

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Stonington's System for
Educator Evaluation and
Development

Handbook

(Spring, 2015)

Based on Connecticut's State Model for Educator Evaluation



Supporting

Empowering

Encouraging

Developing

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TABLE OF CONTENTS

INTRODUCTION..... 1

Purpose and Rationale..... 2

Core Design Principles..... 2

TEACHER EVALUATION OVERVIEW..... 7

Teacher Evaluation and Support Framework..... 7

Process and Timeline..... 8

Complementary Observers..... 10

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing..... 10

SUPPORT AND DEVELOPMENT..... 13

Evaluation-Informed Professional Learning..... 13

Improvement and Remediation Plans..... 14

Career Development and Growth..... 14

TEACHER PRACTICE RELATED INDICATORS..... 16

Component #1: Teacher Performance and Practice (40%)..... 16

Teacher Practice Framework- CCT Rubric for Effective Teaching..... 16

Teacher Performance and Practice Focus Area..... 21

Teacher Performance and Practice Scoring..... 21

Summative Observation of Teacher Performance and Practice Rating..... 21

Component #2: Parent Feedback (10%)..... 24

STUDENT OUTCOMES RELATED INDICATORS..... 26

Component #3: Student Growth and Development (45%)..... 26

Overview of Student Learning Objectives (SLOs)..... 26

PHASE 1: Review the Data..... 27

PHASE 2: Set 1 SLO..... 28

PHASE 3: Monitor Students Progress..... 33

PHASE 4: Assess Student Outcomes Relative to SLOs..... 33

Component #4: Whole-School Student Learning Indicator (5%)..... 35

Stonington will utilize Option 1: Whole-School Student Learning Indicator..... 35

Option 1: Whole-School Student Learning Indicator..... 35

SUMMATIVE TEACHER EVALUATION SCORING..... 36

Summative Scoring..... 36

Definition of Effectiveness and Ineffectiveness..... 39

Dispute-Resolution Process 39
**CORE REQUIREMENTS FOR THE EVALUATION OF STUDENT AND EDUCATOR
SUPPORT SPECIALISTS40**

APPENDICES AT END OF DOCUMENT INCLUDE:

- A. Stonington Educator Evaluation Committee**
- B. Guidelines for Flexibility from Core Requirements for the Evaluation of Teachers**
- C. Guidelines for Educator Evaluation**
- D. SMART GOALS**
- E. Stonington Educator Support Plan**
- F. Stonington Teacher Evaluation /Observation Cycle (2015-2016)**

SLBW

(Students Learn Best When)*

Students learn best when they:

- Know what is expected, participate actively, work together to learn, and can make choices
- Construct knowledge and connect what they are learning to the world
- Respond constructively to challenges, have time to practice, can set goals
- Reflect and self assess and when they feel calm and safe

Students learn best when their teachers:

- Set high standards and expectations for all, listen to student input, make connections to students, use knowledge of students as learners and as people
- Demonstrate mutual respect, create a positive respectful learning environment
- Know and apply current research, demonstrate they are learners who construct knowledge, assume multiple roles, reflect and change
- Use varied assessments to make decisions about what and how they teach, use student data
- “Triage” curriculum, use multiple strategies based on content and student needs and create meaningful rigorous, relevant, and increasingly complex work
- Collaborate and communicate effectively, and manage/restructure time

Students learn best when they, their teachers, their parents and the community work together to learn together.

*This is a summary of the Stonington Public School “SLBW” Brochure
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Developed by the Good Teaching Task Force (GTTF) in 2003-2004, in partnership with Tony Wagner, "**Students Learn Best When**" (SLBW) continues to be pivotal to the work of Stonington Public Schools as it strives to provide quality, challenging instruction for all students.

Equally important is a theory of action which maintains:

If we provide rigorous and relevant curriculum that is implemented with fidelity across the district and is accessible to all students, and ...

If we exercise instructional strategies and tasks that engage students in creativity, innovation, reasoning, inquiry and organization,

Then students will become knowledgeable, problem solving, productive citizens.

A focus on curriculum is not enough if the district is to achieve this goal. Central to students becoming knowledgeable, problem solving, productive citizens are highly effective teachers in every class who are focused on learning.

Stonington Public Schools is committed to providing its teachers and staff professional learning opportunities that foster common instructional language around good teaching practices and ensure the consistent use of researched based strategies in every classroom to

- Ensure access to the general education curriculum for all students through responsible inclusive practice
- Effectively use student data as part of on-going instructional decisions

INTRODUCTION

Excellent schools begin with great school leaders and teachers. The importance of highly-skilled educators is beyond dispute as a strong body of evidence now confirms what parents, students, teachers and administrators have long known: effective teachers are among the most important school-level factor in student learning, and effective leadership is an essential component of any successful school.

The Connecticut State Department of Education (CSDE) is committed to raising the overall quality of our schools' workforce. To meet this goal, the state, in partnership with local and regional school districts and many other stakeholder groups, aims to create a comprehensive approach to supporting and developing Connecticut's educators so that the state prepares, recruits, hires, supports, develops and retains the best educators to lead our classrooms and schools.

Educator evaluation is the cornerstone of this holistic approach and contributes to the improvement of individual and collective practice. High-quality evaluations are necessary to inform the individualized professional learning and support that all educators require. Such evaluations also identify professional strengths which should form the basis of new professional opportunities. High-quality evaluations are also necessary to make fair employment decisions based on teacher and administrator effectiveness. Used in this way, high-quality evaluations will bring greater accountability and transparency to schools and instill greater confidence in employment decisions across the state.

Connecticut's System for Educator Evaluation and Development (SEED) is a model evaluation and support system that is aligned to the **Connecticut Guidelines for Educator Evaluation** (Core Requirements), which were adopted by the Performance Evaluation Advisory Council (PEAC) in June of 2012. In February 2014, PEAC adopted additional flexibilities to the existing core requirements for teacher evaluation in response to feedback from various stakeholder groups. These flexibility options are described in subsections 2.9 and 2.10 of the Core Requirements.

The SEED model was informed by a large body of research, including the Gates Foundation's Measures of Effective Teaching (MET) study. In 2012-13, ten districts/district consortia piloted SEED and provided feedback through an implementation study conducted by the University of Connecticut Neag School of Education which further guided the model design

The system clearly defines effective practice, encourages the exchange of accurate, useful information about strengths and development areas, and promotes collaboration and shared ownership for professional growth. The primary goal of Connecticut's educator evaluation and support system is to develop the talented workforce required to provide a superior education for Connecticut's 21st-century learners.

As provided in subsection (a) of Sec. 10-151b (C.G.S.), as amended by Sec. 51 of P.A. 12-116, the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher. For the purposes of this document, the term "teacher" refers to any teacher serving in a position requiring teacher certification within a district, but not requiring a 092 certification. Furthermore, the superintendent of each local or regional board of education shall

annually evaluate or cause to be evaluated each administrator who serves in a role requiring a 092 certification, in accordance with the requirements of Connecticut General Statutes.

DESIGN PRINCIPLES

Purpose and Rationale

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

Core Design Principles

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

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

Consider multiple, standards-based measures of performance

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

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

Emphasize growth over time

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

Promote both professional judgment and consistency

Assessing an educator's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how teachers and leaders interact with one another and with students.

Synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, educators' ratings should depend on their performance, not on their evaluators' biases. Accordingly, the model aims to minimize the variance between evaluations of practice and support fairness and consistency within and across schools.

Foster dialogue about student learning

In the quest for accuracy of ratings, there is a tendency to focus exclusively on the numbers. The SEED model is designed to show that of equal importance to getting better results is the professional conversation between an educator and his/her supervisor which can be accomplished through a well-designed and well-executed evaluation and support¹ system. The dialogue in the SEED model occurs more frequently and focuses on what students are learning and what administrators can do to support teaching and learning.

Encourage aligned professional learning, coaching and feedback to support growth

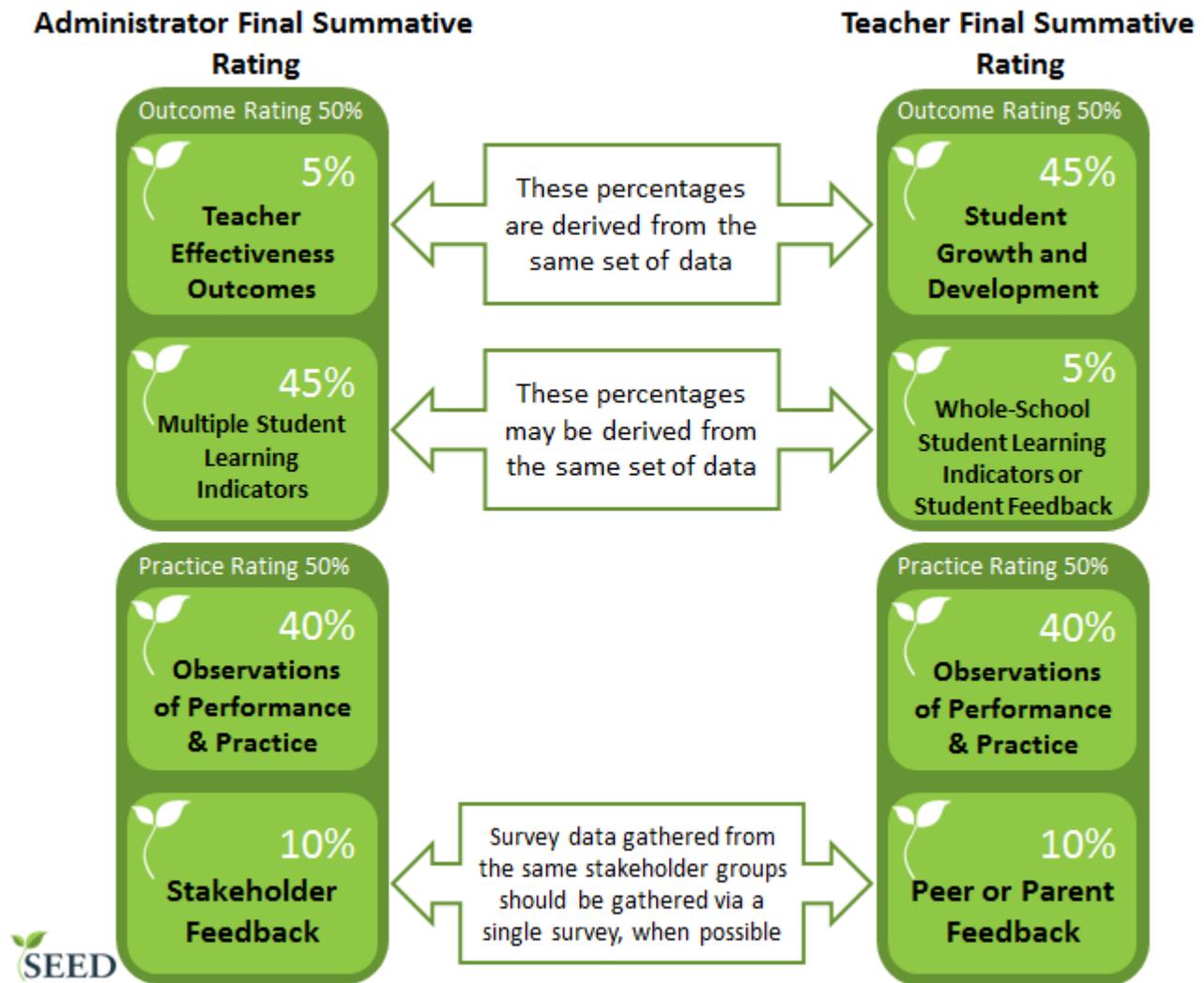
Novice and veteran educators alike deserve detailed, constructive feedback and professional learning tailored to the individual needs of their classrooms and students. SEED promotes a shared language of excellence to which professional learning, coaching and feedback can align to improve practice.

Ensure feasibility of implementation

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

Improving student achievement sits at the center of the work for all educators. The SEED model recognizes that student learning is a shared responsibility between teachers, administrators and district leaders. When teachers and administrators develop goals and objectives in a way that supports overall school improvement, opportunities for success have no boundaries. Therefore, by design, the SEED model creates a relationship between component ratings for teachers and administrators as depicted in the diagram below.

¹ Smarter Balanced Assessments will be administered for the first time in the 2014-15 academic year. These assessments are administered in Grades 3-8 and Grade 11. Pending on approval of the waiver submitted to the United States Department of Education (USED) regarding the use of student test data in educator evaluation in 2014-15, as well as for 2015-2016, districts may not be required to link student test data to educator evaluation and support in 2015-2016.



For clarity, see the example below to illustrate how administrators receive a final summative rating for Teacher Effectiveness Outcomes (5%) as derived from teachers' aggregate final summative rating for Student Growth and Development (45%).

Example:

Administrator Final Summative Rating (5%) Teacher Effectiveness Outcomes	Teacher Final Summative Rating (45%) Student Growth and Development
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The administrator receives a final summative rating of proficient (3) for Teacher Effectiveness Outcomes (5%) if...	the aggregate final summative rating for Student Growth and Development (45%) for greater than 60% of staff is proficient (3).
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See the example below to illustrate how teachers receive a final summative rating for Whole-School Student Learning Indicator as derived from an administrator’s final summative rating for Multiple Student Learning Indicators (45%):

Example:

Administrator Final Summative Rating (45%) Multiple Student Learning Indicators	Teacher Final Summative Rating (5%) Whole-School Student Learning Indicators
If the administrator receives a final summative rating of proficient (3) for Multiple Student Learning Indicators (45%) then...	teachers evaluated by that administrator receive a final summative rating of proficient (3) for the Whole-School Student Learning Indicator (5%) rating.

Teacher Evaluation and Support

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

The SEED model for teacher evaluation and support includes specific guidance for the four components of teacher evaluation*:

- Teacher Performance and Practice (40%)
 - Parent Feedback (10%)
- } **Teacher Practice Related Indicators**
- Student Growth and Development (45%)
 - Either Whole-School Student Learning or Student Feedback (5%)
- } **Student Outcomes related Indicators**

Additional Requirements for Educator Evaluation and Support Plans

In addition, this document includes “Points for District Consideration” to assist district Professional Development and Evaluation Committees (PDEC) in developing processes or enhancing existing processes necessary for ongoing development and support of teachers in the following areas:

- Evaluator Training and Monitoring
- Evaluation-Informed Professional Learning
- Improvement and Remediation Plans
- Career Development and Growth

* **PLEASE NOTE:** In electing to implement the SEED model, your district is expected to implement the four components of evaluation and support, as well as the additional requirements outlined above with fidelity as outlined in this handbook. In response to request for districts for further clarification on these requirements, we have provided “Points of Consideration” to assist districts and the PDEC in plan development. In addition, evaluators of teachers are expected to participate in the multi-day CSDE sponsored training as described within this document.

Any variation from the components of teacher evaluation and support as written within this document is no longer the SEED model and would be considered a “district-developed” evaluation and support plan. Districts are required to submit an educator evaluation and support plan annually to the CSDE

Although Stonington Public Schools is basing its plan on the SEED model, variations to its plan render it a “district-developed” evaluation and support plan. As such and in concert with legislative requirements, this plan was presented to and accepted by the Stonington Teacher Professional Growth & Evaluation committee on April 2, 2015. This plan will be submitted to the CSDE and the local BOE within the required timeframes.

