additional formal in-class observations, informal observations, and/or reviews of practice are at the discretion of the evaluator. C. The number of formal **in-class** observations listed above for years two and beyond assumes a summative rating of proficient or better the previous year. D. Additional **in-class** observations may be requested by the teacher as per mutual agreement with their evaluator. **RoP = review of practice**		

Observations are for the purpose of helping teachers to gain insights about their professional practice and its impact on student learning. Following observations, evaluators will provide teachers with specific feedback to identify teacher developmental needs and to tailor support to those needs. Observations in and of themselves are not useful to teachers; it is the feedback based on observations that helps teachers to 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. Examples of clear and direct feedback include:

- specific evidence and ratings, where appropriate, on observed components of the *CCT Rubric*;
- prioritized commendations and recommendations for development actions;
- next steps and supports the teacher can pursue to improve his/her practice;
- a timeframe for follow up with both verbal and written feedback after an observation is ideal

Note: It is recognized that all *CCT Rubric* indicators are **NOT** expected to be present in each **in-class** observation. In most instances, over the period of multiple observations almost all of the indicators will be evident. In addition, some indicators in some domains may not be applicable to some teachers.

Over the course of the school year, evaluators will gather evidence from three sources: teacher conferences, classroom observations, and reviews of practice. Formal and informal **in-class**

observation of teachers is considered a normal part of the evaluator's job responsibilities. Evaluators will use a combination of formal and informal, announced and unannounced observations to collect data to:

- Facilitate professional conversation regarding the quality of teacher practice
- Provide constructive oral and written feedback of observations
- Provide information for the on-going calibration of evaluators and evaluation practices

Non-classroom Reviews of Practice (R of P) will be conducted every year for every staff member. The focus for Reviews of Practice will be on Domain Two (Planning for Active Learning). Each building's administrator(s) will select the focus area for the Review of Practice. Staff that is required to complete two Reviews of Practice, the second focus area and permissible evidence will be mutually agreed upon with their evaluator. The *CCT Rubric* for Domain Two will be the primarily tool for assessing the qualitative rating for the Review of Practice.

Examples of non-classroom observations or reviews of practice include but are not limited to:

Examples of Common Core shifted practices in multiple lessons, activities, units and/or projects	Examples of student work related to specific Common Core grade level standards	Mentoring or peer advising other teachers (second R of P only)
Review of unit plans focused on Connecticut Core Standards	Modifications made to formative and summative assessments	Other artifacts mutually agreed upon with the evaluator

Final Evaluation Ratings for Performance and Practice

The final rating for the Performance and Practice category will combine the summative rating for Domains One through Three with the rating for Domain Four.

Domains One Through Three: After gathering and analyzing evidence, evaluators will assign ratings of Exemplary, Proficient, Developing, or Below Standard for each of the three domains. **Ratings will be made at the Domain level only.** There are different requirements for the 40% component that are dependent upon the assigned observation cycle and whether a staff member is tenured or not. The formulas for computing the final rating for Domains One, Two, and Three are as follows:

Non-Tenured, New to the Profession, Years 1 and 2: average the final score of the three observations.
Remaining Non-Tenured: two R of P (25 % each), formal observation (50%)
Tenured A: formal observation (50%), R of P (50%)
Tenured B and C: average of 3 informal observations (50%), R of P (50%)

Domain Four: Professional Responsibilities and Teacher Leadership

A separate rating will be assigned for Domain Four. Teachers' efforts and actions related to this domain will be discussed during the pre-, mid-year, and/or post-conferences. Teachers will be expected to provide evidence of their contributions related to the indicators enumerated in Domain Four. The evaluator should look at the results as a body of evidence of each teacher's performance holistically using the 4 level scale: Exemplary, Proficient, Developing, or Below Standard. (See the

appendix, p. 60, for examples of possible evidence for Domain Four). Depending upon the teacher's performance rating for Domain Four, the final rating for Teacher Performance and Practice (40%) **may increase or decrease by one rating level**.

CATEGORY 4. PEER FEEDBACK (10%)

Ten percent (10%) of a teacher's evaluation shall be based on peer feedback, including data from surveys, and possibly focus group data.

Stafford strives to meet the needs of all of the students all of the time. To gain insight into what staff perceives about our ability to accomplish this, a school-wide survey will be used. A survey instrument based upon research will be used as the basis for Stafford's survey. The staff survey will be administered, possibly on-line, to allow for anonymous responses. Surveys will be administered one time per year, preferably in the spring. The resulting survey data will be used by teachers as baseline data for the following academic year. The analysis of survey data, either by a focus group or on a school wide basis, will result in one school-wide goal to which all certified staff will be held accountable.

Once the school wide goal has been determined, teachers will identify at least two strategies they will implement to achieve the school wide goal. The teacher, with the approval of their evaluator, may collaborate with other educators or teams to support the identified goal. Teachers' efforts and actions taken towards achievement of the school goal will be discussed during the pre-, mid-year, and post-conferences. Teachers will be expected to provide evidence of their contributions to the attainment of this indicator. The evaluator should look at the results as a body of evidence regarding the accomplishment of the school goal and rate the teacher's performance holistically using the chart below. Teacher ratings will be determined using a 4-level performance matrix. Ratings will be based on evidence of teacher's implementation of strategies to address areas of need as identified by the survey results.

Exemplary	The strategies implemented were of high quality and appropriate quantity and resulted in significant impacts on the identified whole school goal
Proficient	The strategies implemented were of good quality and sufficient quantity and resulted in positive impacts on the identified whole school goal
Developing	The strategies implemented were of average quality and/or minimal quantity and resulted in some positive impacts on the identified whole school goal
Below Standard	The implemented strategies were of insufficient quality and/or quantity and resulted in only a small impact on the achievement of the identified whole school goal

FINAL SUMMATIVE TEACHER EVALUATION RATING:

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

- ❒ An ***Exemplary*** rating is reserved for performance that significantly exceeds Proficient and could serve as a model for teachers district wide.
- ❒ A **Proficient** rating represents fully satisfactory performance. It is the rigorous standard expected for experienced teachers.
- ❒ A **Developing** rating means that performance is meeting Proficient ratings in some indicators but not others. Improvement is necessary and expected.
- ❒ A **Below Standard** rating indicates performance that is below Proficient on many components and/or unacceptably low on one or more indicators.

The process for determining summative evaluation ratings has three steps:

1) determining a practice rating,
2) determining an outcomes rating, and
3) combining the two into an overall rating.

Teacher Practice: Teacher Performance & Practice (40%) + Peer Feedback (10%) = 50%

The Teacher Practice rating derives from the combined results for a teacher's performance component and Peer Feedback. Depending upon the teacher's performance rating for Peer Feedback, the final rating for Teacher Practice **may increase or decrease by one rating level**.

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

The Student Outcomes rating derives from the two student outcome & achievement measures (SLO goals) and whole school learning indicator(s) outcomes. Depending upon the teacher's performance rating for whole school learning indicator(s), the final rating for this category **may increase or decrease by one rating level**.

Final Summative Rating: Practice (50%) + Outcomes (50%) = 100%

The final summative rating combines the practice and outcomes ratings using the matrix below.
If the two ratings are highly discrepant (noted as "Gather Further Information"), the evaluator and the evaluatee will re-examine the data and/or gather additional information in order to determine the rating for the Matrix. The final summative rating may **increase or decrease by one rating level** depending upon the review of data.

Practice Rating (50%)					
Outcomes Rating (50%)		**Exemplary**	**Proficient**	**Developing**	**Below Standard**
	Exemplary	**Exemplary**	**Exemplary**	**Proficient**	**Proficient or Developing**
	Proficient	**Exemplary**	**Proficient**	**Developing**	**Developing or Below Standard**
	Developing	**Proficient**	**Developing**	**Developing**	**Below Standard**
	Below Standard	**Proficient or Developing**	**Developing or Below Standard**	**Below Standard**	**Below Standard**

DISPUTE RESOLUTION PROCESS FOR FINAL SUMMATIVE RATING

The purpose of the dispute resolution process is to secure, at the lowest possible administrative level, equitable solutions to situations which 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. The evaluation system is designed to ensure continuous, constructive and cooperative processes. Most disagreements are expected to be worked out informally between evaluators and evaluatees. The resolution process may be implemented when a teacher has received a final summative rating of *Developing* or *Below Standard* and there is a question as to whether or not:

- evaluation procedures and/or guidelines have been appropriately followed
- adequate data has been gathered to support fair and accurate decisions

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

Procedures

1. Within five work days of receiving the final summative rating, the evaluatee will meet and discuss the matter with the evaluator with the object of resolving the matter informally. The two parties have the option of choosing a facilitator, mutually agreed upon, who will review the areas of difference and suggest compromises or resolutions.
2. If there has been no resolution, the Superintendent shall review the recommendations of the facilitator and any additional information from the evaluator and evaluatee and shall meet with both parties within five work days. Within five work days of the meeting, and review of all documentation and recommendations, the Superintendent will act as arbitrator and make a final decision.
3. The evaluatee shall be entitled to Collective Bargaining representation at all levels of the process.