TEACHER EVALUATION OVERVIEW

Teacher Evaluation and Support Framework

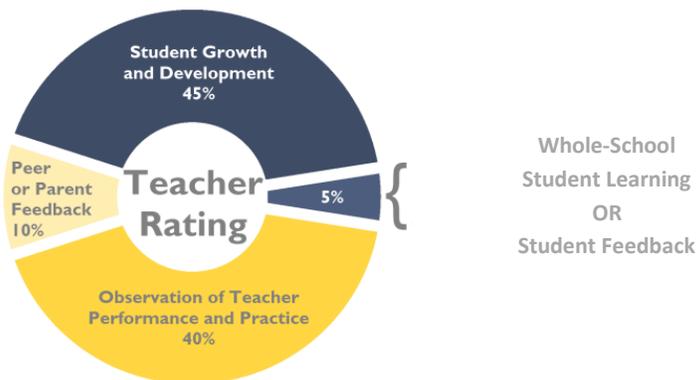
The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in four components, grouped into two types of major categories: Teacher Practice and Student Outcomes.

1. **Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This category is comprised of two components:
 - (a) **Observation of Teacher Performance and Practice (40%)** as defined within the CCT Rubric for Effective Teaching, which articulates five domains and seventeen indicators of teacher practice
 - (b) **Parent Feedback (10%)** on teacher practice through surveys

2. **Student Outcomes Related Indicators:** An evaluation of teachers' contributions to student academic progress at the school and classroom level. There is also an option in this category to include student feedback. This area is comprised of two components:
 - (a) **Student Growth and Development (45%)** as determined by the teacher's Student Learning Objectives (SLOs) and associated Indicators of Academic Growth (IAGDs)
 - (b) **Whole-School Measures of Student Learning** as determined by aggregate student learning indicators or Student Feedback (5%)

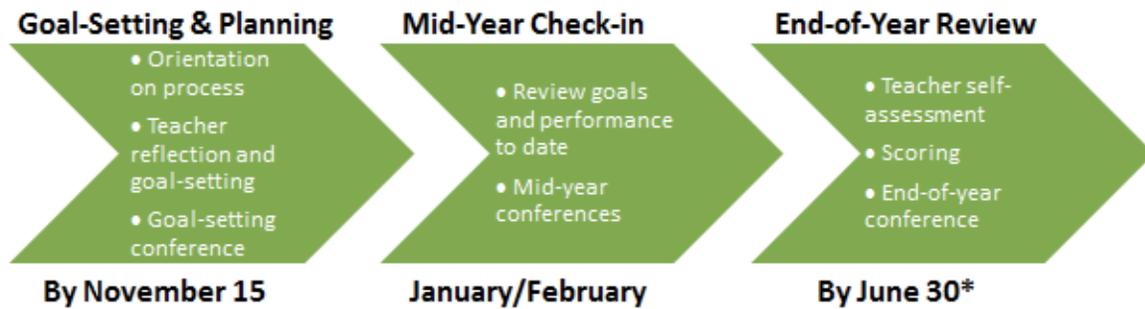
Scores from each of the four components will be combined to produce a summative performance rating designation of Exemplary, Proficient, Developing or Unsatisfactory. The performance levels are defined as:

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



Process and Timeline

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



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

GOAL-SETTING AND PLANNING:

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

- 1. Orientation on Process** – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice focus areas and Student Learning Objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation and support process.
 - (a) For returning Staff the Orientation Process will happen annually not later than November 15 of a given school year and be differentiated based on where teachers are within the Stonington Teacher Evaluation & Observation Cycle.**
 - (b) For newly hired teachers the Orientation Process will begin with the New Teacher Orientation Program (scheduled prior to the start of each school year).**
 - i. Teachers hired over the course of the school year will be oriented on the Stonington Teacher Evaluation & Observation Cycle by their building administrator within the first 6 weeks of employment.**
- 2. Teacher Reflection and Goal-Setting** – The teacher examines student data, prior year evaluation and survey results, and the CCT Rubric for Effective Teaching 2014 to draft a proposed performance and practice focus area, a parent feedback goal, student learning

objectives (SLOs)² and a student feedback goal (if required) for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.

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

(a) Teachers assigned to semester courses will work with their evaluator to arrive at mutual agreement about focus area(s), goals and objectives and timeline (allowing for mid-course rather than mid -year conferencing) reflective of the teacher’s assignment and majority student population.

MID-YEAR CHECK-IN:

Timeframe: **January and February**

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

*NOTE: For those teachers on the Observation Cycle this translates to *Mid – semester* and/or *Mid - Trimester*

END-OF-YEAR SUMMATIVE REVIEW:

Timeframe: May and June; must be completed by **June 30**

² Note: SPS flexibilities, each teacher, through mutual agreement with his/her evaluator, will select **at least 1** goal/objective for student growth. For each objective/goal, each teacher, through mutual agreement with his/her evaluator, will select multiple Indicators of Academic Growth and Development (IAGD) and evidence of the IAGD based on the range of criteria used by the district. For any teacher whose primary responsibility is not the direct instruction of students, the mutually agreed upon goal/objective and indicators shall be based on the assigned role of the teacher.

- a. **Teacher Self-Assessment** – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the Goal-Setting Conference.
 - b. **Scoring** – The evaluator reviews submitted evidence, self-assessments and observation data and uses them to generate component ratings. The component ratings are combined to calculate scores for Teacher Practice Related Indicators and Student Outcomes Related Indicators. These scores generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data would significantly change the Student-Related Indicators final rating. Such revisions should take place as soon as state test data are available and before September 15.
3. **End-of-Year Conference** – The evaluator and a teacher on the Observation Cycle meet to discuss all evidence collected to date and to discuss component ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year and before June 30.³

Complementary Observers

The primary evaluator for most teachers will be the school principal or assistant principal who will be responsible for the overall evaluation process, including assigning summative ratings. Stonington District administrators may also decide to use complementary observers to assist the primary evaluator. Complementary observers are certified educators. They may have specific content knowledge, such as department heads or curriculum coordinators. Complementary observers *must* be fully trained as evaluators in order to be authorized to serve in this role.

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

Primary evaluators will have sole responsibility for assigning final summative ratings. Both primary evaluators and complementary observers must demonstrate proficiency in conducting standards-based observations.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete extensive training on the SEED evaluation and support model. The purpose of training is to provide educators who evaluate instruction with the tools that will result in evidence-based classroom observations; professional learning opportunities tied to evaluation feedback and improved student performance.

³ The district superintendent shall report the status of teacher evaluations to the local or regional board of education on or before June 1 each year. Not later than **June 30** of each year, each superintendent shall report to the Commissioner of Education the status of the implementation of teacher evaluations, including the frequency of evaluations, aggregate evaluation ratings, the number of teachers who have not been evaluated and other requirements as determined by the Department of Education.

The Connecticut State Department of Education (CSDE) will provide districts with training opportunities and tools throughout the year to support district administrators, evaluators and teachers in implementing the model across their schools. **Stonington** will participate in the comprehensive training and support to their schools and to ensure that evaluators are accomplished in conducting teacher evaluations.

School districts who have adopted the SEED model are expected to engage in the CSDE sponsored multi-day training.

Annually, Stonington Administrators who participated in the initial 5 day training session will participate in either CSDE sponsored update training sessions being offered through the local RESC – LEARN or in the absence of a CSDE sponsored update training/ calibration, will participate in a similar session planned and facilitated by the district. Those administrators who were not previously trained will be required to participate in the full 5 day proficiency training.

This comprehensive training will give evaluators the opportunity to:

- Understand the nature of learning for students and educators and its relation to the priorities of the *CCT Rubric for Effective Teaching*;
- Establish a common language that promotes professionalism and a culture for learning through the lens of the *CCT Rubric for Effective Teaching*;
- Understand how coaching conversations support growth-producing feedback;
- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of teaching practice; and
- Collaborate with colleagues to deepen understanding of the content **Participants in the training will have opportunities to interact with colleagues and engage in practice and proficiency exercises to:**
 - Deepen understanding of the evaluation criteria;
 - Define proficient teaching;
 - Collect, sort and analyze evidence across a continuum of performance;
 - Engage in professional conversations and coaching scenarios; and
 - Determine a final summative rating across multiple indicators.

Completion of the multi-day training and demonstration of proficiency using established criteria enables evaluators to begin to engage in the evaluation and support process.

PLEASE NOTE: School districts who have a locally-developed evaluation and support plan can also choose to participate in the CSDE-sponsored training opportunities for evaluators, however, if training opportunities are internally-developed or contracted with a reputable vendor, the following are points for consideration:

Points for District Consideration:

- Development or selection of an evaluation framework/rubric to measure and provide feedback on teacher performance and practice
- Identification of criteria for demonstrating proficiency as an evaluator
- Provision of ongoing calibration activities
- Determination of training and frequency for proficiency status renewal

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

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

SUPPORT AND DEVELOPMENT

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

Evaluation-Informed Professional Learning

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

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

Points for District Consideration:

Schools that align professional learning to student curriculum standards, practice data and performance goals at the individual, team, school and district levels, are more likely to improve student learning. Best practices include:

- Creating learning communities committed to continuous improvement, collective responsibility, accountability and goal alignment;
- Prioritizing, monitoring, and coordinating resources tied to goals /objectives and evidence-based feedback provided as part of the evaluation process;
- Aligning job-embedded professional learning with school and district goals and priorities, curriculum and assessments.

Another key component of success is the development of leadership capacity in these alignment and coherence efforts.

This is accomplished by:

- Developing well-supported and effective coaches, teacher leaders, and principals who are strategically selected based on valid indicators of effectiveness; empowered to support and monitor teacher learning; and provide meaningful, evidence-based, actionable feedback that supports teachers' reflection and analysis of their practice.
- Creating structures and systems that enable teams of educators to engage in job-embedded professional learning on an ongoing basis.

Improvement and Remediation Plans

If a teacher's performance is rated as *developing* or *unsatisfactory*, it signals the need for focused support and development. Districts must develop a system to support teachers not meeting the proficiency standard. Improvement and remediation plans should be developed in consultation with the teacher and his/her exclusive bargaining representative and be differentiated by the level of identified need and/or stage of development.

Districts may develop a system of stages or levels of support. For example:

1. **Structured Support:** An educator would receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short-term assistance to address a concern in its early stage.
2. **Special Assistance:** An educator would receive special assistance when he/she earns an overall performance rating of *developing* or *unsatisfactory* and/or has received structured support. An educator may also receive special assistance if he/she does not meet the goal(s) of the structured support plan. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.
3. **Intensive Assistance:** An educator would receive intensive assistance when he/she does not meet the goal(s) of the special assistance plan. This support is intended to build the staff member's competency.

SPS Support Plan (Tier 1 Support and Assistance; Tier 2 Intensive Support) **See Appendix E**

Points for District Consideration:

Well-articulated Improvement and Remediation Plans:

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

Career Development and Growth

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

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

Points for District Consideration:

Creating Sustainable Teacher Career Pathways: A 21st Century Imperative

In 2013, the National and State Teachers of the Year (NNSTOY) defined the conditions necessary to create comprehensive teacher career pathways as outlined below:

- Re-examine district human resource policies to see if they are effective in recruiting teachers who are high academic achievers; identify and manage talent; and provide diverse and flexible career options as part of retaining “high achievers.”
- Re-think the one teacher/one classroom organization of schools to facilitate new staffing structures that differentiate roles of teachers and extend the reach of highly effective teachers.
- Implement flexible job structures that recognize the life and career cycles of teachers, such as sabbaticals, job-sharing, and part time work.
- Take advantage of technology in extending the reach of highly effective teachers through blended learning structures and promoting teacher collaboration and professional development through social media and other technological tools.

<http://www.nnstoy.org/download/Final%20updated%20Research%20Report.pdf>

The NEA Teacher Leader Model Standards help to define how teacher leadership can be distinguished from, but work in tandem with, administrative leadership roles to support effective teaching and promote student learning.

<http://www.nea.org/home/43946.htm>

TEACHER PRACTICE RELATED INDICATORS

The Teacher Practice Related Indicators evaluate the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. Two components comprise this category:

- Teacher Performance and Practice, which counts for 40%; and
- Parent Feedback, which counts for 10%.

These two components will be described in detail below:

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

The Teacher Performance and Practice component is a comprehensive review of teaching practice conducted through multiple observations, which are evaluated against a standards-based rubric. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify strong practice, to identify teacher development needs and to tailor support to meet those needs.

Teacher Practice Framework- CCT Rubric for Effective Teaching

The CCT Rubric for Effective Teaching 2014, as revised in 2014 is available on the SEED website and represents the most important skills and knowledge that teachers need to in order to prepare students to be career, college and civic ready. The rubric was revised through the collaborative efforts of the CSDE and representatives from the regional educational service centers (RESCs), the Connecticut Association of Schools (CAS), pilot districts and the two statewide teachers' unions and teachers and school leaders with experience in using the observation instrument.

The CCT Rubric for Effective Teaching 2014 is aligned with the CCT and includes references to Connecticut Core Standards and other content standards. The CCT Rubric for Effective Teaching 2014 4 is organized into four domains, each with three indicators. Forty percent of a teacher's final annual summative rating is based on his/her knowledge and receive equal weight when calculating the summative Performance and Practice rating.

CCT Rubric for Effective Teaching 2014 – AT A GLANCE

Evidence Generally Collected Through In-Class Observations	<p><u>CCT DOMAIN 1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING⁴</u></p> <p><i>Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community by</i></p> <ul style="list-style-type: none"> 1.a. Creating a positive learning environment that is responsive to and respectful of the learning needs of students 1.b. Promoting developmentally appropriate standards of behavior student that support a productive learning environment for all students; and 1.c. Maximizing instructional time by effectively managing routines and transitions 	<p><u>CCT DOMAIN 2: PLANNING FOR ACTIVE LEARNING</u></p> <p><i>Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by</i></p> <ul style="list-style-type: none"> 2.a. Planning instructional content that is aligned with standards, builds on students’ prior knowledge and provides for appropriate level of challenge for all students; 2.b. Planning instructional strategies to actively engage students in the content 2.c. Selecting appropriate assessment strategies to monitor ongoing student progress 	Evidence Generally Collected Through Non-Classroom Observations / Reviews of Practice
	<p><u>CCT DOMAIN 3: INSTRUCTION FOR ACTIVE LEARNING</u></p> <p><i>Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by</i></p> <ul style="list-style-type: none"> 3.a. Implementing instructional content for learning; 3.b. Leading students to construct new meaning and learning through use of a variety of differentiated and evidence-based learning strategies; and 3.c. Assessing student learning, providing feedback to students and adjusting instruction 	<p><u>CCT DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND TEACHER LEADERSHIP</u></p> <p><i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others and leadership by</i></p> <ul style="list-style-type: none"> 4.a. Engaging in continuous professional learning to impact instruction and student learning 4.b. Collaborating with colleagues to examine student learning data and to develop and sustain a professional learning environment to support student learning; and 4.c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning 	

⁴ Domain 5 Assessment is embedded throughout the four domains.

Observation Process

Observations in and of themselves are not useful to teachers – it is the feedback, based on observations, that helps teachers reach their full potential. All teachers deserve the opportunity to grow and develop through observations and timely feedback. In fact, teacher surveys conducted nationally demonstrate that most teachers are eager for more observations and feedback to inform their practice throughout the year.

Therefore, in the Stonington teacher evaluation and support model:

- Each teacher should be observed between 2 and 4 times per year through both formal and informal observations as defined below.
 - **Formal:** Observations or reviews of practice⁵ that last at least 30 minutes and are followed by a post-observation conference, which includes timely written and verbal feedback.
 - **Informal:** Observations or reviews of practice that last at least 10 minutes and are followed by written and/or verbal feedback.
 - **Non-classroom observations / reviews of practice include but are not limited to:** Observations of data team meetings, observations of coaching/mentoring other teachers, student work or other teaching artifacts

PLEASE NOTE: reviewing lesson plans in a pre-conference, prior to a scheduled observation, generally provides evidence for the planning domain and is considered a part of the formal observation process. It is not a separate observation or review of practice.