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 work days. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. If an evaluatee does not initiate the appeals procedure within five work days of acknowledged receipt of evaluation materials, the evaluatee shall be considered to have waived the right of appeal.
4. Failure of the evaluatee at any level to appeal to the next level within the specified time shall be deemed to be acceptance of the decision rendered at that level.

DEFINITION OF TEACHER EFFECTIVENESS AND INEFFECTIVENESS

Teacher effectiveness will be based upon a pattern of summative teacher ratings collected over time. All teachers will need to have a summative rating of *Proficient* or *Exemplary* within two years of the implementation of the plan. Any teacher not earning a summative rating of *Proficient* or *Exemplary* within the first two years of the plan will be deemed ineffective and will be placed on an individual improvement and remediation plan.

Any teacher earning a *Developing* rating in any year will receive additional support as described in the **Professional Assistance and Support System - PASS** (see below). After the first two years of participating in the plan, teachers will be required to have no more than one summative rating of *Developing* during any two year period and a summative rating of *Proficient* or *Exemplary* in the other year. If a teacher earns a *Developing* rating in consecutive years he/she will be placed on a PASS plan. The teacher will have up to two years to earn a *Proficient* or better rating.

Teachers receiving a rating of *Below Standard* in any year will be placed on an individual teacher improvement and remediation plan (PASS). After one year of PASS participation, the teacher must have a summative rating of at least *Developing* in the next year and *Proficient* in the second year.

Rating	Timeframe for Improvement
Below Standard	One school year to achieve a *Developing* or better rating, with the expectation that in the following year a rating of *Proficient* must be achieved
Developing	Two school years to achieve a *Proficient* rating. If a *Below Standard* rating is earned after the first year, the expectation is that an *Proficient* or better rating needs to be achieved at the end of the second year in PASS

TEACHER PROFESSIONAL ASSISTANCE AND SUPPORT SYSTEM (PASS) (INDIVIDUAL PERFORMANCE REMEDIATION PLAN)

Teachers who receive a summative evaluation ratings of *Developing* or *Below Standard* will be required to work with their local association president (or designee) and evaluator to design a performance remediation plan. Teachers must receive a summative evaluation rating of *Proficient* to be removed from an Individual Performance Remediation Plan. The plan will be created within 30 days after the completion of the summative evaluation rating conference and will identify areas of improvement; including supports that the district will provide to address the performance areas identified as needing improvement. After the development of the PASS Individual Performance Remediation Plan, the teacher and evaluator will collaborate to determine the target completion date.

The plan must include the following components:

1. *Areas of Improvement*: Identify area(s) of needed improvement
2. *Rationale for Areas of Improvement*: Evidence from observations that show an area(s) needing improvement
3. *Domain*: List domain(s) rated *Developing* or *Below Standard*
4. *Indicators for Effective Teaching*: Identify exemplary practices in the area(s) identified as needing improvement
5. *Improvement Strategies to be Implemented*: Provide strategies that the teacher can implement to show improvement in any domain rated *Developing* or *Below Standard*
6. *Tasks to Complete*: Specific tasks the teacher will complete that will improve the domain(s).
7. *Support and Resources*: List of supports and resources the teacher can use to improve, e.g. professional learning opportunities, peer observation, colleague mentor, books, etc.
8. *Indicators of Progress*: How the teacher will show progress towards *Proficient* and *Exemplary* in identified domain(s) through observations, data, evidence, etc.

The plan will be designed and written in a collaborative manner. The teacher, local association president or designee, and evaluator or designee will sign the plan. Copies will be distributed to all those who will be involved in the implementation of the plan as well as Superintendent. The contents of the plan will be confidential.

EVALUATION-BASED PROFESSIONAL LEARNING

As our core values indicate, Stafford believes that the primary purpose for professional learning is school improvement as measured by the success of every student. We also believe that professional learning must focus on creating meaningful experiences for all staff members. Designing evaluation-based professional learning is a dynamic process. Working with program goals and data from the educator evaluation process, professional learning is planned to strengthen instruction around identified student growth needs or other areas of identified educator needs.

We recognize that educators as well as students learn in different ways and have different learning needs at different points in their career. To the greatest extent possible, professional learning will be personalized and provide for a variety of experiences, including learning teams, study groups, individual study, etc. as well as opportunities for conducting research and collaborating with colleagues on content based pedagogical activities.

CAREER DEVELOPMENT AND PROFESSIONAL GROWTH

Stafford will provide opportunities for educator career development and professional growth based on the results of the evaluation. Educators with an evaluation of *Proficient* or *Exemplary* will be able to participate, subject to available budget finds, in opportunities to further their professional growth, including attending state and national conferences and other professional learning opportunities.

For educators rated *Exemplary*, career development and professional growth opportunities such as the following would be considered:

- Mentoring/coaching early-career educators or educators new to Stafford
- Participating in development of educator Professional Assistance and Support System plans for peers whose performance is developing or below standard
- Leading Professional Learning Communities for their peers
- Targeted professional development based on areas of need for the district and/or school
- Other mutually agreed upon experiences

EDUCATION SPECIALIST EVALUATION PLAN

Stafford's Professional Learning and Evaluation Plan also provide both the structure and flexibility required to guide educational specialists and evaluators in understanding their roles in enhancing student learning and assessing their professional practices. The goal is to support these education specialists in their professional growth toward the aim of improved student outcomes. The Plan aligns the professional standards for education specialists with outcomes for learning in evaluation of practice, while recognizing the unique responsibilities of each educational specialist. In many instances the requirements and procedures are the same for both teachers and educational specialists. Whenever possible the areas which are different will be described.

Goals of the Education Specialist Professional Learning and Evaluation Plan:

- Improve learner outcomes through meaningful evaluation of practice that is aligned with professional learning
- Improve school wide (or district wide) learning goal outcomes through effective collaboration with educators
- Improve the quality of instruction by ensuring accountability for learner outcomes and educational specialist effectiveness
- Provide professional assistance and support where necessary

Who are Educational Specialists?

Educational Specialists include non-teaching, non-administrative certified education professionals who provide a variety of services to students, teachers, and parents. Stafford's educational specialists may be located exclusively within a single school, in more than one school, or have district wide responsibilities. Stafford administrators are responsible for education specialists' evaluations.

Education Specialist Categories:

- Pupil Personnel Services: school counselors, school psychologists, social workers
- Instructional Support Services: library/media specialists, instructional technology specialist
- Related Services: speech and language pathologists

Performance Standards

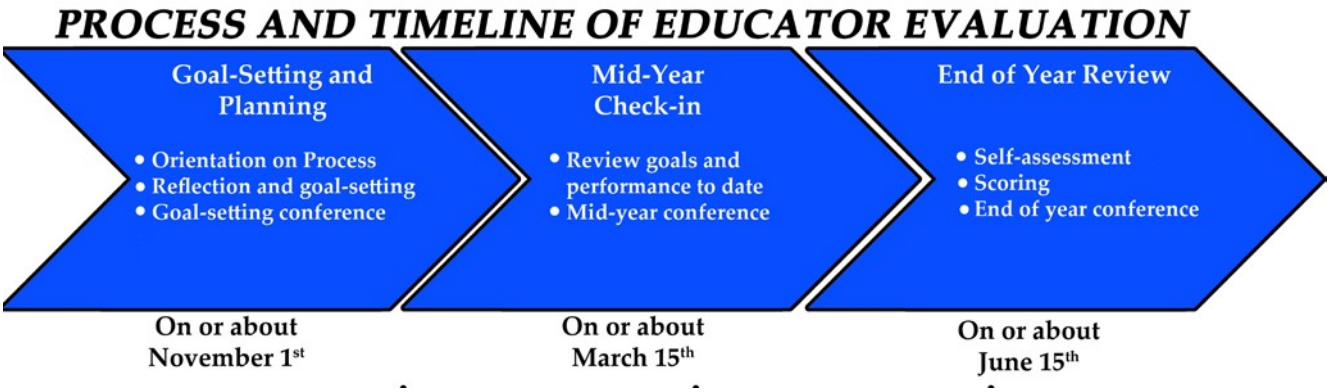
It is expected that education specialists and their evaluators will be knowledgeable about the professional standards for each specialist. Those standards form the basis for goal-setting, assessment of professional practice, and alignment of professional learning opportunities with the needs of education specialists. In observations of practice, evaluators will use the domains and indicators outlined in Stafford's Professional Learning Evaluator Program that can be adapted for evaluation of education specialists.