- All observations must be followed by feedback, either verbal (e.g., a post-conference, conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox) or both, within a timely manner. It is recommended that feedback be provided within *five* business days, but administrators are encouraged to consult with teachers to establish a mutually agreed upon timeframe.
- Providing both verbal and written feedback after an informal observation or review of practice is ideal, but school leaders are encouraged to discuss feedback preferences and norms with their staff.
- In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it is recommended that evaluators use a combination of announced and unannounced observations.
- District evaluators can use their discretion to establish a mutually agreed upon number of observations based on school and staff needs and in accordance with the Guidelines for Educator Evaluation. The table on the next page summarizes the recommendations within the **Stonington** model as compared with requirements established in the Guidelines.

**Please NOTE: Flexibilities to the Guidelines for Educator Evaluation
Adopted by Connecticut State Board of Education on February 6, 2014
Section 2.9: Flexibility Components**

Teachers who receive and maintain an annual summative performance evaluation designation of proficient or exemplary (or the equivalent annual summative rating in a pre-existing district evaluation plan) during the 2012-13 or any subsequent school year and who are not first or second year teachers shall be evaluated with a **minimum of one formal in-class observation no less frequently than once every three years, and three informal in-class observations conducted in accordance with Section 2.3(2)(b)(1) and 2.3(2)(b)(2) in all other years, and shall complete one review of practice every year. See 2.9(c) for complete language.**

Teacher Categories	Stonington Flexibility Plan 2015-16	
	(3rd 1/3 of staff) <ul style="list-style-type: none"> ○ Any teacher with three or more years of experience and who was rated as proficient or exemplary as a result of a summative evaluation for the 2014 – 2015 school year will be considered as proficient for the purpose of teacher observations during the 2015-2016 school year. 	
1st & 2nd YEAR Teachers*	At Least: <ul style="list-style-type: none"> • 3 Formal in class observation * <ul style="list-style-type: none"> ○ 2 w/ Pre + ○ 3 w/ Post Conf. • 1 Review of Practice w/ timely feedback <i>[* In accordance with CT Guidelines for Educator Evaluation 2.3(2) c]</i>	
Non-Tenured 3rd & 4th Yr Teachers	<u>Proficient /Exemplary</u> <ul style="list-style-type: none"> • 1 Formal in class observation w/ Pre & Post Conf. • 1 Review of Practice w/ timely feedback 	<u>Developing /Unsatisfactory</u> <ul style="list-style-type: none"> • 3 Formal in class observation * <ul style="list-style-type: none"> ○ 2 w/ Pre + ○ 3 w/ Post Conf. • 1 Review of Practice w/ timely feedback <i>[* In accordance with CT Guidelines for Educator Evaluation 2.3(2) d]</i>
3rd YR + Tenured Teachers (Proficient/ Exemplary)	<u>1/ 3 of Staff in 2015-2016 Observation Year</u> (every 3 rd year) <ul style="list-style-type: none"> • 1 Formal in class observation w/ Pre & Post Conf. • 1 Review of Practice w/ timely feedback • Next Observation cycle: 2018-2019 	<u>2/3 of Staff in 2015-2016 Other years:</u> <ul style="list-style-type: none"> • 3 In-formal observations w/ timely feedback • 1 review of practice w/ timely feedback • Cycle: Last 1/3 Observation in 2015-2016; the 2013-14 Observation group cycles through again in 2016-2017
3rd YR + Tenured Teachers (Developing / Unsatisfactory)	At Least: <ul style="list-style-type: none"> • 3 Formal in class observation * <ul style="list-style-type: none"> ○ 2 w/ Pre + ○ 3 w/ Post Conf. • 1 Review of Practice w/ timely feedback <i>[* In accordance with CT Guidelines for Educator Evaluation 2.3(2) d]</i>	

See Appendix F for a complete 3 Year Observation cycle.

Pre-Conferences and Post-Conferences

Pre-conferences are valuable for giving context for the lesson, providing information about the students to be observed and setting expectations for the observation process and provide the evidence for Domain 2: Planning for Active Learning. Pre-conferences are optional for observations except where noted in the requirements described in the table above. A pre-conference can be held with a group of teachers, where appropriate.

Post-conferences provide a forum for reflecting on the observation against the CCT Rubric for Effective Teaching 2014 and for generating action steps that will lead to the teacher's improvement.

A good post-conference:

- Begins with an opportunity for the teacher to share his/her reflections on the lesson;
- Cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made and where future observations may focus;
- Involves written and verbal feedback from the evaluator; and
- Occurs within a timely manner, typically within *five* business days.

Classroom observations provide the most evidence for Domains 1 and 3 of the CCT Rubric for Effective Teaching 2014. Non-classroom observations/reviews of practice generally provide the most evidence for Domains 2 and 4. Both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching). [Pre- and Post-Conference Forms](#) are available on the SEED website.

Because the evaluation and support model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the CCT Rubric for Effective Teaching 2014, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluation. Non-classroom observations/reviews of practice generally provide the most evidence for Domains 2 and 4 of the CCT Rubric for Effective Teaching 2014. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, Professional Learning Community meetings, call logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers and/or attendance records from professional learning or school-based activities/events.

Feedback

The goal of feedback is to help teachers grow as educators and inspire high achievement in all of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback should include:

- Specific evidence and ratings, where appropriate, on observed indicators of the CCT Rubric for Effective Teaching 2014;
- Prioritized commendations and recommendations for development actions;
- Next steps and supports to improve teacher practice; and
- A timeframe for follow up.

Teacher Performance and Practice Focus Area

As described in the Evaluation Process and Timeline (pages 15-16) section, teachers develop one performance and practice focus area that is aligned to the [CCT Rubric for Effective Teaching 2014](#). The focus area will guide observations and feedback conversations throughout the year.

Each teacher will work with his or her evaluator to develop a practice and performance focus area through mutual agreement. All focus areas should have a clear link to student achievement and should move the teachers towards *proficient* or *exemplary* on the CCT Rubric for Effective Teaching 2014. Schools may decide to create school-wide or grade-specific focus areas aligned to a particular indicator (e.g., 3b: Leading students to construct meaning and apply new learning through use of a variety of differentiated and evidence-based learning strategies).

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

Teacher Performance and Practice Scoring

During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Once the evidence has been recorded, the evaluator can align the evidence with the appropriate indicator(s) on the CCT Rubric for Effective Teaching 2014 and then make a determination about which performance level the evidence supports. Evaluators are not required to provide an overall rating for each observation, but they should be prepared to discuss evidence for the rubric indicators at the performance level that was observed.

Summative Observation of Teacher Performance and Practice Rating

Primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. **Within the Stonington model, each domain of the CCT Rubric for Effective Teaching 2014 carries equal weight in the final rating.** The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

- 1) Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine indicator ratings for each of the 12 indicators.
- 2) Evaluator averages indicators within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.
- 3) Evaluator averages domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0.

Each step is illustrated below:

- 1) Evaluator holistically reviews evidence collected through observations and reviews of practice and uses professional judgment to determine indicator ratings for each of the 12 indicators.

By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year’s observations and reviews of practice. Evaluators then analyze the consistency, trends and significance of the evidence to determine a rating for each of the 12 indicators. Some questions to consider while analyzing the evidence include:

- **Consistency:** What rating have I seen relatively uniform, homogenous evidence for throughout the semester/year? Does the evidence paint a clear, unambiguous picture of the teacher’s performance in this area?
- **Trends:** Have I seen improvement over time that overshadows earlier observation outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?
- **Significance:** Are some data more valid than others? (Do I have notes or ratings from “meatier” lessons or interactions where I was able to better assess this aspect of performance?)

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

Domain 1	Indicator Rating	Evaluator’s Score
1a	<i>Developing</i>	2
1b	<i>Developing</i>	2
1c	<i>Exemplary</i>	4
Average Score		2.7

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

Domain	Averaged Domain-Level Score
1	2.7
2	2.6
3	3.0
4	2.8

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

Domain	Score
1	2.7
2	2.6
3	3.0
4	2.8
Average Score	2.8

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

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

Component #2: Parent Feedback (10%)

Feedback from parents will be used to help determine the remaining 10% of the Teacher Practice Indicators category of SEED⁶.

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

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

Administration of a Whole-School Parent Survey

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

Parent surveys must be administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys should be confidential, and survey responses should not be tied to parents' names. The parent survey should be administered every spring and trends analyzed from year to year.

NOTE: The CSDE recognizes that in the first year of implementation, baseline parent feedback may not be available. Teachers can set a goal based on previously-collected parent feedback, or if none is available, teachers can set a parent *engagement* goal that is not based on formal parent feedback.

To ensure that districts use effective survey instruments in the evaluation process and to allow educators to share results across district boundaries, the CSDE has adopted recommended survey instruments as part of the SEED state model for teacher evaluation and support. Panorama Education developed [sample surveys](#) for use in the State of Connecticut, and districts are strongly encouraged to use these available surveys though they may also use existing survey instruments or develop their own.

School districts are encouraged to work closely with teachers to select the survey and interpret results. Parent representatives may be included in the process. If a school governance council exists, the council shall assist in the development of whole-school surveys in order to encourage alignment with school improvement goals. Parent surveys deployed by districts should be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time).

Note: SPS utilizes the School Climate process as a means of gathering Parent Feedback information.

⁶Peer feedback is permitted by Connecticut's Guidelines for Educator Evaluation as an alternative for this component. However, it is not included in the state model, SEED. If districts wish to utilize peer feedback instead of parent feedback, they must submit a plan to do so to the CSDE when they submit their evaluation and support system proposal annually.

Determining School-Level Parent Goals

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

Selecting a Parent Engagement Goal and Improvement Targets

After the school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators **one** related parent goal they would like to pursue as part of their evaluation. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc. See the [sample state model survey](#) for additional questions that can be used to inspire goals.

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

Measuring Progress on Growth Targets

Teachers and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback component. There are two ways teachers can measure and demonstrate progress on their growth targets. Teachers can:

- (1) Measure how successfully they implement a strategy to address an area of need (like the examples in the previous section), and/or
- (2) They can collect evidence directly from parents to measure parent-level indicators they generate.

For example, teachers can conduct interviews with parents or a brief parent survey to see if they improved on their growth target.

Arriving at a Parent Feedback Rating

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

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

STUDENT OUTCOMES RELATED INDICATORS

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

Two components comprise this category:

- Student Growth and Development, which counts for 45%; and
- *Either Whole-School Student Learning or Student Feedback or a combination of the two, which counts for 5% of the total evaluation rating.*

NOTE: Stonington has elected to utilize the Whole-School Student Learning component

These components will be described in detail below.

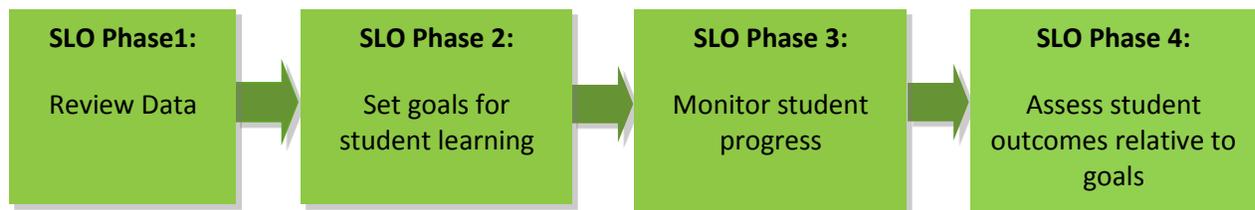
Component #3: Student Growth and Development (45%)

Overview of Student Learning Objectives (SLOs)

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

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

The SLO process, as outlined within the SEED model, will support teachers in using a planning cycle that will be familiar to most educators:



Developing SLOs is a process rather than a single event. The purpose is to craft Student Learning Objectives that serve as a reference point throughout the year as teachers document their students’ progress toward achieving the IAGD targets. While this process should feel generally familiar, the

SEED model asks teachers to set more specific and measurable targets than they may have done in the past. Teachers may develop them through consultation with colleagues in the same grade level or teaching the same subject. The final determination of SLOs and IAGDs is made through mutual agreement between the teacher and his/her evaluator. The four phases of the SLO process are described in detail below:

PHASE 1: Review the Data

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

Examples of Data Review

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

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

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

PHASE 2: Setting SLOs

Based on a review of district and building data, teachers will develop will select *at least* 1 goal/objective for student growth SLO⁷ that addresses identified needs. For each goal/objective, each teacher, through mutual agreement with his/her evaluator, will select multiple Indicators of Academic Growth and Development (IAGD). See 2.9(a) for complete language.

A [form for the development of SLOs](#) can be found on the SEED website. To create their SLOs, teachers will follow these four steps:

Step 1: Decide on the Student Learning Objectives

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

SLO broad goal statements can unify teachers within a grade level or department while encouraging collaborative work across multiple disciplines. Teachers with similar assignments may have identical SLOs although they will be individually accountable for their own students' results.

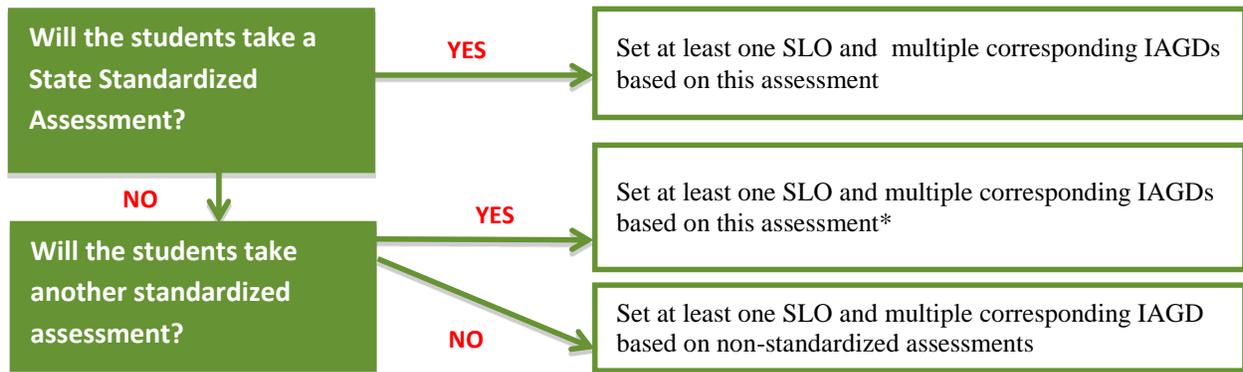
The following are examples of SLOs based on student data:

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

⁷ Connecticut's Guidelines for Educator Evaluation state that each teacher, through mutual agreement with his/her evaluator, will select **at least 1** but no more than 4 goals/objectives for student growth-

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

An **Indicator of Academic Growth and Development (IAGD)** is an assessment/measure of progress to include a quantitative target that will demonstrate whether the SLO was met. Each SLO must include multiple IAGDs, differentiated where appropriate. Teachers whose students take a standardized assessment⁸ will create one SLO with an IAGD using that assessment. All other teachers will develop their SLO(s) with IAGDs based on non-standardized measures. Use the flow chart below to determine appropriate IAGDs.



* One half (22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement subject to the local dispute-resolution process of the Guidelines for Educator Evaluation, an additional non-standardized indicator (*see Appendix 2*).