EDUCATION SPECIALIST EVALUATION PROCESS

The process for the evaluation of education specialists is consistent with that of teacher and evaluation processes, and includes the following characteristics:

- A focus on the relationship between professional performance and improved outcomes
- Evaluation of educational specialist performance based on analysis of data from multiple sources
- Observations and reviews of practice that promote professional growth
- A support system for providing assistance when needed

The timelines and processes for the education specialists will be the same as the teacher plan.



1. **Orientation on Process – by September 1**

To begin the annual evaluation process, evaluators meet with education specialists, in a group and/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 education specialist performance and practice goals, SLO goals related to student outcomes and achievement, whole school goals based on data from peer feedback, and whole school indicators of student learning.

2. **Goal-Setting Conference- on or about November 1**

In advance of the goal setting conference, the education specialist will examine data related to current students' needs and performance data (including, but not limited to: data from various

criterion- and norm-referenced assessments, IEPs, etc.), prior year evaluation and survey results, previous professional learning goals, and the professional standards for their area of practice. The educational specialists will draft the following goals, specific to their assignments:

- **Two SLOs** to address student growth and development objectives for those specialists with student caseloads, which will comprise 45% of the education specialist summative evaluation
- **At least two** strategies aligned with a whole-school goal determined by survey data from peer feedback; a teacher may collaborate with grade level or department colleagues
- **At least two** strategies aligned with the whole school indicators of student learning for the school year as determined by the school administrator. The educator may collaborate in grade level teams or departments.

The evaluator and education specialist will meet to discuss the specialist's proposed goals in order to arrive at mutual agreement about them. The goals for the year must be informed by data and evidence collected by the specialist and evaluator about the specialist's practice. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria.
Examples of data that may be included in the goal-setting conference:

Education Specialist	Evaluator
• Specialist Products or Artifacts • Data on Learning or Achievement of Learners • Lesson, intervention, treatment, or customer action plans and records • Artifacts from work of Learners • Client Communication Logs • Data Team Minutes • Journals/notes documenting reflections on practice • Survey Data	• Standardized and Non-Standardized Data (based on the education specialist's role and caseload) • School, District or Agency Level Data • Observation data based on *Common Core of Teaching Rubric for Student and Educator Support Specialists* and/or other professional standards documents

Observations (recommended by December 15 and May 15)
Evaluators will observe educator practice depending upon the educator's placement in the three-year cycle in formal and informal in-class observations and non-classroom reviews of practice. The frequency of observations and reviews of practice are dependent upon the educator's placement in the three-year cycle and the educator's summative evaluation rating from the previous year. It is recommended that at least one observation (formal or informal) be conducted by December 15th.

Evidence collection and review (throughout school year):
The educator will collect evidence about his/her practice and student learning that is relevant to the agreed upon SLOs. The evaluator also will collect evidence about educator practice for discussion in the mid-year conference and summative review.

<u>Mid-Year Conference:</u> (recommended by March 15th)
The education specialist collects evidence about his/her practice and outcomes related to the SLOs that are relevant to the agreed-upon professional goals. The evaluator also collects evidence about specialist practice for discussion. The evaluator and education specialist will hold at least one mid-year conference. The conference should focus on processes and progress toward meeting the goals established in the goal-setting conference. Evidence about practice should be reviewed at this conference. If necessary, specialists and evaluators may mutually agree to revisions to strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment). They may also discuss actions that the specialist can take and supports the evaluator can provide to promote professional growth in his/her development areas.

End-of-Year Summative Review – (recommended by June 15th):

Prior to end of year conference the education specialist shall review and reflect upon all information and data collected during the year. The education specialist should come prepared to discuss

- All components of the evaluation plan, including the targeted areas in the *Common Core of Teaching Rubric for Student and Educator Support Specialists*
- What the education specialist learned throughout the year supported by evidence and reflection
- Suggestions for possible future direction(s) that are related to the outcomes.

The evaluator and the education specialist meet to discuss all evidence/data collected to date and to discuss category ratings. The evaluator will use the data collected and the results of all conferences to generate category ratings and the final summative rating. The evaluator may adjust the final summative rating **if state test data changes the student-related indicators significantly enough to change the final rating**. Such revisions should take place as soon as possible after state test data are available and before September 15.

COMPONENTS OF EDUCATION SPECIALIST EVALUATION

Components of education specialists' evaluation will reflect the instructions for corresponding categories in the Teacher Evaluation Plan. By legislative mandate, the categories and weighting are standardized for all educators. Other than areas for establishing SLOs and the instrument utilized for observing professional practice, the expectations and processes replicate those specified for teachers.

CATEGORY 1: STUDENT OUTCOMES AND ACHIEVEMENT (45%)

Each education specialist will create, in collaboration with their evaluator**,** two SLOs**, mutually agreed upon with his/her evaluator,** using the SMART goal format and related to student growth and development. For staff that has one SLO, the entire 45% student outcomes component will be based fully on the results of the single SLO.

As most of the certified staff in the education specialists category will not have standardized measurements to utilize related to student growth and development, it is anticipated that non-standardized measures will be used. It is expected that further guidance and support will emerge from CSDE officials, and perhaps the RESCs, which will illuminate details about this category for education specialists and provide models and exemplars for districts to use.

At this point in time, SLOs for education specialists will focus on areas that are mutually agreed upon with their evaluator. These areas may not necessarily be directly linked to student achievement as measured by state assessments, national assessments (e.g., SAT, ACT), or other standardized achievement measures. Given the aforementioned, education specialists will be expected to create two SLOs, in collaboration with their evaluator that will improve student growth and development using non-standardized measures. If a standardized measure is available, the decision to utilize that

assessment will be determined collaboratively. Upon consultation and approval of the evaluator, education specialists may work together on the same SLO.

No matter the role and responsibility of an education specialist, each SLO must be measurable by data. Each SLO should make clear

- What evidence was or will be examined
- What level of performance is targeted
- What assessment(s)/indicator(s) will be used to measure the targeted level of performance
- What proportion of students is projected to achieve the targeted performance level

SLOs can also address student subgroups, such as high or low-performing students. It is through the examination of student data that education specialists will determine what level of performance to target for which students. The review and approval process of the SLOs will take place during the goal setting conference. To ensure they are as fair, reliable, valid, and useful to the greatest possible extent, evaluators will review and approve the SLOs based on the following criteria:

- ***Priority of Content***: SLOs are relevant to the most important purposes of their assignment
- ***Rigor***: SLOs are attainable, but ambitious, and represent at least one year's student growth (or appropriate growth for a shorter interval of instruction).
- ***Analysis of Student Outcome Data***: SLOs provide specific, measurable evidence of student outcome data through analysis by the education specialist and demonstrate knowledge about students' growth and development.

Assessing progress toward achievement of SLOs

The education specialist reviews all information and data collected during the year. Specialists will reflect on the SLOs using the following as guides:

- Describe the results and provide evidence for each SLO indicator
- Describe what you did that produced these results
- Provide an overall assessment of whether the goal was met
- Describe what you learned and how you will use that information going forward

At the end of year conference, relevant evidence will be submitted to the evaluator. The education specialist and the evaluator will discuss the extent to which the target group of students met the SLOs. To arrive at a rating for each SLO, the evaluator will review the results from data collected as a body of evidence and score the achievement of the SLO holistically. Evaluators will assign one of four ratings with requisite point values to each SLO as defined below.

Exemplary (4)	All or most students in the identified cohort met or exceeded the target(s) contained in the indicator(s).
Proficient (3)	Most students in the identified cohort met the target(s) contained in the indicators within a few points on either side of the target(s).
Developing (2)	Many students in the identified cohort 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.
Below Standard (1)	A few students in the identified cohort met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

CATEGORY 2: WHOLE SCHOOL STUDENT LEARNING INDICATOR (5%)

Five percent (5%) of an education specialist's evaluation shall be based on whole school student learning indicators. Administrators at each school will define a Whole School Learning Indicator(s) based on the school performance index (SPI) to which all certified staff will be held accountable. The selected learning indicator(s) will be connected to the administrator's evaluation rating for the 45% component.