For the other half (22.5%) of the indicators of academic growth and development, there may be:

- a maximum of one additional standardized indicator, if there is mutual agreement and;
- a minimum of one non-standardized indicator

⁸ For the 2014-15 academic year, the required use of state test data is suspended, pending federal approval, pursuant to PEAC's flexibility recommendation on January 29, 2014 and the State Board of Education's action on February 6, 2014. **A similar waiver request has been submitted for the 2015-2016 academic year.**

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

The SEED model uses a specific definition of “standardized assessment.” As stated in the CT Guidelines for Educator Evaluation, a **standardized assessment** is characterized by the following attributes:

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

IAGDs should be rigorous, attainable and meet or exceed district expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success). Each indicator should make clear:

- (1) What evidence/measures will be examined;
- (2) What level of performance is targeted; and
- (3) What proportion of students is projected to achieve the targeted performance level.

IAGDs can also address student subgroups, such as high or low-performing students or ELL students. It is through the Phase 1 examination of student data that teachers will determine what level of performance to target for which population of students.

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

IAGDs should be written in **SMART** goal language:
= **S**pecific and Strategic
= **M**easurable
= **A**ligned and Attainable
= **R**esults -Oriented
= **T**ime-Bound

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

Grade/Subject	SLO	IAGD(s)
6th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.	<p>By May 15:</p> <ul style="list-style-type: none"> ▪ Students who scored a 0-1 out of 12 on the pre-assessment will score 6 or better ▪ Students who scored a 2-4 will score 8 or better. ▪ Students who scored 5-6 will score 9 or better. ▪ Students who scored 7 will score 10 or better. <p><i>*This is one IAGD (assessment/measure of progress) that outlines differentiated targets based on pre-assessments</i></p>
9th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.	<p>By May 30, 90%-100% of all students will be accomplished (scoring a 3 or 4) or higher on 5 of the 6 standards (as measured by 8 items) measured in the digital literacy assessment rubric.</p> <p><i>* This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.</i></p>
11th Grade Algebra 2	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.	<p>By May 15, 80% of Algebra 2 students will score an 85 or better on a district Algebra 2 math benchmark.</p> <p><i>*This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.</i></p>
9th Grade ELA	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.	<p>By June 1:</p> <ul style="list-style-type: none"> ▪ 27 students who scored 50-70 on the pre-test will increase scores by 18 points on the post test. ▪ 40 students who score 30-49 will increase by 15 points. ▪ 10 students who scored 0-29 will increase by 10 points. <p><i>* This is one IAGD (assessment/measure of progress) that has been differentiated to meet the needs of varied student performance groups.</i></p>

1st and 2nd Grade Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.	By June: IAGD #1: Students will increase their attitude towards reading by at least 7 points from baseline on the full scale score of the Elementary Reading Attitude Survey, as recommended by authors, McKenna and Kear. IAGD #2: Students will read instructional level text with 95% or better accuracy on the DRA. <ul style="list-style-type: none"> ▪ Grade 1- Expected outcome- Level 14-16 ▪ Grade 2- Expected outcome- Level 22-24 <i>* These are two IAGDs using two assessments/measures of progress. IAGD #2 has also been differentiated to meet the needs of varied student performance groups</i>
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Step 3: Provide Additional Information

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

- Baseline data used to determine SLOs and set multiple IAGDs;
- Selected student population supported by data;
- Learning content aligned to specific, relevant standards;
- Interval of instruction for the SLO;
- Assessments teacher plans to use to gauge students’ progress;
- Instructional strategies;
- Any important technical information about the indicator evidence (like timing or scoring plans); and
- Professional learning/supports needed to achieve the SLOs.

Step 4: Submit SLOs to Evaluator for Approval

SLOs are proposals until the teacher and evaluator mutually agrees upon them Prior to the Goal-Setting Conference the evaluator will review each SLO relative to the following criteria to ensure that SLOs across subjects, grade levels and schools are both rigorous and comparable:

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

An [SLO Development Guide](#) is provided for districts to use in this process. The evaluator may provide written comments and discuss the feedback with the teacher during the Goal-Setting Conference.

PHASE 3: Monitor Students Progress

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

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

PHASE 4: Assess Student Outcomes Relative to SLOs

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

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

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

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

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

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

	Averaged Domain-Level Score
SLO 1	2
SLO 2	3
Student Growth and Development Rating	2.5

NOTE: For SLOs that include an indicator(s) based on state standardized assessments, results may not be available in time to score the SLO prior to the June 30 deadline. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. Or, if state assessments are the basis for all indicators and no other evidence is available to score the SLO, then the teacher’s student growth and development rating will be based only on the results of the second SLO. However, once the state assessment data is available, the evaluator should score or rescore the SLO, then determine if the new score changes the teacher’s final (summative) rating. The evaluation rating can be amended at that time as needed, but no later than September 15. See Summative Teacher Evaluation Scoring (page) for details.

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

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

Stonington will utilize Option 1: Whole-School Student Learning Indicator

Option 1: Whole-School Student Learning Indicator

For districts that include the whole-school student learning indicator in teacher evaluations, a teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for his/her administrator's evaluation rating. For most schools, this will be based on the school performance index (SPI) and the administrator's progress on SLO targets, which correlates to the Student Learning rating on an administrator's evaluation (equal to the 45% component of the administrator's final rating).

NOTE: "For districts that included the whole-school learning indicator in teacher evaluations, a teacher's indicator rating shall be equal to the aggregated rating for multiple student learning indicators established for his/her administrator's evaluation rating. Per the U.S. Department of Education's approval of CT's request for flexibility on the use of student test data in 2014-15, **Stonington Public Schools** will not require that the administrator's student learning component incorporate SPI progress. **Therefore, this rating will be based on the administrator's aggregate progress on SLO targets, which will correlate to the full student learning rating on an administrator's evaluation (equal to the 45% component of the administrator's final rating).**"*

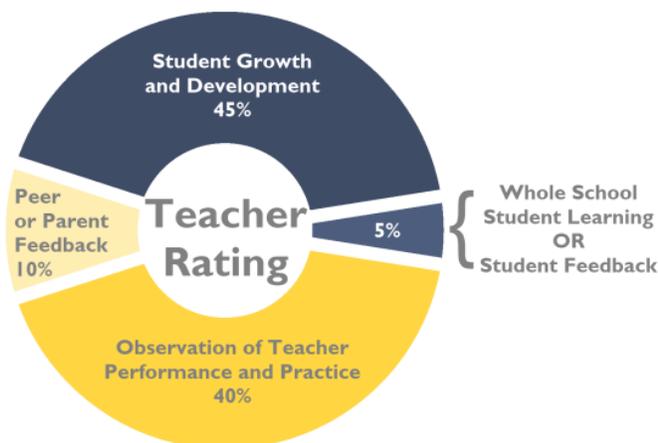
*The same will apply if CT is granted its waiver for the 2015-2016 state assessment.

PLEASE NOTE: *If the whole-school student learning indicator rating is not available when the summative rating is calculated, then the student growth and development score will be weight-ed 50% and the whole-school student learning indicator will be weighted 0 (see Summative Teacher Evaluation Scoring). However, once the state data is available, the evaluator should revisit the final rating and amend at that time as needed, but no later than **September 15**.*

SUMMATIVE TEACHER EVALUATION SCORING

Summative Scoring

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



Every educator will receive one of four performance ratings:

Exemplary – Substantially exceeding indicators of performance

Proficient – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Unsatisfactory – Not meeting indicators of performance

The rating will be determined using the following steps:

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

Each step is illustrated below:

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

The observation of teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

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

Rating Table

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

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

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

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

Rating Table

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

3) Use the Summative Matrix to determine the Summative Rating

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

		<i>Teacher Practice Related Indicators Rating</i>			
		4	3	2	1
<i>Student Outcomes Related Indicators Rating</i>	4	Rate Exemplary	Rate Exemplary	Rate Proficient	<i>Gather further information</i>
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	<i>Gather further information</i>	Rate Developing	Rate Developing	Rate Unsatisfactory

Adjustment of Summative Rating

Summative ratings must be provided for all teachers by June 30 of a given school year and reported to the CSDE per state guidelines. Should state standardized test data not yet be available at the time of calculating a summative rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by state standardized test data, the evaluator should recalculate the teacher’s summative rating when the data is available and submit the adjusted rating no later than September 15. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

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

Novice teachers shall generally be deemed effective if said educator receives at least two sequential *proficient* ratings, one of which must be earned in the fourth year of a novice teacher's career.

An *unsatisfactory* rating shall only be permitted in the first year of a novice teacher's career. There should be a trajectory of growth and development as evidenced by a subsequent rating of developing or higher in year two and sequential *proficient* ratings in years three and four.

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

Dispute-Resolution Process

The local board of education shall include a process for resolving disputes in cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. When such agreement cannot be reached, the issue in dispute will be referred for resolution to a subcommittee 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 (*see Appendix C*).

CORE REQUIREMENTS FOR THE EVALUATION OF STUDENT AND EDUCATOR SUPPORT SPECIALISTS

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

Flexibility from Core Requirements for the Evaluation of Teachers

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

Currently available on the <http://www.connecticutseed.org> website are white papers developed by various discipline-specific workgroups and an adapted version of the *CCT Rubric for Effective Teaching* for use with some SESS educators. Specifically, this adapted rubric was identified for use with:

- **School Psychologists;**
- **Speech and Language Pathologists;**
- **Comprehensive School Counselors; and**
- **School Social Workers.**

While these disciplines have agreed that the SESS/CCT adapted rubric would more appropriately assist an evaluator in examining their practice, a validation study of the SESS/CCT adapted rubric will begin in the summer of 2014 to explore its use moving forward. The SESS/ CCT adapted rubric has been made available as a resource for use by Connecticut school districts. Although **not required** for use within the SEED model, the alignment of the SESS adapted rubric to the *CCT Rubric for Effective Teaching 2014* will benefit evaluators as they conduct observations of performance and practice across all content areas.

NOTE: *Stonington Public Schools plans to adopt the planned revisions to the SESS (not yet completed at the time of the Spring, 2015 submission due date.*

APPENDICES

Appendix A

2015-2016 Stonington Professional Development &-Evaluation Committee (PDEC)

Name	Role	School
Jenn Bausch	Assistant Principal	Mystic-Pawcatuck Middle Schools
Teresa Bonillo	Teacher	Stonington High School
Jenny Brummond	Teacher	West Vine –West Broad Street School
Danielle Cooper	Teacher	West Vine –West Broad Street School
Noreen Elliot	Teacher	Pawcatuck Middle School
Mark Friese	Principal	Stonington High School
Nikki Gullickson	Assistant Superintendent	Central Office
Marika Heughins	Teacher	Pawcatuck Middle School
Rachele Limberakis	Teacher	Central Office
Maureen Masson	Psychologist	Stonington High School
Jennifer McCurdy	Principal	Deans Mill School
Sally Motycka	Teacher	Stonington High School
Gretchen Noonan	Special Ed / Union President	Deans Mill School
Sue Prince	Library Media Specialist	Mystic Middle School
Allie Romano	Teacher	Deans Mill School
Jayne Scott	Teacher	Stonington High School
Bruce Yarnall	Special Ed / Union Representative	Mystic Middle School

Appendix B

Flexibilities to the Guidelines for Educator Evaluation Adopted by Connecticut State Board of Education on February 6, 2014

Section 2.9: Flexibility Components

Local and regional school districts may choose to adopt one or more of the evaluation plan flexibility components described within Section 2.9, in mutual agreement with district's professional development and evaluation committee pursuant to 10-151b(b) and 10-220a(b), to enhance implementation. Any district that adopts flexibility components in accordance with this section in the 2013-14 school year shall, within 30 days of adoption of such revisions by its local or regional board of education, and no later than March 30, 2014, submit their plan revisions to the State Department of Education (SDE) for its review and approval. **For the 2014-15 and all subsequent school years, the submission of district evaluation plans for SDE review and approval, including flexibility requests, shall take place no later than the annual deadline set by the SDE.**

- a. Each teacher, through mutual agreement with his/her evaluator, will select 1 goal/objective for student growth. For each goal/objective, each teacher, through mutual agreement with his/her evaluator, will select multiple Indicators of Academic Growth and Development (IAGD) and evidence of those IAGDs based on the range of criteria used by the district. For any teacher whose primary responsibility is not the direct instruction of students, the mutually agreed upon goal/objective and indicators shall be based on the assigned role of the teacher.
- b. One half (or 22.5%) of the indicators of academic growth and development used as evidence of whether goal/objective is met shall be based on standardized indicators other than the state test (CMT, CAPT, or SBAC) for the 2014-15 academic year, pending federal approval. Other standardized indicators for other grades and subjects, where available, may be used. For the other half (22.5%) of the indicators of academic growth and development, there may be:
 1. A maximum of one additional standardized indicator other than the state test (CMT, CAPT or SBAC) for the 2014-15 academic year, pending federal approval, if there is mutual agreement, subject to the local dispute resolution procedure as described in 1.3.
 2. A minimum of one non-standardized indicator.
- c. Teachers who receive and maintain an annual summative performance evaluation designation of proficient or exemplary (or the equivalent annual summative ratings in a pre-existing district evaluation plan) during the 2012-13 or any subsequent school year and who are not first or second year teachers shall be evaluated with a minimum of one formal in-class observation no less frequently than once every three years, and three informal in-class observations conducted in accordance with Section 2.3(2)(b)(1) and 2.3(2)(b)(2) in all other years, and shall complete one review of practice every year. Teachers with proficient or exemplary designations may receive a formal in-class observation if an informal observation or review of practice in a given year results in a concern about the teacher's practice. For non-classroom teachers, the above frequency of

observations shall apply in the same ways, except that the observations need not be in-classroom (they shall instead be conducted in appropriate settings). All other teachers, including first and second year teachers and teachers who receive a performance evaluation designation of below standard or developing, will be evaluated according to the procedures in 2.3(2)(c) and 2.3(2)(d). All observations shall be followed with timely feedback. Examples of non-classroom observations or reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, reviews of lesson plans or other teaching artifacts.

Flexibilities to the Guidelines for Educator Evaluation Adopted by Connecticut State Board of Education on February 6, 2014

Section 2.10: Data Management Protocols

- a. On or before September 15, 2014 and each year thereafter, professional development and evaluation committees established pursuant to 10-220a shall review and report to their board of education the user experience and efficiency of the district's data management systems/platforms being used by teachers and administrators to manage evaluation plans.
- b. For implementation of local evaluation plans for the 2014-15 school year, and each year thereafter, data management systems/platforms to be used by teachers and administrators to manage evaluation plans shall be selected by boards of education with consideration given to the functional requirements/needs and efficiencies identified by professional development and evaluation committees.
- c. For implementation of local evaluation plans for the 2014-15 school year, and each year thereafter, educator evaluation plans shall contain guidance on the entry of data into a district's data management system/platform being used to manage/administer the evaluation plan and on ways to reduce paperwork and documentation while maintaining plan integrity. Such guidance shall:
 1. Limit entry only to artifacts, information and data that is specifically identified in a teacher or administrator's evaluation plan as an indicator to be used for evaluating such educators, and to optional artifacts as mutually agreed upon by teacher/administrator and evaluator;
 2. Streamline educator evaluation data collection and reporting by teachers and administrators;
 3. Prohibit the SDE from accessing identifiable student data in the educator evaluation data management systems/platforms, except as needed to conduct the audits mandated by C.G.S. 10-151b(c) and 10-151i, and ensure that third-party organizations keep all identifiable student data confidential;
 4. Prohibit the sharing or transference of individual teacher data from one district to another or to any other entity without the teacher or administrator's consent, as prohibited by law;
 5. Limit the access of teacher or administrator data to only the primary evaluator, superintendent or his/her designee, and to other designated professionals directly involved with evaluation and professional development processes. Consistent with Connecticut General Statutes, this provision does not affect the SDE's data collection authority;

6. Include a process for logging the names of authorized individuals who access a teacher or administrator's evaluation information.