Staff will be asked to articulate in writing how they will contribute to the achievement of the selected indicator(s). The education specialist, with the approval of their evaluator, may collaborate with other educators or teams to support the identified indicator. Specialists' actions taken towards achievement of the identified indicator(s) will be discussed during the pre-, mid-year, and post-conferences. Specialists will be expected to bring artifacts and other salient documentation from their practice that support and provide evidence of their contributions toward the attainment of the indicator(s).

The evaluator will look at the results as a body of evidence regarding the accomplishment of the Whole School Student Learning Indicator and rate the specialist's performance holistically using the chart below.

Exemplary	The strategies implemented were of high quality and appropriate quantity and resulted in significant impacts on the identified indicator(s)
Proficient	The strategies implemented were of good quality and sufficient quantity and resulted in positive impacts on the identified indicator(s)
Developing	The strategies implemented were of average quality and/or minimal quantity and resulted in some positive impacts on the identified indicator(s)
Below Standard	The implemented strategies were of insufficient quality and/or quantity and resulted in only a small impact on the achievement of the identified indicator(s)

CATEGORY 3: PROFESSIONAL PRACTICE (40%)

Forty percent (40%) of an education specialist's evaluation will be based on observation of specialist's practice and performance, using the *Common Core of Teaching Rubric for Effective Service Delivery (2014)* or other professional standard rubric when available. If there are modifications to the *CCT Rubric for Effective Service Delivery (2014)*, the district reserves the right to adopt the new rubric as the primary tool for assessing and rating observations. All educator specialists will follow the same observation cycle requirements as teachers.

Observation Cycle Requirements: Tenured and Non-tenured Teachers

The observation requirements differ for non-tenured and tenured educators. No matter the teacher's placement in the observation cycle, the following elements apply to all:

- For each scheduled formal in-class observation, a pre-conference is required.
- For first and second year non-tenured teachers a post-conference will be held for all observations (formal or informal) with timely written and verbal feedback.
- Post conferences are not required for informal observations for staff that earned a summative rating of proficient or better the previous school year. Timely written and/or verbal feedback is expected.
- Teachers who receive a summative performance evaluation designation of *Below Standard* or *Developing* shall receive the number of observations appropriate to their individual development plan, but no fewer than three in-class formal observations. Each of the observations will include a pre-conference and a post-conference with timely written and/or verbal feedback.

Tenured teachers are placed in a three-year cycle for observations. The three-year observation cycle requirements are as follows:

Observation Cycle Requirements for Tenured Teachers			
	A	B	C
Number of formal observations	1	0	0
Number of in-formal observations	0	3	3
Number of reviews of practice	1	1	1

A. All staff is required to participate in a review of practice each year.
B. Each cell refers to the required **minimum.** Additional formal in-class observations, informal observations, and/or reviews of practice are at the discretion of the evaluator.
C. Informal observations may be unannounced and focus on domains 1 and 3.
D. The requirements for each cycle year assume a summative rating of proficient or better the previous year.
E. Additional **in-class** observations may be requested by the teacher as per mutual agreement with his/her evaluator.

Non-tenured teachers will follow the requirements described below depending on their previous professional experience.

Requirements for Non-tenured Teachers			
	New to the Profession	**New Hires with Experience: 4 Year Tenure Track**	**New Hires with Experience: 2 Year Tenure Track**
Year 1	**3 formal observations**	**1 formal observation and 2 RoP**	**1 formal observation and 2 RoP**
Year 2	**3 formal observations**	**1 formal observation and 2 RoP**	**1 formal observation and 2 RoP**
Year 3	**1 formal observation and 2 RoP**	**1 formal observation and 2 RoP**	**Assigned to Tenured Cycle**
Year 4	**1 formal observation and 2 RoP**	**1 formal observation and 2 RoP**	
Year 5	**Assigned to Tenured Cycle**	**Assigned to Tenured Cycle**	
	E. All formal observations require a pre-conference meeting and a post conference meeting. The only exception is for staff "new to the profession". Only two of the three formal observations require pre-conference meetings. F. Each cell refers to the **minimum** of formal in-class observations. Additional formal in-class observations, informal observations, and/or reviews of practice are at the discretion of the evaluator. G. The number of formal **in-class** observations listed above for years two and beyond assumes a summative rating of proficient or better the previous year. H. Additional **in-class** observations may be requested by the teacher as per mutual agreement with their evaluator. **RoP = review of practice**		

Note: It is recognized that all *CCT Rubric for Effective Service Delivery* indicators, or other professional practices indicators which may be used, are **NOT** expected to be present in each observation. In most instances, over the period of multiple observations almost all of the indicators will be evident. In addition, some indicators in some domains may not be applicable to some specialists.

Over the course of the school year, evaluators will gather evidence from three sources- teacher conferences, classroom observations, and reviews of practice- to collect data to:

- Facilitate professional conversation regarding the quality of teacher practice
- Provide constructive oral and written feedback of observations
- Provide information for the on-going calibration of evaluators and evaluation practices

Non-classroom reviews of practice will be conducted every year for every staff member. The focus for Reviews of Practice (R of P) will be on Domain Two (Planning for Active Learning). Each building's administrator(s) and/or the primary evaluator will select the focus area for the Review of Practice. Staff that is required to complete two Review of Practices, the second focus area and permissible evidence will be mutually agreed upon with their evaluator. The *CCT Rubric for Effective Service Delivery* for Domain Two will be the primarily tool for assessing the qualitative rating for the Review of Practice.

Examples of non-classroom observations or reviews of practice include but are not limited to:

Examples of Common Core shifted practices in multiple lessons, activities, units and/or projects	Examples of student work related to specific Common Core grade level standards	Mentoring or peer advising other teachers (second R of P only)
Review of unit plans focused on Connecticut Core Standards	Modifications made to formative and summative assessments	Other artifacts mutually agreed upon with the evaluator

The final rating for the Performance and Practice category will combine the summative rating for Domains One through Three if using the *CCT Rubric for Effective Service Delivery* or another professional practice rubric, with the rating for Domain Four. No matter the professional practices rubric that is used all education specialists will be rated for Domain Four of *CCT Rubric for Effective Service Delivery* - Profession Responsibilities and Leadership.

Domains One Through Three: After gathering and analyzing evidence, evaluators will assign ratings of Exemplary, Proficient, Developing, or Below Standard for each of the three domains. **Ratings will be made at the Domain level only.** There are different requirements for the 40% component that are dependent upon the assigned observation cycle and whether a staff member is tenured or not. The formulas for computing the final rating for Domains One, Two, and Three are as follows:

Non-Tenured, New to the Profession, Years 1 and 2: average the final score of the three observations.
Remaining Non-Tenured: two R of P (25 % each), formal observation (50%)
Tenured A: formal observation (50%), R of P (50%)
Tenured B and C: average of 3 informal observations (50%), R of P (50%)

Domain Four- Professional Responsibilities and Education Specialist Leadership

A separate rating will be assigned for Domain Six. Education Specialists' efforts and actions related to this domain will be discussed during the pre-, mid-year, and/or post-conferences. Education Specialists will be expected to provide evidence of their contributions related to the indicators enumerated in Domain Six. The evaluator should look at the results as a body of evidence Education Specialist's performance holistically using the 4 level scale- *Exemplary, Proficient, Developing,* or *Below Standard*. Depending upon the Education Specialist's performance rating for Domain Six (Professional Responsibilities and Teacher Leadership), the final rating for Educator Performance and Practice (40%) **may increase or decrease by one rating level**.

CATEGORY 4: WHOLE SCHOOL PEER FEEDBACK GOAL (10%)

Ten percent (10%) of an education specialist's evaluation shall be based on peer feedback, including data from surveys, and possibly focus group data. A survey instrument based upon research will be used as the basis for Stafford's survey. Education Specialists will participate in the same process for this category as the teachers. Once the school wide goal has been determined, education specialists will identify at least two strategies they will implement to achieve the school wide goal. The education specialist, with the approval of their evaluator, may collaborate with other educators or teams to support

the identified indicator. Efforts and actions taken towards achievement of the school goal will be discussed during the pre-, mid-year, and post-conferences. Education Specialists will be expected to provide evidence of their contributions to the attainment of this indicator. The evaluator should look at the results as a body of evidence regarding the accomplishment of the school goal and rate the education specialist's performance holistically using the chart below. Educator Specialists' ratings will be determined using a 4-level performance matrix. Ratings will be based on evidence of teacher's implementation of strategies to address areas of need as identified by the survey results.

Exemplary	The strategies implemented were of high quality and appropriate quantity and resulted in significant impacts on the identified whole school goal
Proficient	The strategies implemented were of good quality and sufficient quantity and resulted in positive impacts on the identified whole school goal
Developing	The strategies implemented were of average quality and/or minimal quantity and resulted in some positive impacts on the identified whole school goal
Below Standard	The implemented strategies were of insufficient quality and/or quantity and resulted in only a small impact on the achievement of the identified whole school goal

FINAL SUMMATIVE EDUCATION SPECIALIST EVALUATION RATING:

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

An ***Exemplary*** rating is reserved for performance that significantly exceeds *Proficient* and could serve as a model for education specialists district wide.

A *Proficient* rating represents fully satisfactory performance. It is the rigorous standard expected for experienced education specialists.

A ***Developing*** rating means that performance is meeting *Proficient* ratings in some indicators but not others. Improvement is necessary and expected.

A ***Below Standard*** rating indicates performance that is below *Proficient* on many components and/or unacceptably low on one or more indicators.
The process for determining summative evaluation ratings has three steps: 1) determining a practice rating, 2) determining an outcomes rating, and 3) combining the two into an overall rating.

Education Specialist Practice: Performance & Practice (40%) + Peer Feedback (10%) = 50%

The Education Specialist Practice rating derives from the combined results for a specialist's performance component and Peer Feedback. Depending upon the specialist's performance rating for Peer Feedback, the final rating **may increase or decrease by one rating level**.

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

The Student Outcomes rating derives from the two student outcome & achievement measures (SLO goals) and whole school learning indicator(s) outcomes. Depending upon the specialist's performance

rating for whole school learning indicator(s), the final rating for this category **may increase or decrease by one rating level**.

C. Final Summative Rating: Practice (50%) + Outcomes (50%) = 100%

The final summative rating combines the practice and outcomes ratings using the matrix below.
If the two ratings are highly discrepant (noted as "Gather Further Information"), the evaluator and the evaluatee will re-examine the data and/or gather additional information in order to determine the rating for the Matrix. The final summative rating may **increase or decrease by one rating level** depending upon the review of data.

Practice Rating (50%)					
Outcomes Rating (50%)		**Exemplary**	**Proficient**	**Developing**	**Below Standard**
	Exemplary	**Exemplary**	**Exemplary**	**Proficient**	**Proficient or Developing**
	Proficient	**Exemplary**	**Proficient**	**Developing**	**Developing or Below Standard**
	Developing	**Proficient**	**Developing**	**Developing**	**Below Standard**
	Below Standard	**Proficient or Developing**	**Developing or Below Standard**	**Below Standard**	**Below Standard**

The following components of the education specialist evaluation plan are exactly the same as the teacher evaluation plan. Please review each of these sections for expectations and processes.

- Dispute Resolution (p. 25)
- Definition of teacher effectiveness and ineffectiveness (p.26)
- Professional Assistance and Support System (PASS) (p. 26)
- Evaluation Based Professional Learning (p.27)
- Career Development and Professional Growth (p. 28)

ADMINISTRATOR EVALUATION PLAN

ADMINISTRATOR EVALUATION PLAN

OVERVIEW

Stafford's administrator evaluation and support plan defines administrator effectiveness in terms of (1) administrator practice, i.e., the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership on teacher effectiveness and student achievement; and (3) the perceptions of the administrator's leadership among key stakeholders in their community.

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

- Meeting expectations as an instructional leader
- Meeting expectations in at least two other areas of practice
- Meeting one target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on two SLOs (Student Learning Objectives) aligned to school and district priorities
- Having more than 60% of teachers attaining student growth targets

This document describes the administrator evaluation plan, beginning with a set of underlying core design principles, the four components on which administrators are evaluated – leadership practice, stakeholder feedback, student learning and teacher effectiveness, the process of evaluation, and the steps evaluators take to reach a summative rating for an administrator.

COMPONENTS OF THE ADMINISTRATOR EVALUATION PLAN

The evaluation of administrators, as well as supports for their ongoing growth and development, are based on four categories:

CATEGORY #1: LEADERSHIP PRACTICE (40%)

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

Leadership practice is described in the *Common Core of Leading: Connecticut School Leadership Standards* (CSLS) that was adopted by the Connecticut State Board of Education in June of 2012. The CCL defines effective administrative practice through six performance expectations and key elements- three per expectation. (see Appendix, p. 62). If there are modifications to the *CSLS (2012),* the district reserves the right to adopt the new rubric as the primary tool for assessing administrator's leadership practices.

The six performance expectations and key elements are:

Expectation One- Vision, Mission, and Goals. Ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.

A. High Expectations for All
B. Shared Commitments to Implement the Vision, Mission, and Goals
C. Continuous Improvement toward the Vision, Mission, and Goals

Expectation Two- Teaching and Learning. Ensure the success and achievement of all students by monitoring and continually improving teaching and learning.

A. Strong Professional Culture
B. Curriculum and Instruction
C. Assessment and Accountability

Expectation Three- Organizational Systems and Safety. Ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

A. Welfare and Safety of Students, Faculty, and Staff
B. Operational Systems
C. Fiscal and Human Resources

Expectation Four: Families and Stakeholders. Ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.

A. Collaboration with Families and Community Members
B. Community Interests and Needs
C. Community Resources

Expectation Five- Ethics and Integrity. Ensure the success and achievement of all students by modeling ethical behavior and integrity.

A. Ethical and Legal Standards of the Profession
B. Personal Values and Beliefs
C. High Standards for Self and Others

Expectation Six- The Education System. Ensure the success and achievement of all students and advocate for their students, faculty, and staff needs by influencing social, cultural, economic, legal, and political contexts affecting education.

A. Professional Influence
B. The Educational Policy Environment
C. Policy Engagement

All six of these performance expectations contribute to successful schools, but research shows that some have more significant impact than others. In particular, improving teaching and learning is at the core of what effective educational leaders do. As such, Performance Expectation 2 (Teaching and Learning) will be **weighted twice as much** as any other Performance Expectation. The other Performance Expectations must have a weighting of at least 5% of the overall evaluation.

These weightings will be consistent for all principals and administrators. For assistant principals and other 092 certificate holders in non-teaching roles, the six Performance Expectations can be weighted equally.

In order to arrive at these ratings, administrators are measured against the **Leader Evaluation Rubric** (see Appendix**)** which describes leadership actions across four performance levels for each of the six performance expectations and associated elements. The four performance levels are:

- **Exemplary**: The Exemplary Level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Proficient performance.

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

- **Developing**: The Developing Level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.

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

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

Assigning ratings for each Performance Expectation.

Performance indicators provide examples of observable, tangible behavior that indicate the degree to which administrators are meeting each Performance Expectation. Evaluators and administrators will review performance at the Performance Expectation level, **NOT** at the Element level. Additionally, it is important to document an administrator's performance on each Performance Expectation with evidence generated from multiple performance indicators, but not necessarily all performance indicators. As part of the evaluation process, evaluators and administrators should identify a few specific areas for ongoing support and growth.

Assessing the practice of administrators other than principals and assistant principals.

For administrators in non-school roles, administrator practice will be assessed based upon ratings from evidence collected directly from the Connecticut School Leadership Standards. The leader evaluation rubric will be used in situations where it is applicable to the role of the administrator.

Leadership Practice Summative Rating

Summative ratings are based on the preponderance of evidence for each performance expectation in the Connecticut School Leadership Standards. Evaluators collect written evidence about and observe the administrator's leadership practice across the six performance expectations described in the rubric. Specific attention is paid to leadership performance areas identified as needing development. This is accomplished through the following steps, undertaken by the administrator being evaluated and by the evaluator completing the evaluation:

The administrator and evaluator meet for a Goal-Setting Conference by the August 31 to identify focus areas for development of the administrator's leadership practice.

1. The administrator being evaluated collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified focus areas for development.
    - Evaluators of principals must conduct at least two school site observations for any principal and will conduct at least four school site observations for principals who are new to their district, school, the profession, or who have received ratings of *developing* or *below standard*.
    - Evaluators of assistant principals will conduct at least four observations of the practice of assistant principals. Evaluators of other administrators will conduct at least two observations and/or reviews of practice.

2. The administrator being evaluated and the evaluator hold a Mid-Year Formative Conference by February 1 with a focused discussion of progress toward proficiency in the focus areas identified as needing development.

3. By May 30, the administrator being evaluated reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth as well as progress on their focus areas.