The SDE's technical assistance to school districts will be appropriate to the evaluation and support plan adopted by the district, whether or not the plan is the state model.

Appendix C

CT State Board of Education-Adopted Revisions: Guidelines for Educator Evaluation May 7, 2014

Dispute-Resolution Process

(3) In accordance with the requirement in the 1999 Connecticut Guidelines for Teacher Evaluation and Professional Development, in establishing or amending the local teacher evaluation plan, the local or regional board of education shall include a process for resolving disputes in cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. As an illustrative example of such a process (which serves as an option and not a requirement for districts), when such agreement cannot be reached, the issue in dispute may be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC). In this example, the superintendent and the respective collective bargaining unit for the district may 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 the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding. This provision is to be utilized in accordance with the specified processes and parameters regarding goals/objectives, evaluation period, feedback, and professional development contained in this document entitled “Connecticut Guidelines for Educator Evaluation.” Should the process established as required by the document entitled “Connecticut Guidelines for Educator Evaluation,” dated June 2012 not result in resolution of a given issue, the determination regarding that issue shall be made by the superintendent. An example will be provided within the State model.

Rating System

2.1: 4-Level Matrix Rating System

(1) Annual summative evaluations provide each teacher with a summative rating aligned to one of four performance evaluation designators: Exemplary, Proficient, Developing and Below Standard.

(a) The performance levels shall be defined as follows:

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

The term “performance” in the above shall mean “progress as defined by specified indicators.” Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence. The SDE will work with PEAC to identify best practices as well as issues regarding the implementation of the 4-Level Matrix Rating System for further discussion prior to the 2015-16 academic year.

CT State Board of Education-Adopted Revisions: Guidelines for Educator Evaluation

45% Student Growth Component

(c) One half (22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement, subject to the local dispute-resolution procedure as described in section 1.3, an additional non-standardized indicator.

a. For the 2014-15 academic year, the required use of state test data is suspended, pending federal approval, pursuant to PEAC’s flexibility recommendation on January 29, 2014 and the State Board of Education’s action on February 6, 2014.

b. Prior to the 2015-16 academic year, the SDE will work with PEAC to examine and evolve the system of standardized and non-standardized student learning indicators, including the use of interim assessments that lead to the state test to measure growth over time.

For the other half (22.5%) of the indicators of academic growth and development, there may be:

a. A maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute resolution procedure as described in section 1.3.

b. A minimum of one non-standardized indicator.

Appendix D

Template for Setting SMART Goals

The SMART goal-setting process ensures that every goal is measurable and clear. The advantages of the SMART goal-setting process are:

- Provides a structured approach to a complex task;
- Gives a clear framework for creating meaningful and achievable goals;
- Accommodates all kinds of goals;
- Is easy to teach others how to develop;
- Helps to define goals in terms that can be widely understood; and
- Requires thinking through the implementation as well as the outcome.

The characteristics of SMART goals are:

- **Specific and Strategic**
 - The goal should be well defined enough that anyone with limited knowledge of your intent should understand what is to be accomplished.
- **Measurable**
 - Goals need to be linked to some form of a common measure that can be used as a way to track progress toward achieving the goal.
- **Aligned and Attainable**
 - The goal must strike the right balance between being attainable and aligned to standards but lofty enough to impact the desired change.
- **Results-Oriented**
 - All goals should be stated as an outcome or result.
- **Time-Bound**
 - The time frame for achieving the goal must be clear and realistic.

SMART goals Dos and Don'ts

DO:

Create a plan
Start small
Write it down
Be specific
Track your progress
Celebrate your success
Ask for support sooner than later
Make commitments

DON'T:

Expect to accomplish without effort
Focus on too much at once
Forget to make a deadline
Deal in absolutes
Expect perfection
Keep your goal on a shelf
Beat yourself up over shortcomings
Try to accomplish it alone
Forget that you CAN DO IT!

Appendix E

Stonington Public Schools Educator Support Plan

The **SPS Educator Support Plan** consists of two levels: (1) Support and Assistance, and (2) Intensive Support. The Educator Support Plan applies to tenured and non-tenured educators.

The purpose of the Support Plan is to provide support and guidance to insure that each professional staff member meets the professional standards based upon the Code of Professional Responsibility for Teachers, the Common Core of Teaching and the Discipline-Based Professional Teaching Standards specific to the teacher's assignment.

In accordance with the SPS Educator Evaluation definition of effectiveness⁹ if a teacher's summative performance is rated as Developing or Unsatisfactory and/or when an evaluator has concerns during the school year about a tenured or non-tenured teacher's performance, the evaluator shall first hold a conference with the teacher to formally present those concerns and the teacher shall be given the opportunity to respond in writing to the concerns. At this point, he/she may note any extenuating circumstances related to the concern(s). The evaluator determines if placement on the Support Plan is necessary.

Placement on the Support Plan is considered serious and requires immediate action leading to improvement in the area(s) of concern. In general, a teacher will first be placed on the Support and Assistance tier; however, to address serious concerns he/she may be placed directly on the Intensive Support tier by the Superintendent.

The staff member will be advised to discuss placement on the Support Plan with the Stonington Education Association and to bring SEA representation to all meeting

⁹ Definition of Effectiveness:

Novice teachers shall generally be deemed effective if said educator receives at least two sequential *proficient* ratings, one of which must be earned in the fourth year of a novice teacher's career. An *unsatisfactory* rating shall only be permitted in the first year of a novice teacher's career. There should be a trajectory of growth and development as evidenced by a subsequent rating of developing or higher in year two and sequential *accomplished* ratings in years three and four.

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

Tier I: Support and Assistance

Prior to placing a teacher on the Support and Assistance tier of the Support Plan , the Superintendent shall be notified, and persistent performance deficiencies shall be documented and discussed with the teacher.

Purpose: The purpose of the Support and Assistance Tier is to (a) discuss a concern(s) related to professional practice and/or performance and (b.) to provide the educator support necessary to meet the standards contained herein or support those expectations not adequately being met by the educator.

Placement: An educator is placed on this support tier when he/she is having difficulty consistently demonstrating competence as described in the Code of Professional Responsibility for Teachers, Connecticut's Common Core of Teaching and/or in aspects of his/her Discipline-Based Professional Teaching Standards and/ or in accordance with the definition of effectiveness as stated in the SPS Educator Evaluator Plan and/or when an evaluator has concerns during the school year about a tenured or non-tenured teacher's performance .

The evaluator will complete a Statement of Concern detailing the area or areas of concern. A meeting will be held between the teacher and evaluator within 5 working days (*or prior to the start of the school year*) from the issuance of the Concern Statement to mutually develop a Support and Assistance Improvement Plan to resolve the concern.

Process: At this level, the nature of the area of concern is communicated through a conference between the educator and the evaluator. The educator will receive written notification of the date and time of the conference and the areas of concern. This conference will be held between the educator and evaluator within 5 working days (or prior to the start of the school year) from the issuance of a statement of concern(s) to mutually develop a Support and Assistance Improvement Plan to resolve the concern.

At that conference, the evaluator will: (1) provide an overview of the concern(s), (2) identify - specify the expectations for performance improvement through the establishment of objectives, (3) discuss the support that will be provided to the educator, (4) communicates how the objectives will be assessed, (5) include indicators of success including a summative rating of Accomplished or better at the conclusion of the Support and Assistance Improvement plan and (6) identify a timeline for improvement. The Superintendent is advised of the placement of this individual and receives ongoing communication as well. A written summary of the meeting will be provided within 48 working hours of the conference.

Timeline:

- *The educator will receive written notification of the date and time of the conference and the Statement of Concern.*
- *The meeting will be scheduled within 5 working days or prior to the start of the school year to discuss and develop an action plan.*
- *Implementation of action plan.*
- *Educator demonstrates improvement/change every 10 working days.*
- *Conference with evaluator at least every 10 – 15 working days.*
- *Maximum limit in this level is 45 working days.*

Disposition: At the end of the timeframe, three options are possible;

- Resolution of the concern(s) and return to the prior evaluation cycle
- Progress noted and a one-time extension (not to exceed 30 additional consecutive working days) granted to address strategies for resolution
- Not reaching resolution of the concern(s) and moving the *educator* to Intensive Support, the second tier in the Support Phase
-

At the end of the designated time period, a Support and Assistance Summative Report shall be completed by the evaluator that includes a recommendation relative to the results of the support plan and the evaluation cycle.

Documentation will be placed in the administrator’s personnel file at Central Office. The administrator will have 10 days to comment on the resolution document.

Tier II: Intensive Support

Prior to placing a teacher on the Intensive Support tier of the Support Plan, the Superintendent shall be notified, and persistent performance deficiencies shall be documented and discussed with the teacher.

Purpose: The purpose of the Intensive Support Tier is to (a) discuss a concern(s) related to professional practice and/or performance and (b.) to provide the educator support necessary to meet the standards contained herein or support those expectations not adequately being met by the educator.

Placement: When concerns are not resolved through the Support and Assistance tier, or when the educator is having difficulty consistently demonstrating competence as described in the Code of Professional Responsibility for Teachers, Connecticut’s Common Core of Teaching and/or in aspects of his/her Discipline-Based Professional Teaching Standards and/ or in accordance with the definition of effectiveness¹⁰ as stated in the SPS Educator Evaluator Plan, and/or when an evaluator

¹⁰ A tenured educator is placed on the Intensive support tier when his/her summative performance rating is unsatisfactory or if he/she has not received a summative performance rating of accomplished for a second consecutive year.

has concerns during the school year about a tenured teacher's performance, the evaluator shall again notify the Superintendent. The evaluator shall then notify the educator in writing that he/she is being placed on Intensive Support and shall meet with the educator to present to him/her an Intensive Support Plan.

Process: The evaluator initiates placement of an educator on an Intensive Support Plan. The process is formal with written notification and ongoing documentation of (1) concerns, (2) communications, and (3) efforts to improve. The Superintendent is advised of the placement of this individual and receives ongoing communication as well.

The evaluator shall then notify the educator in writing that he/she is being placed on Intensive Support and shall meet with the educator to present to him/her an Intensive Support Plan. Within 5 working days, a conference is held at which the evaluator reviews concerns expressed, support provided, educator efforts to date, and expectations for performance. At this conference, the evaluator builds an action plan, to further support strategies listed in Tier I and/ or in addition to the strategies listed in Tier I.

This plan will include:

- A statement of the areas from the Code of Professional Responsibility for Teachers, Connecticut's Common Core of Teaching and/or the aspects of his/her Discipline-Based Professional Teaching Standards in which the teacher needs support,
- Information relative to the amount and type of assistance that will be provided to the evaluator and employee (which may include colleague¹¹ support to improve identified areas for support).
- The method(s) and frequency with which data will be gathered and conferences conducted, and
- A timeline for achieving the expected level(s) of performance not to exceed 45 consecutive working days with an option, at the discretion of the evaluator, to extend for an additional 30 days.

The teacher may respond to the plan in writing. This response will be attached to the Intensive Support Plan.

Disposition: At the end of the designated time period, an Intensive Support Summative Report shall be completed by the evaluator that includes a recommendation relative to the teacher's employment status.

This summary report shall be placed in the educator's personnel file.

¹¹ The colleague may provide support, but has no role in the evaluation process.

Appendix F – Stonington Teacher Evaluation/Observation Cycle (2013-2016)

Note: Anytime an evaluator has concerns about a tenured or non-tenured teacher's performance, the evaluator can initiate an observation cycle for that teacher and/or increase the number and /or length of that teacher's observations.

Teacher Status for OBSERVATIONS	Current Plan 2013-14 (SEED Hybrid)	2014-15 <i>Note ALL certified staff are responsible for Student Learning Objectives, Parent Feedback and Whole School goals</i>		2015-16 <i>Note ALL certified staff are responsible for Student Learning Objectives, Parent Feedback and Whole School goals</i>	
BASELINE	(1/3 of staff) • 3 Formal Observations ○ 2 w/ Pre conf. ○ ALL w/ post conf.	(2 nd 1/3 of staff due for Observations in 14-15; 1 st 1/3 observed in 13-14 are placed in the cycle accordingly; remaining 2/3 not yet evaluated place according to statement below) ○ Any teacher with three or more years of experience and who was not placed on an intensive supervision and remediation plan as a result of a summative evaluation for the 2013 – 2014 school year will be considered as proficient for the purpose of pursuing flexibility regarding teacher observations during the 2014-2015 school year.		(Final 1/3 of staff)	
1st & 2nd YEAR Teachers*	• 3 Formal observations ○ 2 w/ Pre conf. ○ ALL w/ post conf.	At Least: • 3 Formal in class observation * ○ 2 w/ Pre + ○ 3 w/ Post Conf. • 1 Review of Practice w/ <i>timely feedback</i> [* In accordance with CT Guidelines for Educator Evaluation 2.3(2) c]		At Least: • 3 Formal in class observation * ○ 2 w/ Pre + ○ 3 w/ Post Conf. • 1 Review of Practice w/ <i>timely feedback</i> [* In accordance with CT Guidelines for Educator Evaluation 2.3(2) c]	
Non Tenured 3rd & 4th Yr Teachers <i>Note- Upon Tenure, teachers will enter the "other" years part of the cycle i.e. tenure for 2015-16 would become 1st of 2 years in "other" cycle with a formal observation in 2017-18</i>	NA	<u>Accomplished /Exemplary</u> • 1 Formal in class observation w/ Pre & Post Conf. • 1 Review of Practice w/ <i>timely feedback</i>	<u>Developing /Unsatisfactory</u> • 3 Formal in class observation * ○ 2 w/ Pre + ○ 3 w/ Post Conf. • 1 Review of Practice w/ <i>timely feedback</i> [* In accordance with CT Guidelines for Educator Evaluation 2.3(2) d]	<u>Accomplished /Exemplary</u> • 1 Formal in class observation w/ Pre & Post Conf. • 1 Review of Practice w/ <i>timely feedback</i>	<u>Developing /Unsatisfactory</u> • 3 Formal in class observation * ○ 2 w/ Pre + ○ 3 w/ Post Conf. • 1 Review of Practice w/ <i>timely feedback</i> [* In accordance with CT Guidelines for Educator Evaluation 2.3(2) d]
3rd YR + Tenured Teachers (Accomplished/ Exemplary)	• 1 Formal observation ○ w/ Pre & Post conf. • 2 Informal observations • Next cycle: 2016-2017	(1/ 3 of Staff in 2014-2015) Observation Year (every 3 rd year) • 1 Formal in class observation w/ Pre & Post Conf. • 1 Review of Practice w/ <i>timely feedback</i> • Next cycle: 2017-2018	(2/3 of Staff in 2014-2015) Other years: • 3 In-formal observations w/ <i>timely feedback</i> • 1 Review of practice w/ <i>timely feedback</i> • Cycle: 2015-2016 & 2016-2017	1/3 of Staff in 2015-2016 Observation Year (every 3 rd year) • 1 Formal in class observation w/ Pre & Post Conf. • 1 Review of Practice w/ <i>timely feedback</i> • Next cycle: 2018-2019	(2/3 of Staff in 2015-2016) Other years: • 3 In-formal observations w/ <i>timely feedback</i> • 1 Review of practice w/ <i>timely feedback</i> • Cycle: 2016-2017 & 2017-2018
3rd YR + Teachers (Developing / Unsatisfactory)	• 3 Formal observations ○ 2 w/ Pre conf. ○ ALL w/ post conf.	At Least: • 3 Formal in class observation * ○ 2 w/ Pre + ○ 3 w/ Post Conf. • 1 Review of Practice w/ <i>timely feedback</i> [* In accordance with CT Guidelines for Educator Evaluation 2.3(2) d]		At Least: • 3 Formal in class observation * ○ 2 w/ Pre + ○ 3 w/ Post Conf. • 1 Review of Practice w/ <i>timely feedback</i> [* In accordance with CT Guidelines for Educator Evaluation 2.3(2) d]	