4. By June 30, the evaluator and the administrator being evaluated meet to discuss all evidence collected. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of exemplary, effective, developing, or below standard for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the Leadership Practice Matrix and generates a summary report of the evaluation by June 30. (Supported by the "Summative Rating Form")

Orientation and Training Programs

During the spring and summer of 2013, Stafford will provide a series of training sessions for all administrators so that they will understand the evaluation system, the processes, and the timelines for their evaluation. Special attention will be given to the Common Core of Leading Performance Expectations and the Leadership Practice Rubric, so that all administrators fully understand Performance Expectations and the requirement for being a "Proficient" administrator. Additional sessions will be provided throughout the academic year, as needed, which will provide administrators with access to resources and to connect with colleagues to deepen their understanding of the Evaluation Program.

Prior to the start of the school year, Stafford will provide all evaluators of administrators with training focused on the administrator evaluation system. Training will include

- an in-depth overview and orientation of the four categories that are part of the plan
- the process and timeline for plan implementation
- the process for arriving at a summative evaluation
- use of the evaluation management system (TBD)
- use of the Leadership Practice Rubric, so that evaluators are thoroughly familiar with the language, expectations, and examples of evidence required for administrator proficiency
- conducting effective observations and providing high-quality feedback

Leadership Practice Matrix for Principals and Central Office Administrators (40%)

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Exemplary on Teaching and Learning *Exemplary* on at least 2 other performance expectations No rating below ***Proficient*** on any performanc expectation	At least ***Proficient*** on Teaching and Learning At least *Proficient* on at least 3 other performance expectations No rating below *Developing* on any performance expectation	At least *Developing* on Teaching and Learning At least *Developing* on at l east 3 other performance expectations	*Below Standard* on Teaching and Learning or *Below Standard* on at least 3 other performanc expectations

Leadership Practice Matrix for Assistant Principals and Other Administrators (40%)

Exemplary	Proficient	Developing	Below Standard
Exemplary on at least 3 performance expectations No rating below ***Proficient*** on any performance expectation	At least **Proficient** on at least 4 performance expectations No rating below *Developing* on any performance expectation	At least *Developing* on 4 performance expectations	*Below Standard* on 3 performance expectations

CATEGORY #2: STAKEHOLDER FEEDBACK (10%)

Feedback from stakeholders assessed by administration of a survey with measures that align to the Connecticut Leadership Standards is 10% of an administrator's summative rating. A research-based survey instrument will be used.

To gain insight into what stakeholders perceive about administrators' effectiveness, for each administrative role, the stakeholders surveyed will be those in the best position to provide meaningful feedback. For school-based administrators, stakeholders solicited for feedback will include teachers and parents, but may include other stakeholders (e.g., other staff, community members, students, etc.).

The surveys will be administered, possibly on-line, to allow for anonymous responses. All administrators will collect and analyze stakeholder feedback data that will be used for continuous improvement. Surveys will be administered one time per year, preferably in May. The survey data will be used by administrators as baseline data for the following academic year. Once the stakeholder feedback goal has been determined by the administrator, the administrator will identify the strategies he/she will implement to meet the target.

ARRIVING AT A STAKEHOLDER FEEDBACK SUMMATIVE RATING

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

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

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

1. Review baseline data
2. Set one target for growth on a selected measure (or performance on a selected measure when growth is not feasible to assess or performance is already high)
3. By May 31, administer surveys to relevant stakeholders
4. Aggregate data and determine whether the administrator achieved the established target
5. Assign a rating, using this scale:

Exemplary (4)	Effective (3)	Developing (2)	Below Standard (1)
Exceeded target	Met target	Made progress but did not meet target	Made little or no progress toward target

CATEGORY #3: SLO GOALS (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 using the SPI and (b) performance and growth on two locally-determined measures, (SLO goals). Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrator's evaluation. PLEASE NOTE: SPI calculations will not be available for the 2015- 2016 school year due to the transition from state legacy tests to the Smarter Balanced Assessment. Therefore, the entire 45% of an administrator's rating for Student Learning will be based on student growth and performance on locally determined measures.

State Assessments (SPI)

1. School Performance Index (SPI) progress – changes from year to year in student achievement on Connecticut's standardized assessments.
2. SPI progress for student subgroups – changes from year to year in student achievement for subgroups on Connecticut's standardized assessments

NOTE: If there are no student subgroups of adequate size for reporting, the entire rating will be based on the SPI Progress rating.

Evaluation ratings for principals on these state test measures are generated as follows:
Step 1: SPI Progress and SPI Subgroup Progress are applied to give the administrator a score between 1 and 4 for each category, using the table below:

	Exemplary (4)	Effective (3)	Developing (2)	Below Standard (1)
SPI Progress	>125% of target progress	100-125% of target progress	50-99% of target progres	<50% of target progress
Subgroup SPI Progress	Meets performance targets for all subgroups that have SPI <88 OR all subgroups have SPI > 88	Meets performance targets for 50% or more of sub-groups that have SPI <88	Meets performance targets for at least one sub-group that has SPI <88	Does not meet performance target for any subgroup that has SPI <88

Step 2: The scores in each category are combined; resulting in an overall state test rating that is scored on the following scale:

Exemplary	Effective	Developing	Below Standard
>3.5	Between 2.5 and 3.5	Between 1.5 and 2.4	Less than 1.5

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

LOCALLY-DETERMINED MEASURES – SLO GOALS

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

- All measures must align to Connecticut Learning Standards. In instances where there are no such standards that apply to a subject/grade level or an administrators' assignment, research-based learning standards appropriate for that administrators' assignment (i.e., Standards for Professional Learning, American School Counselors Association, etc.) will be used.
- At least one of the measures will focus on student outcomes from subjects and/or grades not assessed on state-administered assessment.
- For administrators in high school, one measure will include the cohort graduation rate and the extended graduation rate, as defined in the State's approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.
- For administrators assigned to a school in "review" or "turnaround" status, indicators will align with the performance targets set out in the school's mandated Improvement Plan.

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 SLO goals will strike a balance between alignment to 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, establish student learning priorities for a given school year based on available data.
- The principal uses available data to craft an improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The principal chooses student learning priorities for her/his own evaluation that are (a) aligned to district priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
- The principal chooses measures that best assess the priorities and develops clear and measurable goals for the chosen assessments/indicators.
- The principal shares the SLO goals with her/his evaluator, informing a conversation designed to ensure that:
    - The SLO goals are attainable.
    - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established SLO goals.
    - The SLO goals are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
    - The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The administrator being evaluated and the evaluator collect interim data on the SLO 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 using the Administrator Evaluation Summative Rating Form. To arrive at an overall student learning rating, the ratings for the state assessment and the locally-determined ratings are plotted on this matrix:

		State Assessment – SPI (22.5%)			
		Exemplary	**Proficient**	**Developing**	**Below Standard**
Locally-determined Portion SMART goals (22.5%)	**Exemplary**	Exemplary	Exemplary	Proficient	Developing
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard

CATEGORY #4: TEACHER EFFECTIVENESS (5%)

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

As part of Stafford's educator evaluation plan, educators are assessed in part on their accomplishment of their SLO goals. This is the basis for assessing principals' contribution to teacher effectiveness outcomes.

Exemplary	Effective	Developing	Below Standard
>80% of teachers are rated *effective* or *exemplary* on the student growth portion of their evaluation	>60% of teachers are rated *effective* or *exemplary* on the student growth portion of their evaluation	>40% of teachers are rated *effective* or *exemplary* on the student growth portion of their evaluation	<40% of teachers are rated *effective* or *exemplary* on the student growth portion of their evaluation

ADMINISTRATOR EVALUATION PROCESS

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement.

OVERVIEW

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

SCHOOL YEAR: PLAN IMPLEMENTATION AND EVIDENCE COLLECTION

JULY	AUGUST	JANUARY	MAY	JUNE
Orientation and context setting	Goal setting and plan development	Mid-year formative review	Self-assessment	Preliminary summative rating to be finalized in August

Step 1: Orientation and Context-Setting by August 31

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

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

Step 2: Goal-Setting and Plan Development by August 31

Before a school year starts, administrators will:

1. identify a target for growth on the SPI,
2. identify two SLO goals and
3. identify one stakeholder feedback target.

Administrators will then identify the two specific areas of focus for their practice ***that will help them accomplish*** their SPI targets, their SLO goals, and their stakeholder feedback target, choosing from among the elements of the Connecticut School Leadership Standards. Administrators will identify these two specific focus areas of growth in order to facilitate a professional conversation about their leadership

practice with their evaluator. What is critical is that the administrator can connect improvement in the practice focus areas to the growth in SPI, the SLO goals and the stakeholder feedback target, creating a logical through-line from practice to outcomes.

Next, the administrator and the evaluator meet in August to discuss and agree on the selected outcome goals and practice focus areas.

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 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 goal-setting form is to be completed by the administrator being evaluated. The focus areas, goals, activities, outcomes, and time line will be reviewed by the administrator's evaluator prior to the beginning work on the goals. The evaluator may suggest additional goals as appropriate.

The evaluator will establish a schedule of school visits with the administrator to collect evidence and observe the administrator's work. The first visit will take place near the beginning of the school year to ground the evaluator in the school context and the administrator's evaluation plan. Subsequent visits will be planned at two- to three-month intervals.

A note on the frequency of school site observations:

- two observations for each administrator.
- four observations for assistant principals and for any administrator new to Stafford, or who has received ratings of *developing* or *below standard*.

Step 3: Mid-Year Formative Review:

Midway through the school year there will be a formal check-in to review progress. In preparation for meeting:

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

The administrator being evaluated and the 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.

Step 4: Self-Assessment:

By May 30, the administrator being evaluated completes a self-assessment on his/her practice on all 18 elements of the Connecticut Leadership Standards. For each element, the administrator being evaluated determines whether he/she:

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

The administrator being evaluated will also review his/her focus areas and determine if s/he considers themselves on track or not. The administrator being evaluated submits his/her self-assessment to his/her evaluator.

Step 5: Summative Review and Rating:

The administrator being evaluated and the evaluator meet by May 30 to discuss the administrator's self-assessment and all evidence collected over the course of the year. This meeting serves as an opportunity to convey strengths, growth areas, and their probable rating. After the meeting, the evaluator assigns a rating, based on all available evidence (see next section for rating methodology).

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

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not 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 administrator's summative rating when the data is available and submit the adjusted rating no later than August 15. This adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

SUMMATIVE ADMINISTRATOR EVALUATION RATING

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

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

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

- Meeting expectations as an instructional leader
- Meeting expectations in at least two other areas of practice
- Meeting and making progress on one target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on two SLO goals aligned to school and district priorities
- Having more than 60% of teachers proficient on the student growth portion of their evaluation

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

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

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

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

Determining Summative Ratings

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

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

The practice rating derives from an administrator's performance on the six performance expectations of the leader evaluation rubric and the stakeholder feedback target. As shown in the Summative Rating Form evaluators record a rating for the performance expectations that generates an overall rating for leadership practice. The Stakeholder Feedback rating is combined with the Leadership Practice rating and the evaluator uses the matrix to determine an overall Practice Rating.

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

The outcomes rating derives from the two student learning measures – state test results (SPI) and SLO goals – and teacher effectiveness outcomes. As shown in the Summative Rating Form, state reports provide an assessment rating and evaluators record a rating for the SLO goals agreed to in the beginning of the year. These two combine to form the basis of the overall SLO goals rating. The Teacher Effectiveness rating is combined with the SLO goals rating and the evaluator uses the matrix to determine an overall Outcomes Rating.

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

The Summative rating combines the practice and outcomes ratings using the matrix below.
If the two areas in any Matrix are highly discrepant (e.g., a rating of exemplary for Administrator Practice and a rating of Below Standard for Administrator Outcomes), then the evaluator and the evaluatee will re-examine the data and/or gather additional information in order to determine the rating for the Matrix. If upon re-examination of the data, the ratings do not change, the evaluator will use the Matrix to determine the rating

Administrator Practice Rating (50%)					
Administrator Outcomes Rating (50%		Exemplary	Proficient	Developing	Below Standard
	Exemplary	Exemplary	Exemplary	Proficient	Developing
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard

Definition of Effectiveness and Ineffectiveness

Administrator effectiveness will be based upon a pattern of summative administrator ratings collected over time. In order to be deemed effective, administrators will need to have a summative rating of **Proficient** or Exemplary. Administrators are required to be **Proficient** within 2 years of being evaluated using this plan.

Any administrator having a summative rating of Developing or Below Standard after 1 year of being evaluated with this plan may be placed on an individual improvement plan. **(See Professional Assistance and Support System, or PASS, below)**

After one year of participating in PASS, the administrator receiving the support will be expected to have a summative rating of **Proficient** or Exemplary. Administrators not receiving a summative rating of **Proficient** or Exemplary after 1 year of PASS may be placed on an additional year of PASS. No administrators will be placed on PASS for more than 2 consecutive years.

DISPUTE RESOLUTION PROCESS

The purpose of the dispute resolution process is to secure, at the lowest possible administrative level, equitable solutions to situations which 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. The evaluation system is designed to ensure continuous, constructive and cooperative processes. Most disagreements are expected to be worked out informally between evaluators and evaluatees.

The dispute resolution process for resolving disputes in cases where the evaluator and administrator cannot agree on goals/objectives, the evaluation period, or the professional development plan involves the following:

- the issue in dispute will be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC)
- The superintendent and the respective collective bargaining unit for the district will each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party, as mutually agreed upon between the superintendent and the collective bargaining unit
- In the event that the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding

The resolution process may also be implemented when an administrator has received a final summative rating of *Developing* or *Below Standard* and there is a question as to whether or not:

- evaluation procedures and/or guidelines have been appropriately followed
- adequate data has been gathered to support fair and accurate decisions

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

Procedures

1. If, after the Final Summative Meeting, the administrator disagrees with the supervisor's assessment, the administrator has a right to attach a statement to the evaluation report identifying the areas of concern, presenting a different perspective, and requesting another meeting. Within five work days of receiving the administrator's statement, a meeting will be convened to discuss the identified areas of concerns with the object of resolving the matter informally.
2. If there has been no satisfactory resolution, the two parties have the option of referring the dispute to a neutral group (such as area superintendents, qualified RESC and/or CAS personnel), mutually agreed upon, who will review the areas of difference and suggest compromises or resolutions. The resulting opinion(s) from the neutral group will become part of the record. The recommendations of the mutually agreed upon neutral group will be considered by the Superintendent, whose decision shall be binding.
3. The evaluatee shall be entitled to Collective Bargaining representation at all levels of the process.

Time Limits

4. 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.
5. Days shall mean work days. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
6. If an evaluatee does not initiate the appeals procedure within five work days of acknowledged receipt of evaluation materials, the evaluatee shall be considered to have waived the right of appeal.
7. Failure of the evaluatee at any level to appeal to the next level within the specified time shall be deemed to be acceptance of the decision rendered at that level.

ADMINISTRATOR PROFESSIONAL ASSISTANCE AND SUPPORT PLAN (PASS) (INDIVIDUAL IMPROVEMENT AND REMEDIATION PLAN)

Administrators who receive a summative evaluation rating of "Developing" or "Below Standard" will be required to work with his/her evaluator (or designated PASS Administrator Performance Remediation Plan Developer) to design an administrator performance remediation plan. The plan will be created within 30 days after the completion of the summative evaluation rating conference. The administrator performance remediation plan will identify areas of needed improvement and include supports that will be provided to address the identified performance areas. After the development of the remediation plan, the administrator and evaluator will collaborate to determine the target completion date. Administrators must receive a summative evaluation rating of **Proficient** within a year of the development of his/her PASS Administrator Performance Remediation Plan.

The plan must include the following components:

1. *Areas of Improvement*: Identify area of needed improvement.
2. *Rationale for Areas of Improvement*: Evidence from observations that show an area needing improvement.
3. *Performance Expectation*: List performance expectation rated “developing” or “below standard.”
4. *Indicators for Effective Leading*: Identify exemplar practices in the area identified as needing improvement.
5. *Improvement Strategies to be Implemented*: Provide strategies the administrator can implement to show improvement in performance expectations rated “developing” or “below standard.”

6. *Tasks to Complete*: Specific tasks the administrator will complete that will improve the performance expectation.
7. *Support and Resources*: List of supports and resources the administrator can use to improve, e.g. professional learning opportunities, peer observation, colleague mentor, books, etc. .
8. *Indicators of Progress*: How the administrator will show progress towards proficient/exemplar in domain through observations, data, evidence, etc.

The plan will be designed and written in a collaborative manner, which focused on the development of a professional learning community supporting colleagues within this level. The administrator and evaluator will sign the plan. Copies will be distributed to all those who will be involved in the implementation of the plan. The contents of the plan will be confidential.