*Observations are conducted in an appropriate setting for non-classroom teachers.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Stonington's System for Administrator Evaluation and Development

Handbook

(June 2015)

Based on Connecticut's State Model for Educator Evaluation



Supporting

Empowering

Encouraging

Developing

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TABLE OF CONTENTS

<u>INTRODUCTION</u>	1
<u>Purpose and Rationale</u>	2
<u>Core Design Principles</u>	2
<u>ADMINISTRATOR EVALUATION AND DEVELOPMENT</u>	7
<u>Purpose and Rationale</u>	7
<u>SYSTEM OVERVIEW</u>	8
<u>Administrator Evaluation and Support Framework</u>	8
<u>Process and Timeline</u>	8
<u>Step 1: Orientation and Context-Setting</u>	9
<u>Step 2: Goal-Setting and Plan Development</u>	10
<u>Step 3: Plan Implementation and Evidence Collection</u>	13
<u>Step 4: Mid-Year Formative Review</u>	15
<u>Step 5: Self-Assessment</u>	15
<u>Step 6: Summative Review and Rating</u>	15
<u>LEADERSHIP PRACTICE RELATED INDICATORS</u>	21
<u>Component #1: Observation of Leadership Practice (40%)</u>	21
<u>Arriving at a Leadership Practice Summative Rating</u>	26
<u>Component #2: Stakeholder Feedback (10%)</u>	28
<u>Stakeholder Feedback Summative Rating</u>	30
<u>STUDENT OUTCOMES RELATED INDICATORS</u>	33
<u>Component #3: Student Learning (45%)</u>	33
<u>State Measures of Academic Learning</u>	33
<u>Locally-Determined Measures (Student Learning Indicators)</u>	35
<u>Arriving at Student Learning Summative Rating</u>	38
<u>Component #4: Teacher Effectiveness Outcomes (5%)</u>	39
<u>SUMMATIVE ADMINISTRATOR EVALUATION RATING</u>	40
<u>Summative Scoring</u>	40
<u>Determining Summative Ratings</u>	41
<u>A. PRACTICE: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%</u>	41
<u>B. OUTCOMES: Student Learning (45%) + Teacher Effectiveness Outcomes (5%) = 50%</u>	41
<u>C. OVERALL: Leader Practice + Student Outcomes</u>	43
<u>Definition of Effectiveness and Ineffectiveness</u>	43
<u>Dispute-Resolution Process</u>	44

APPENDICES LOCATED AT END OF DOCUMENT INCLUDE:

A. Stonington Educator Evaluation Committee

B. Guidelines for Flexibility from Core Requirements for the Evaluation of Teachers

C. Guidelines for Educator Evaluation

D. Stonington Administrator Support Plan

INTRODUCTION

Excellent schools begin with great school leaders and teachers. The importance of highly-skilled educators is beyond dispute as a strong body of evidence now confirms what parents, students, teachers and administrators have long known: effective teachers are among the most important school-level factor in student learning, and effective leadership is an essential component of any successful school.

The Connecticut State Department of Education (CSDE) is committed to raising the overall quality of our schools' workforce. To meet this goal, the state, in partnership with local and regional school districts and many other stakeholder groups, aims to create a comprehensive approach to supporting and developing Connecticut's educators so that the state prepares, recruits, hires, supports, develops and retains the best educators to lead our classrooms and schools.

Educator evaluation is the cornerstone of this holistic approach and contributes to the improvement of individual and collective practice. High-quality evaluations are necessary to inform the individualized professional learning and support that all educators require. Such evaluations also identify professional strengths which should form the basis of new professional opportunities. High-quality evaluations are also necessary to make fair employment decisions based on teacher and administrator effectiveness. Used in this way, high-quality evaluations will bring greater accountability and transparency to schools and instill greater confidence in employment decisions across the state.

Connecticut's System for Educator Evaluation and Development (SEED) is a model evaluation and support system that is aligned to the [Connecticut Guidelines for Educator Evaluation](#) (Core Requirements), which were adopted by the Performance Evaluation Advisory Council (PEAC) in June of 2012. In February 2014, PEAC adopted additional flexibilities to the existing core requirements for teacher evaluation in response to feedback from various stakeholder groups. These flexibility options are described in subsections 2.9 and 2.10 of the Core Requirements.

The SEED model was informed by a large body of research, including the Gates Foundation's [Measures of Effective Teaching \(MET\) study](#). In 2012-13, ten districts/district consortia piloted SEED and provided feedback and provided feedback through an implementation study conducted by the University of Connecticut Neag School of Education which further guided the model design.

The system clearly defines effective practice, encourages the exchange of accurate, useful information about strengths and development areas, and promotes collaboration and shared ownership for professional growth. The primary goal of Connecticut's educator evaluation and support system is to develop the talented workforce required to provide a superior education for Connecticut's 21st-century learners.

As provided in subsection (a) of Sec. 10-151b (C.G.S.), as amended by P.A. 13-245, the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher. For the purposes of this document, the term "teacher" refers to any teacher serving in a position requiring teacher certification within a district, but not requiring a 092 certification. Furthermore, the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each administrator who serves in a role requiring a 092 certification, in accordance with the requirements of Connecticut General Statutes.

CORE DESIGN PRINCIPLES

Purpose and Rationale

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

Core Design Principles

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

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

Consider multiple, standards-based measures of performance

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

These four components are grounded in research-based standards for educator effectiveness, Common Core State Standards, as well as Connecticut's standards: The Connecticut Common Core of Teaching (CCT); the Common Core of Leading (CCL): Connecticut School Leadership Standards; the Connecticut Framework K-12 Curricular Goals and Standards; the CMT/CAPT assessments¹; and locally-developed curriculum standards.

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

¹ Smarter Balanced Assessments will be administered for the first time in the 2014-15 academic year. These assessments are administered in Grades 3-8 and Grade 11. Pending on approval of the waiver submitted to the United States Department of Education (USED) regarding the use of student test data in educator evaluation in 2014-15, districts may not be required to link student test data to educator evaluation and support in 2015-16.

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

Promote both professional judgment and consistency

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

Foster dialogue about student learning

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

Encourage aligned professional learning, coaching and feedback to support growth

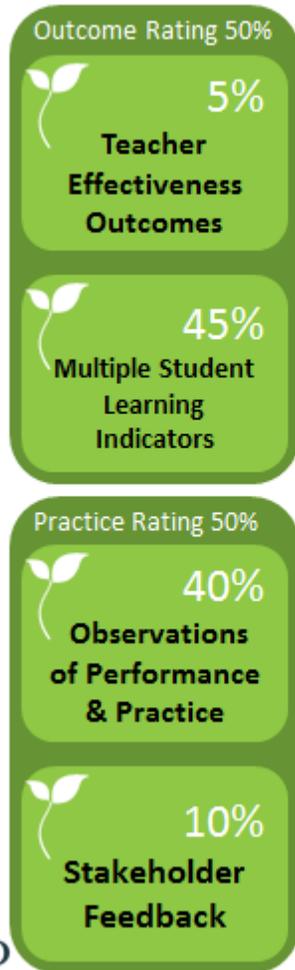
Novice and veteran educators alike deserve detailed, constructive feedback and professional learning tailored to the individual needs of their classrooms and students. SEED promotes a shared language of excellence to which professional learning, coaching and feedback can align to improve practice.

Ensure feasibility of implementation

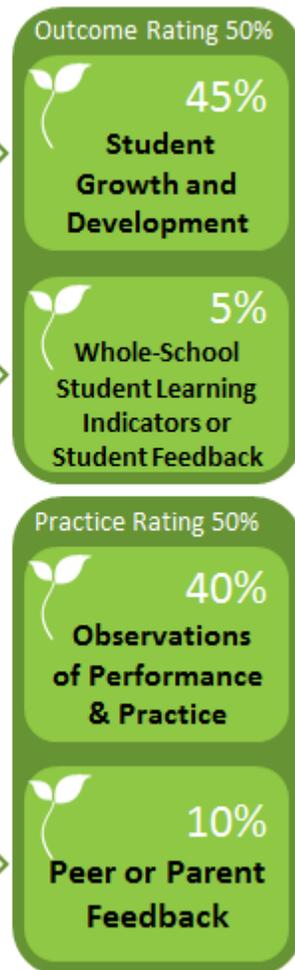
Launching this new model will require hard work. Throughout each district, educators will need to develop new skills and to think differently about how they manage and prioritize their time and resources. Sensitive to the tremendous responsibilities and limited resources that administrators have, the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

Improving student achievement sits at the center of the work for all educators. The SEED model recognizes that student learning is a shared responsibility between teachers, administrators and district leaders. When teachers and administrators develop goals and objectives in a way that supports overall school improvement, opportunities for success have no boundaries. Therefore, by design, the SEED model creates a relationship between component ratings for teachers and administrators as depicted in the diagram below.

Administrator Final Summative Rating



Teacher Final Summative Rating



These percentages are derived from the same set of data

These percentages may be derived from the same set of data

Survey data gathered from the same stakeholder groups should be gathered via a single survey, when possible



For clarity, see the example below to illustrate how administrators receive a final summative rating for Teacher Effectiveness Outcomes (5%) as derived from teachers' aggregate final summative rating for Student Growth and Development (45%).

Example:

Administrator Final Summative Rating (5%) Teacher Effectiveness Outcomes	Teacher Final Summative Rating (45%) Student Growth and Development
The administrator receives a final summative rating of proficient (3) for Teacher Effectiveness Outcomes (5%) if...	the aggregate final summative rating for Student Growth and Development (45%) for greater than 60% of staff is proficient (3).

See the example below to illustrate how teachers receive a final summative rating for Whole-School Student Learning Indicator as derived from an administrator's final summative rating for Multiple Student Learning Indicators (45%):

Example:

Administrator Final Summative Rating (45%) Multiple Student Learning Indicators	Teacher Final Summative Rating (5%) Whole-School Student Learning Indicators
If the administrator receives a final summative rating of proficient (3) for Multiple Student Learning Indicators (45%) then...	teachers evaluated by that administrator receive a final summative rating of proficient (3) for the Whole-School Student Learning Indicator (5%) rating.

Administrator Evaluation and Support

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

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

- Observation of Leadership Performance and Practice (40%)
- Stakeholder Feedback (10%)
- Student Learning (45%)
- Teacher Effectiveness Outcomes (5%)

Leader Practice Related

Student Outcomes Related Indicators

This document includes “Points for Consideration” to assist district PDEC in developing processes or enhancing existing processes necessary for ongoing development and support of administrators for the following requirements:

- **Evaluator Training**
- **Evaluation-Informed Professional Learning**
- **Improvement and Remediation Plans**
- **Career Development and Growth**

PLEASE NOTE: *In electing to implement the SEED model, the district is expected to implement the components of evaluation and support, as well as the additional requirements referenced above with fidelity as outlined in this handbook. In addition, evaluators of administrators are expected to participate in the multi-day CSDE sponsored training as described within this document. In response to requests from districts for further clarification on these requirements, we have provided “Points for Consideration” to assist districts and their PDEC in plan development.*

Any variation from the components of administrator evaluation and support as outlined within this handbook is no longer the SEED model and would be considered a “district-developed” evaluation and support plan. Districts are required to submit an Educator Evaluation and Support plan annually to the CSDE.

ADMINISTRATOR EVALUATION AND DEVELOPMENT

Purpose and Rationale

This section of the 2014 SEED Handbook outlines the state model for the evaluation of school and school district administrators in Connecticut. A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness for the state of Connecticut. The Connecticut administrator evaluation model defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in their community.

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

- Meeting expectations as an instructional leader
- Meeting expectations in at least 3 other areas of practice
- Meeting 1 target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects²
- Meeting and making progress on 3 Student Learning Indicators aligned to school and district priorities
- Having more than 60% of teachers Proficient on the student growth portion of their evaluation

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

This model for administrator evaluation has several benefits for participants and for the broader community. It provides a structure for the ongoing development of principals and other administrators to establish a basis for assessing their strengths and growth areas so they have the feedback they need to get better. It also serves as a means for districts to hold themselves accountable for ensuring that every child in their district attends a school with effective leaders.

As noted, the model applies to all administrators holding a 092 endorsement. Because of the fundamental role that principals play in building strong schools for communities and students, and because their leadership has a significant impact on outcomes for students, the descriptions and examples focus on principals. However, where there are design differences for assistant principals and central office administrators, the differences are noted.

² Smarter Balanced Assessments will be administered for the first time in the 2014-2015 academic year. These assessments are administered in Grades 3-8 and Grade 11. Contingent upon approval of the waiver submitted to the U.S. Department of Education (USED) regarding the use of student test data in educator evaluation in 2015-2016, districts are not required to link student test data to educator evaluation and support in 2015-16. Additionally, due to the transition to the new state assessments, there may not be an SPI available for 2015-2016.

SYSTEM OVERVIEW

Administrator Evaluation and Support Framework

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of administrator performance. All administrators (including certificated central office administration including but not limited to the Assistant Superintendent and Director of Special Education) will be evaluated in four components, grouped into two major categories: Leadership Practice and Student Outcomes.

1. **Leadership Practice Related Indicators:** An evaluation of the core leadership practices and skills that positively affect student learning. This category is comprised of two components:
 - (a) **Observation of Leadership Performance and Practice (40%)** as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards.
 - (b) **Stakeholder Feedback (10%)** on leadership practice through surveys.
2. **Student Outcomes Related Indicators:** An evaluation of an administrator's contribution to student academic progress, at the school and classroom level. This category is comprised of two components:
 - (a) **Student Learning (45%)** assessed in equal weight by: (a) progress on the academic learning measures in the state's accountability system for schools and (b) performance and growth on locally-determined measures.
 - (b) **Teacher Effectiveness Outcomes (5%)** as determined by an aggregation of teachers' success with respect to Student Learning Indicators (SLIs)

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

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

Process and Timeline

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. The annual cycle (see **Figure 1** on the next page) allows for flexibility in implementation and lends itself well to a meaningful and doable process. Often the evaluation process can devolve into a checklist of compliance activities that do little to foster improvement and leave everyone involved frustrated. To avoid this, the model encourages two things:

1. That evaluators prioritize the evaluation process, spending more and better time in schools observing practice and giving feedback; and
2. That both administrators and evaluators focus on the depth and quality of the interactions that occur in the process, not just on completing the steps.

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

Superintendents can determine when the cycle starts. For example, many will want their principals to start the self-assessment process in the spring in order for goal-setting and plan development to take place prior to the start of the next school year. Others may want to concentrate the first steps in the summer months.

Figure 1: This is a typical timeframe:



*Summative assessment to be finalized in August

Step 1: Orientation and Context-Setting

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

1. Student learning data are available for review by the administrator and the state has assigned the school a School Performance Index (SPI) rating³.
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.