EVALUATION-BASED PROFESSIONAL LEARNING

As our core values indicate, Stafford believes that the primary purpose for professional learning is school improvement as measured by the success of every student. We also believe that professional learning must focus on creating meaningful experiences for all staff members. Designing evaluation-based professional learning is a dynamic process. Working with program goals and data from the administrator evaluation process, professional learning is planned to strengthen instruction around identified student growth needs or other areas of identified administrator needs.

CAREER DEVELOPMENT AND PROFESSIONAL GROWTH

We recognize that administrators, as well as educators and students, learn in different ways and have different learning needs at different points in their career. To the greatest extent possible, professional learning will be personalized and provide for a variety of experiences, including learning teams, study groups, individual study, and opportunities for conducting research and collaborating with colleagues.

Stafford will provide opportunities for administrator career development and professional growth based on the results of the evaluation. Administrators with an evaluation of **Proficient** or *Exemplary* will be able to participate, subject to available budget finds, in opportunities to further their professional growth, including attending state and national conferences and other professional learning opportunities.

APPENDIX

Documents for the Teacher and Education Specialists Evaluation Plan:

Domain Four: Professional Responsibilities and Teacher Leadership

As part of component three of the Educator Evaluation Plan - Teacher Performance and Practice- all staff will receive a separate rating for Domain Four (Professional Responsibilities and Teacher Leadership). Teachers and Educator Specialists will be expected to provide evidence of their contributions related to a variety of categories for Domain Four (see chart below). The evaluator will look at the results as a body of evidence of the teacher/educator specialist's performance holistically using the 4 level scale- Exemplary, Proficient, Developing, or Below Standard. Building administrators will provide direction and specificity about expectations based upon the categories each year.

The various examples listed in the table are not exclusive, nor is the intent to limit other additional indicators.

Category	Indicators such as	
Attendance/Punctuality	• Statistical patterns over time	
Professional Leadership and Growth	• Presentations at PD activities • Planning school events • Voluntary extra duties • Mentoring experiences (e.g., TEAM, peer advisors, interns, student teachers)	• Ad hoc committees • On-going professional development • Leadership roles
Beyond the School Day	• PTO Meetings and Activities • BOE/BOF Meetings	• School events • Extended field trips
Professional Conduct	• Contractual obligations (e.g., parent/teacher conferences, duties, faculty meetings, curriculum team meetings) • Appropriate professional use of technology during school hours (e.g., devices, cell phones) • Adherence to school and BOE policies	• Collaboration and cooperation with colleagues • Communication with parents and the community (website, oral and written, including digital)

Professional Documents

Supplemental resources (Evidence Guides) to the *CCT Rubrics for Effective Teaching and Service Delivery* developed by the Connecticut State Department of Education are posted in a folder (Evidence Guides) on the district's internal T Drive. As other Guides are made available, they will be added.

Art
Career and Technical Education
English Language Arts
Library- Media Specialists
Math
Music
Science
Social Studies
School Counselors
School Psychologists
Social Studies
Social Workers
Speech and Language Pathologists
World Language

Links to standards of professional practice requirements of education specialists:

Enhancing Professional Practice- A Framework for Teaching. Second Edition Charlotte Danielson, ASCD Alexandria, VA /copyright 2007 Chapter 5 Frameworks for Specialist Positions pages 109 – 167.

School Counselors: ASCA Ethical Standards for School Counselors (2010):
http://www.schoolcounselor.org/files/EthicalStandards2010.pdf

School Social Workers: NASW Standards for School Social Work Services (2012):
http://www.naswdc.org/practice/standards/NASWSchoolSocialWorkStandards.pdf

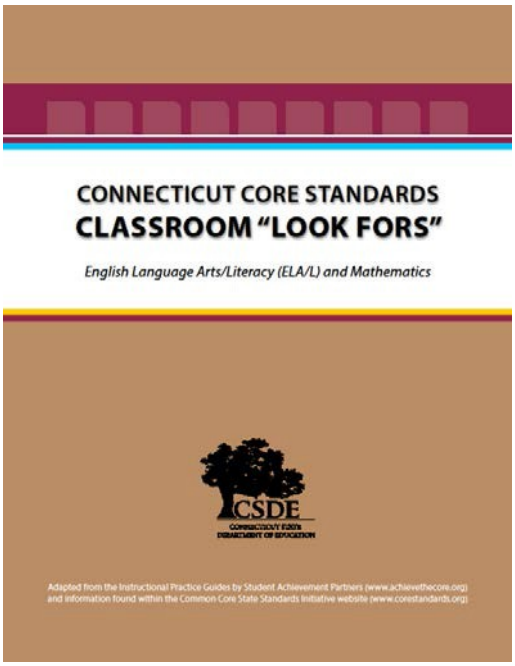
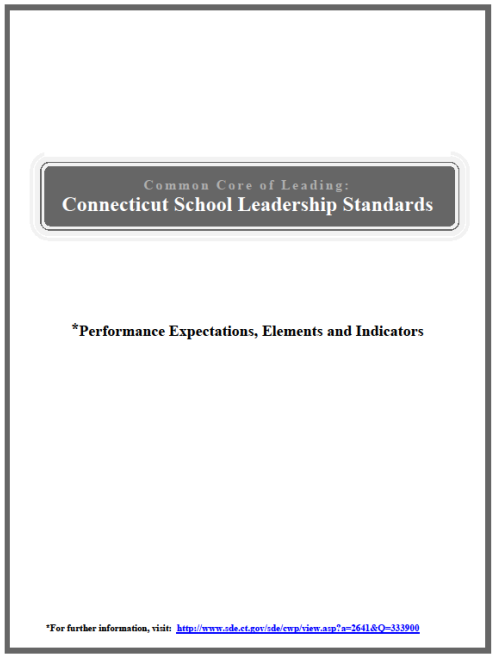
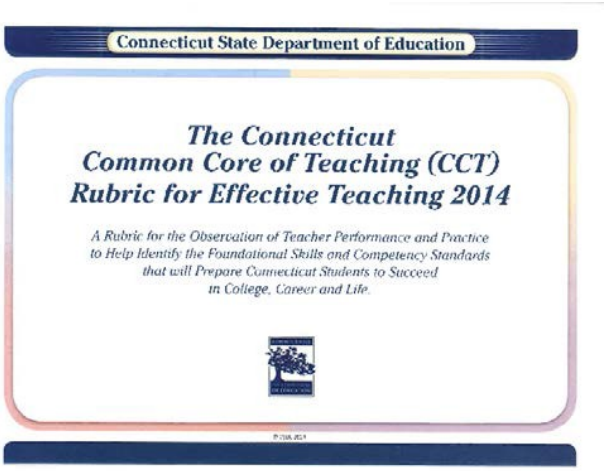
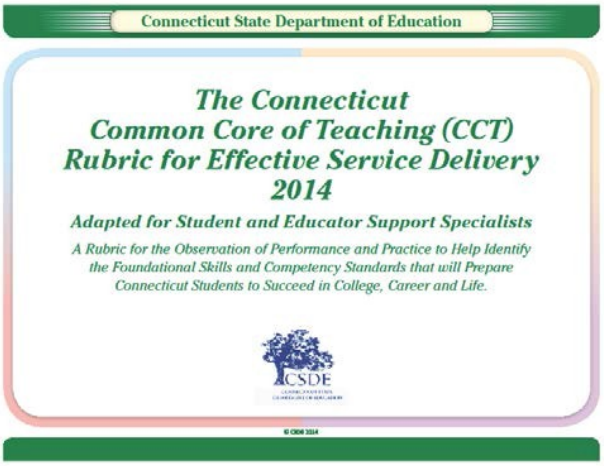
School Psychologists: NASP Professional Standards (2010):
http://www.nasponline.org/standards/2010standards.aspx

Occupational Therapists: AOTA Standards of Practice
http://www.aota.org/about/core/36194.aspx

Instructional Technology Specialists: NETS-T (2010)
http://www.iste.org/docs/pdfs/nets-t-standards.pdf?sfvrsn=2

Assistive Technology Specialists: RESNA Standards:
http://www.resna.org/atStandards/standards.dot

Connecticut SEED (System for Educator Evaluation and Development) Guides
(http://www.connecticutseed.org/)

Comprehensive School Counselors
English Language Learner Educators
Library Media Specialists
Mathematics and ELA Coaches
School Psychologists
School Social Workers
Special Education Teachers
Speech and Language Pathologists
Transition Coordinator

The following documents can be found in their full version in the folders for Teacher Evaluation or Administrator Evaluation on the district's T Drive.