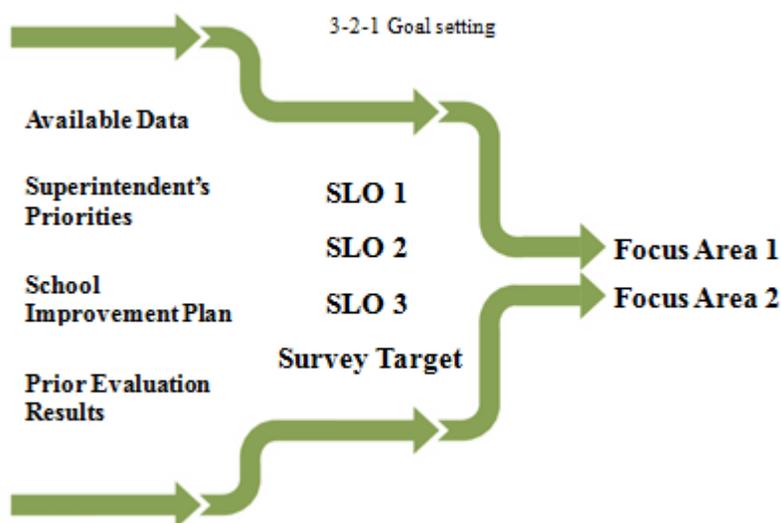
Only #5 is required by the approved Guidelines for Educator Evaluation, but the data from #1-4 are essential to a robust goal-setting process.

³ Smarter Balanced Assessments will be administered for the first time in the 2014-2015 academic year. These assessments are administered in Grades 3-8 and Grade 11. Contingent on approval of the waiver submitted to the U.S. Department of Education (USED) regarding the use of student test data in educator evaluation in 2015-2016, districts may not be required to link student test data to educator evaluation and support in 2015-2016. Additionally, due to the transition to the new state assessments, there may not be an SPI available for 2015-2016.

Stonington Public Schools conducts an annual orientation as part of its beginning of the school year administrator professional development and / or administrative retreat.

Step 2: Goal-Setting and Plan Development

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



Administrators should start with the outcomes they want to achieve. This includes setting three SLIs (see **page 69** for details) and one target related to stakeholder feedback (see **page 64** for details).

Then administrators identify the areas of focus for their practice *that will help them accomplish* their SLIs and survey targets, choosing from among the elements of the Connecticut School Leadership Standards. While administrators are rated on all six Performance Expectations, administrators are not expected to focus on improving their practice in all areas in a given year. Rather, they should identify two specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluator. It is likely that at least one and perhaps both, of the practice focus areas will be in instructional leadership, given its central role in driving student achievement. What is critical is that the administrator can connect improvement in the practice focus areas to the outcome goals and survey targets, creating a logical through-line from practice to outcomes.

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

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

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

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

DO YOU HAVE A GOOD EVALUATION PLAN?

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

1. Are the goals clear and measurable so that you will know whether you have achieved them?
2. Can you see a through-line from district priorities to the school improvement plan to the evaluation and support plan?

SAMPLE EVALUATION AND SUPPORT PLAN (UPDATED MAY 2014)

Administrator Name

Evaluator's Name

School

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

SEED: Connecticut's System for Educator Evaluation and Development Pilot State Model

Step 3: Plan Implementation and Evidence Collection

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

Unlike visiting a classroom to observe a teacher, school visits to observe administrator practice can vary significantly in length and setting (see box on page 52 for some examples). It is recommended that evaluators plan visits carefully to maximize the opportunity to gather evidence relevant to an administrator's practice focus areas. Further, central to this process is providing meaningful feedback based on observed practice: see the SEED website for forms that evaluators may use in recording observations and providing feedback. Evaluators should provide timely feedback after each visit.

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

Building on the sample evaluation and support plan on page 11, this administrator's evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to his or her focus areas and goals:

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

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

A note on the frequency of school - site observations: State guidelines call for an administrator's evaluation to include:

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

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

Step 4: Mid-Year Formative Review

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

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

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

Step 5: Self-Assessment

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

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

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

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

Step 6: Summative Review and Rating

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

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

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

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

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

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

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

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

Stonington will utilize training as provided by the CSDE and / or its local RESC: LEARN.

PLEASE NOTE: School districts who have a locally-developed evaluation and support plan can also choose to participate in the CSDE-sponsored training opportunities for evaluators, however if training opportunities are internally developed or contracted with a reputable vendor, the following are points for consideration:

Points for District Consideration:

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

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

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not yet be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator should recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than September 15. This adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

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

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

Support and Development

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

Evaluation-Informed Professional Learning

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

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

Points for District Consideration:

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

– **Learning Forward, 2014** <http://learningforward.org/standards/leadership#.Uxn-fD9dXuQ>

- **Develop Capacity for Learning and Leading-** Systems that recognize and advance shared leadership promote leaders from all levels of the organization. Leaders work collaboratively with others to create a vision for academic success and set clear goals for student achievement based on educator and student learning data.
- **Advocate for Professional Learning-** As advocates of professional learning, leaders make their own career-long learning visible to others. They participate in professional learning within and beyond their own work environment. Leaders consume information in multiple fields to enhance their practice.

- **Create Support Systems and Structures-** Skillful leaders establish organizational systems and structures that support effective professional learning and ongoing continuous improvement. They equitably distribute resources to accomplish individual, team, school and school system goals through blended learning structures and promoting teacher collaboration and professional development through social media and other technological tools.

Improvement and Remediation Plans

If an administrator’s performance is rated as *developing* or *below standard*, it signals the need for focused support and development. Districts must develop a system to support administrators not meeting the proficiency standard. Improvement and remediation plans should be developed in consultation with the administrator and his/her exclusive bargaining representative, when applicable, and be differentiated by the level of identified need and/or stage of development.

Districts may develop a system of stages or levels of support. For example:

1. **Structured Support:** An administrator would receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short-term assistance to address a concern in its early stage.
2. **Special Assistance:** An administrator would receive special assistance when he/she earns an overall performance rating of *developing* or *below standard* and/or has received structured support. An educator may also receive special assistance if he/she does not meet the goal(s) of the structured support plan. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.
3. **Intensive Assistance:** An administrator would receive intensive assistance when he/she does not meet the goal(s) of the special assistance plan. This support is intended to build the staff member’s competency.

Stonington Public Schools Administrative Support Plan (Tier 1 Support and Assistance; Tier 2 Intensive Support) See Appendix D

Points for District Consideration:

Well-articulated Improvement and Remediation Plans:

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

Career Development and Growth

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

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

Points for District Consideration:

- Align job descriptions to school leadership standards.
- Identify replicable practices and inform professional development.
- Support high-quality evaluation that aligns school accountability with teacher and principal evaluation and support.
- Provide focused targeted professional learning opportunities identified through the evaluation process and school/district needs.
- Ensure that the new principal role is sustainable. Explore ways to alleviate administrative and operational duties to allow for greater focus on the role of instructional leader.
- Recognize and reward effective principals.

LEADERSHIP PRACTICE RELATED INDICATORS

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

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

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

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

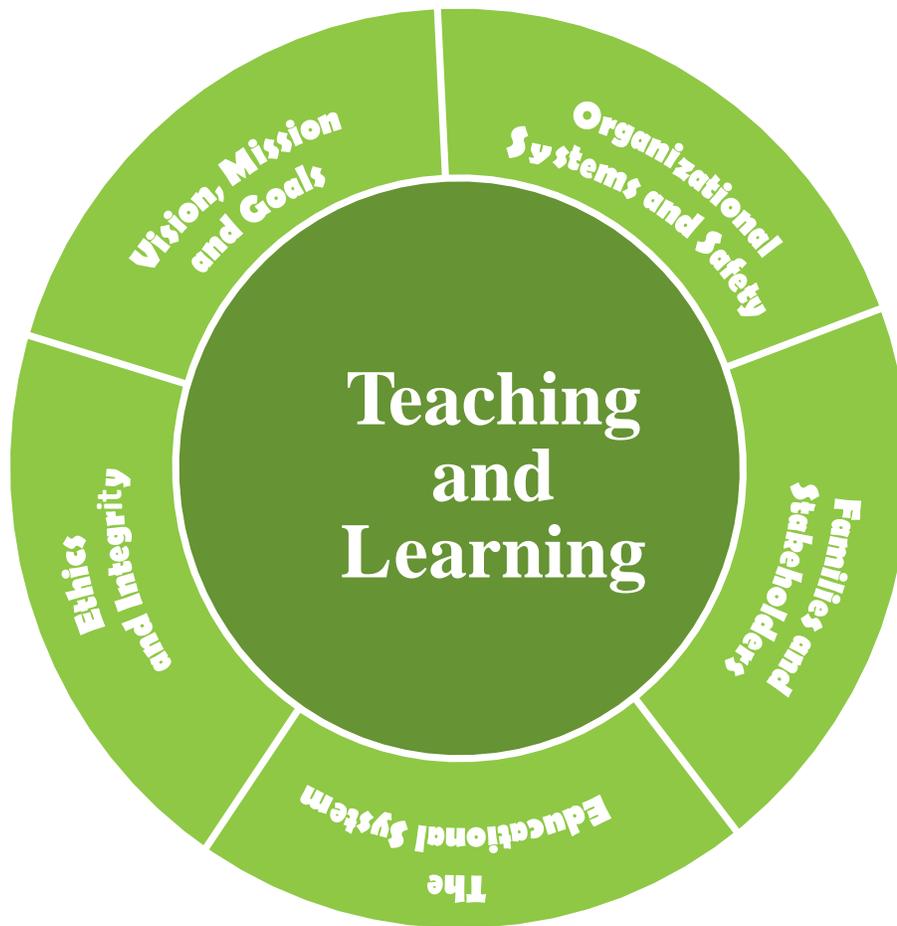
Leadership practice is described in the [CCL: Connecticut School Leadership Standards⁴](#), adopted by the Connecticut State Board of Education in the spring of 2015, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations.

- 1. Vision, Mission and Goals:** *Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.*
- 2. Teaching and Learning:** *Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.*
- 3. Organizational Systems and Safety:** *Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.*
- 4. Families and Stakeholders:** *Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.*
- 5. Ethics and Integrity:** *Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.*
- 6. The Education System:** *Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal and cultural contexts affecting education.*

⁴ While the CCL serves as the foundation for the observation of leadership practice, guides for the application of the CCL for central office administrators as a means of illuminating role-specific practice can be used as they become available.

All six of these performance expectations contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what effective educational leaders do. As such, **Performance Expectation 2 (Teaching and Learning)** comprises approximately half of the leadership practice rating and the other five performance expectations are equally weighted.

Figure 3: Leadership Practice – 6 Performance Expectations



These weightings should be consistent for all principals and central office administrators⁵. For assistant principals and other school-based 092 certificate holders in non-teaching roles, the six performance expectations are weighed equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers. While assistant principals' roles and responsibilities vary from school to school, creating a robust pipeline of effective principals depends on adequately preparing assistant principals for the principalship.

⁵ *The weighting of the Teaching & Learning performance expectation for the Assistant Superintendent (as Curriculum Leader) and the Director of Special Education will be calculated as 50% with the balance of the remaining performance expectations calculated as 50% (each weighted equally).*

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

- **Exemplary:** The Exemplary Level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Proficient performance.
- **Proficient:** The rubric is anchored at the Proficient Level using the indicator language from the Connecticut School Leadership Standards. The specific indicator language is highlighted in **bold** at the Proficient level.
- **Developing:** The Developing Level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.
- **Unsatisfactory:** The Below Standard Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

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

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

See **Figure 4**, page 61 for an excerpt from the rubric.

STRATEGIES FOR USING THE CCL Evaluation Rubric:

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

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

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

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

Figure 4: Performance Expectation 1: Vision, Mission and Goals

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

Element A: High Expectations for All

Leaders* ensure that the creation of the vision, mission and goals establishes high expectations for all students and staff.**

The Leader...

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

***Leader:** Connecticut School Leaders who are employed under their immediate administrator 092 certificate (e.g., curriculum coordinator, principal, assistant principal, department head and other supervisory positions.)

****Staff:** All educators and non-certified staff

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the evidence for each performance expectation in the CCL: Connecticut School Leadership Standards. Evaluators collect written evidence about and observe the administrator's leadership practice across the six performance expectations described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

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

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

1. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with a particular emphasis on the identified focus areas for development. **Evaluators of administrators must conduct at least two school site observations for any administrator and should conduct at least four school site observations for administrators who are new to their district, school, the profession or who have received ratings of *developing* or *unsatisfactory*.**
2. The administrator and evaluator hold a Mid-Year Formative Conference with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
3. Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth, as well as progress on the focus areas.
4. The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *Exemplary*, *Proficient*, *Developing* or *Unsatisfactory* for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year.

Principals and Central Office Administrators:

Exemplary	Proficient	Developing	Below Standard
<p><i>Exemplary</i> on Teaching and Learning +</p> <p><i>Exemplary</i> on at least 2 other performance expectations +</p> <p>No rating below <i>Proficient</i> on any performance expectation</p>	<p>At least <i>Proficient</i> on Teaching and Learning +</p> <p>At least <i>Proficient</i> on at least 3 other performance expectations +</p> <p>No rating below <i>Developing</i> on any performance expectation</p>	<p>At least <i>Developing</i> on Teaching and Learning +</p> <p>At least <i>Developing</i> on at least 3 other performance expectations</p>	<p><i>Below Standard</i> on Teaching and Learning</p> <p>or</p> <p><i>Unsatisfactory</i> on at least 3 other performance expectations</p>

Assistant Principals and Other School-Based Administrators:

Exemplary	Proficient	Developing	Below Standard
<p><i>Exemplary</i> on at least half of measured performance expectations +</p> <p>No rating below <i>Proficient</i> on any performance expectation</p>	<p>At least <i>Proficient</i> on at least a majority of performance expectations +</p> <p>No rating below <i>Developing</i> on any performance expectation</p>	<p>At least <i>Developing</i> on at least a majority of performance expectations</p>	<p><i>Unsatisfactory</i> on at least half of performance expectations</p>

Component #2: Stakeholder Feedback (10%)

Feedback from stakeholders – assessed by administration of a survey with measures that align to the [CCL: Connecticut School Leadership Standards](#) – is 10% of an administrator’s summative rating.

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

Applicable Survey Types

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

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

To ensure that districts use effective survey instruments in the administrator evaluation process, and to allow educators to share results across district boundaries, the CSDE has adopted recommended survey instruments as part of the SEED state model for administrator evaluation and support. Panorama Education developed the surveys for use in the State of Connecticut, and districts are strongly encouraged to use these state model surveys.

See the SEED website for examples of each type of survey as well as sample questions that align to the CCL: Connecticut School Leadership Standards. See the SEED website for [Panorama Education surveys](#).

The survey(s) selected by a district for gathering feedback must be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time). In order to minimize the burden on schools and stakeholders, the surveys chosen need not be implemented exclusively for purposes of administrator evaluation, but may have broader application as part of teacher evaluation systems, school- or district-wide feedback and planning or other purposes. Adequate participation and representation of school stakeholder population is important; there are several strategies districts may choose to use to ensure success in this area, including careful timing of the survey during the year, incentivizing participation and pursuing multiple means of soliciting responses.

Any survey selected must align to some or all of the CCL: Connecticut School Leadership Standards, so that feedback is applicable to measuring performance against those standards. In most cases, only a subset of survey measures will align explicitly to the Leadership Standards, so administrators and their evaluators are encouraged to select relevant portions of the survey's results to incorporate into the evaluation and support model.

For each administrative role, stakeholders providing feedback might include:

SCHOOL-BASED ADMINISTRATORS

Principals:

- All family members
- All teachers and staff members
- All students

Assistant Principals and other school-based administrators:

- All or a subset of family members
- All or a subset of teachers and staff members
- All or a subset of students

CENTRAL OFFICE ADMINISTRATORS

Line managers of instructional staff (e.g., Assistant/Regional Superintendents):

- Principals or principal supervisors
- Other direct reports
- Relevant family members

Leadership for offices of curriculum, assessment, special services and other central academic functions:

- Principals
- Specific subsets of teachers
- Other specialists within the district
- Relevant family members

Leadership for offices of finance, human resources and legal/employee relations offices and other central shared services roles

- Principals
- Specific subsets of teachers
- Other specialists within the district

Stakeholder Feedback Summative Rating

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

Exceptions to this include:

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

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

1. Select appropriate survey measures aligned to the CCL: Connecticut School Leadership Standards.
2. Review baseline data on selected measures, which may require a fall administration of the survey in year one.
3. Set 1 target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high).
4. Later in the school year, administer surveys to relevant stakeholders.
5. Aggregate data and determine whether the administrator achieved the established target.
6. Assign a rating, using this scale:

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

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

EXAMPLES OF SURVEY APPLICATIONS

Example #1:

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

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

Example #2:

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

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

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

STUDENT OUTCOMES RELATED INDICATORS

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

Student Related Indicators includes two components:

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

Component #3: Student Learning (45%)

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

For Assistant Superintendent- Curriculum leader standardized measures (22.5%) of student learning is assessed based on the District Performance Index (DPI) or the SPI of schools served or subjects served with SLIs addressing a significant portion of students served serving as the locally determined measure (22.5%) of student learning.

For the Director of Special Education standardized measures (22.5%) of student learning is assessed based on subgroups of the DPI or on special education population subgroups on SPIs of schools served with SLIs addressing a significant portion of special education students served serving as the locally determined measure (22.5%) of student learning.

NOTE: "Pending U.S. Department of Education's approval of CT's request for flexibility on the use of student test data in 2015-2016, Stonington Public Schools will not require that 22.5% of the administrator's student learning component incorporate SPI progress. Given this adjustment, the entire 45% of an administrator's rating on student learning indicators shall be based on the locally-determined indicators. These locally-determined indicators would also comprise the 5% Whole-School Student Learning Indicator rating for teachers."

State Measures of Academic Learning

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

Currently, the state’s accountability system⁶ includes two measures of student academic learning:

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

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

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

For a complete [definition of Connecticut’s measures of student academic learning](#), including a definition of the SPI see the SEED website.

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

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

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

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

SPI Progress (all students and subgroups)

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

⁶ Note: All of the current academic learning measures in the state accountability system assess status achievement of students or changes in status achievement from year to year. There are no true growth measures. If the state adds a growth measure to the accountability model, it is recommended that it count as 50% of a principal’s state academic learning rating in Excelling schools, 60% in Progressing and Transition schools, and 70% in Review and Turnaround schools.

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

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

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

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

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

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

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

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

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

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

Locally-Determined Measures (Student Learning Indicators)

Administrators establish three Student Learning Indicators (SLIs) on measures they select. In selecting measures, certain parameters apply:

- All measures must align to Common Core State Standards and Connecticut Content Standards. In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.
- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.

- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in the State’s approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.
- For administrators assigned to a school in “review” or “turnaround” status, indicators will align with the performance targets set in the school’s mandated improvement plan.

	SLI 1	SLI 2	SLI 3
Elementary or Middle School Principal	Non-tested subjects or grades	Broad discretion	
High School Principal	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion	
Elementary or Middle School AP	Non-tested subjects or grades	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
High School AP	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
Central Office Administrator	(meets the non-tested grades or subjects requirement) Indicators may be based on results in the group of schools, group of students or subject area most relevant to the administrator’s job responsibilities, or on district-wide student learning results.		

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

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

- Students’ performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.

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

Grade level	SLI
2nd Grade	Among second graders who remain enrolled in school and in good attendance from September to May, 80% will make at least one year's growth in reading as measured by MAP/NWEA assessments.
Middle School Science	78% of students will attain <i>Proficient</i> or higher on the science inquiry strand of the CMT in May.
High School	9th grade students will accumulate sufficient credits to be in good standing as sophomores by June.
Central Office Administrator	By June 1, 2014, the percentage of grade 3 students across the district (in all 5 elementary schools) reading at or above grade level will improve from 78% to 85%. (Curriculum Coordinator)

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

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

- The objectives are adequately ambitious.
- There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
- The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
- The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The administrator and evaluator collect interim data on the SLIs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

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

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

Arriving at Student Learning Summative Rating

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

		<i>State Measures of Academic Learning</i>			
		4	3	2	1
<i>Locally Determined Measures of Academic Learning</i>	4	Rate Exemplary	Rate Exemplary	Rate Proficient	<i>Gather further information</i>
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	<i>Gather further information</i>	Rate Developing	Rate Developing	Rate Unsatisfactory

Component #4: Teacher Effectiveness Outcomes (5%)

Teacher effectiveness outcomes – as measured by an aggregation of teachers’ Student Learning Indicators (SLIs) – make up 5% of an administrator’s evaluation.

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

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

Exemplary	Proficient	Developing	Unsatisfactory
>80% of teachers are rated Proficient or exemplary on the Student Learning Indicators portion of their evaluation	>60% of teachers are rated Proficient or exemplary on the Student Learning Indicators portion of their evaluation	>40% of teachers are rated Proficient or exemplary on the Student Learning Indicators portion of their evaluation	<40% of teachers are rated Proficient or exemplary on the student learning objectives portion of their evaluation

- Central Office Administrators will be responsible for those educators under their assigned role.
 - Assistant Superintendent – Curriculum Leader measure includes the attainment of SLIs of principals and / or assistant principals served.
 - Director of Special Education measure includes the attainment of SLIs of composite of special service providers.
- All other administrators will be responsible for the teachers they directly evaluate.

SUMMATIVE ADMINISTRATOR EVALUATION RATING

Summative Scoring

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

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

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

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

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

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

Exemplary ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide. Few administrators are expected to demonstrate exemplary performance on more than a small number of practice elements.

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

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

Determining Summative Ratings

The rating will be determined using the following steps:

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

Each step is illustrated below:

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

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

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

Rating Table

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

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

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

Component	Score (1-4)	Weight	Points (score x weight)
Student Learning (SPI Progress and SLIs)	3	45	135
Whole School Student Learning Indicator or Student Feedback	2	5	10
TOTAL STUDENT OUTCOMES-RELATED POINTS			145

Rating Table

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

C. OVERALL: Leader Practice + Student Outcomes

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

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

		<i>Overall Leader Practice Rating</i>			
		4	3	2	1
<i>Overall Student Outcomes Rating</i>	4	Rate Exemplary	Rate Exemplary	Rate Proficient	<i>Gather further information</i>
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	<i>Gather further information</i>	Rate Developing	Rate Developing	Rate Unsatisfactory

Adjustment of Summative Rating: Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not yet be available at the time of a summative rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly affected by state standardized test data, the evaluator should recalculate the administrator’s final summative rating when the data is available and submit the adjusted rating not later than September 15. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

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

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

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

Dispute-Resolution Process

The local or regional board of education shall include a process for resolving disputes in cases where the evaluator and administrator cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. When such agreement cannot be reached, the issue in dispute will be referred for resolution to a subcommittee 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 (*see Appendix B*).

APPENDICES

Appendix A

2015-2016 Stonington Professional Development &-Evaluation Committee (PDEC)

Name	Role	School
Jenn Bausch	Assistant Principal	Mystic-Pawcatuck Middle Schools
Teresa Bonillo	Teacher	Stonington High School
Jenny Brummond	Teacher	West Vine –West Broad Street School
Danielle Cooper	Teacher	West Vine –West Broad Street School
Noreen Elliot	Teacher	Pawcatuck Middle School
Mark Friese	Principal	Stonington High School
Nikki Gullickson	Assistant Superintendent	Central Office
Marika Heughins	Teacher	Pawcatuck Middle School
Rachele Limberakis	Teacher	Central Office
Maureen Masson	Psychologist	Stonington High School
Jennifer McCurdy	Principal	Deans Mill School
Sally Motycka	Teacher	Stonington High School
Gretchen Noonan	Special Ed / Union President	Deans Mill School
Sue Prince	Library Media Specialist	Mystic Middle School
Allie Romano	Teacher	Deans Mill School
Jayne Scott	Teacher	Stonington High School
Bruce Yarnall	Special Ed / Union Representative	Mystic Middle School

Appendix B

Flexibilities to the Guidelines for Educator Evaluation Adopted by Connecticut State Board of Education on February 6, 2014

Section 2.9: Flexibility Components

Local and regional school districts may choose to adopt one or more of the evaluation plan flexibility components described within Section 2.9, in mutual agreement with district's professional development and evaluation committee pursuant to 10-151b(b) and 10-220a(b), to enhance implementation. Any district that adopts flexibility components in accordance with this section in the 2013-14 school year shall, within 30 days of adoption of such revisions by its local or regional board of education, and no later than March 30, 2014, submit their plan revisions to the State Department of Education (SDE) for its review and approval. For the 2014-15 and all subsequent school years, the submission of district evaluation plans for SDE review and approval, including flexibility requests, shall take place no later than the annual deadline set by the SDE.

- a. Each teacher, through mutual agreement with his/her evaluator, will select 1 goal/objective for student growth. For each goal/objective, each teacher, through mutual agreement with his/her evaluator, will select multiple Indicators of Academic Growth and Development (IAGD) and evidence of those IAGDs based on the range of criteria used by the district. For any teacher whose primary responsibility is not the direct instruction of students, the mutually agreed upon goal/objective and indicators shall be based on the assigned role of the teacher.
- b. One half (or 22.5%) of the indicators of academic growth and development used as evidence of whether goal/objective is met shall be based on standardized indicators other than the state test (CMT, CAPT, or SBAC) for the 2014-15 academic year, pending federal approval. Other standardized indicators for other grades and subjects, where available, may be used. For the other half (22.5%) of the indicators of academic growth and development, there may be:
 1. A maximum of one additional standardized indicator other than the state test (CMT, CAPT or SBAC) for the 2014-15 academic year, pending federal approval, if there is mutual agreement, subject to the local dispute resolution procedure as described in 1.3.
 2. A minimum of one non-standardized indicator.
- c. Teachers who receive and maintain an annual summative performance evaluation designation of proficient or exemplary (or the equivalent annual summative ratings in a pre-existing district evaluation plan) during the 2012-13 or any subsequent school year and who are not first or second year teachers shall be evaluated with a minimum of one formal in-class observation no less frequently than once every three years, and three informal in-class observations conducted in accordance with Section 2.3(2)(b)(1) and 2.3(2)(b)(2) in all other years, and shall complete one review of practice every year. Teachers with proficient or exemplary designations may receive a formal in-class observation if an informal observation or review of practice in a given year results in a concern about the teacher's practice. For non-classroom teachers, the above frequency of observations shall apply in the same ways, except that the observations need not be in-classroom (they shall instead be conducted in appropriate settings). All other teachers, including first and second year teachers and teachers who receive a performance evaluation designation of below standard or developing, will be evaluated according to the procedures in 2.3(2)(c) and 2.3(2)(d). All observations

shall be followed with timely feedback. Examples of non-classroom observations or reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, reviews of lesson plans or other teaching artifacts.

Flexibilities to the Guidelines for Educator Evaluation Adopted by Connecticut State Board of Education on February 6, 2014

Section 2.10: Data Management Protocols

- a. On or before September 15, 2014 and each year thereafter, professional development and evaluation committees established pursuant to 10-220a shall review and report to their board of education the user experience and efficiency of the district's data management systems/platforms being used by teachers and administrators to manage evaluation plans.
- b. For implementation of local evaluation plans for the 2014-15 school year, and each year thereafter, data management systems/platforms to be used by teachers and administrators to manage evaluation plans shall be selected by boards of education with consideration given to the functional requirements/needs and efficiencies identified by professional development and evaluation committees.
- c. For implementation of local evaluation plans for the 2014-15 school year, and each year thereafter, educator evaluation plans shall contain guidance on the entry of data into a district's data management system/platform being used to manage/administer the evaluation plan and on ways to reduce paperwork and documentation while maintaining plan integrity. Such guidance shall:
 1. Limit entry only to artifacts, information and data that is specifically identified in a teacher or administrator's evaluation plan as an indicator to be used for evaluating such educators, and to optional artifacts as mutually agreed upon by teacher/administrator and evaluator;
 2. Streamline educator evaluation data collection and reporting by teachers and administrators;
 3. Prohibit the SDE from accessing identifiable student data in the educator evaluation data management systems/platforms, except as needed to conduct the audits mandated by C.G.S. 10-151b(c) and 10-151i, and ensure that third-party organizations keep all identifiable student data confidential;
 4. Prohibit the sharing or transference of individual teacher data from one district to another or to any other entity without the teacher or administrator's consent, as prohibited by law;
 5. Limit the access of teacher or administrator data to only the primary evaluator, superintendent or his/her designee, and to other designated professionals directly involved with evaluation and professional development processes. Consistent with Connecticut General Statutes, this provision does not affect the SDE's data collection authority;
 6. Include a process for logging the names of authorized individuals who access a teacher or administrator's evaluation information.

The SDE's technical assistance to school districts will be appropriate to the evaluation and support plan adopted by the district, whether or not the plan is the state model.

Appendix C

CT State Board of Education-Adopted Revisions: Guidelines for Educator Evaluation May 7, 2014

Dispute-Resolution Process

(3) In accordance with the requirement in the 1999 Connecticut Guidelines for Teacher Evaluation and Professional Development, in establishing or amending the local teacher evaluation plan, the local or regional board of education shall include a process for resolving disputes in cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. As an illustrative example of such a process (which serves as an option and not a requirement for districts), when such agreement cannot be reached, the issue in dispute may be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC). In this example, the superintendent and the respective collective bargaining unit for the district may 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 the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding. This provision is to be utilized in accordance with the specified processes and parameters regarding goals/objectives, evaluation period, feedback, and professional development contained in this document entitled “Connecticut Guidelines for Educator Evaluation.” Should the process established as required by the document entitled “Connecticut Guidelines for Educator Evaluation,” dated June 2012 not result in resolution of a given issue, the determination regarding that issue shall be made by the superintendent. An example will be provided within the State model.

Rating System

2.1: 4-Level Matrix Rating System

1. Annual summative evaluations provide each teacher with a summative rating aligned to one of four performance evaluation designators: Exemplary, Proficient, Developing and Below Standard.
 - a. The performance levels shall be defined as follows:
 - Exemplary – Substantially exceeding indicators of performance
 - Proficient – Meeting indicators of performance
 - Developing – Meeting some indicators of performance but not others
 - Below standard – Not meeting indicators of performance

The term “performance” in the above shall mean “progress as defined by specified indicators.” Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence. The SDE will work with PEAC to identify best practices as well as issues regarding the implementation of the 4-Level Matrix Rating System for further discussion prior to the 2015-16 academic year.

CT State Board of Education-Adopted Revisions: Guidelines for Educator Evaluation

45% Student Growth Component

(c) One half (22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement, subject to the local dispute-resolution procedure as described in section 1.3, an additional non-standardized indicator.

- a. For the 2014-15 academic year, the required use of state test data is suspended, pending federal approval, pursuant to PEAC’s flexibility recommendation on January 29, 2014 and the State Board of Education’s action on February 6, 2014.
- b. Prior to the 2015-16 academic year, the SDE will work with PEAC to examine and evolve the system of standardized and non-standardized student learning indicators, including the use of interim assessments that lead to the state test to measure growth over time.

For the other half (22.5%) of the indicators of academic growth and development, there may be:

- a. A maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute resolution procedure as described in section 1.3.
- b. A minimum of one non-standardized indicator.

APPENDIX D

Stonington Public Schools Administrator Support Plan

The **SPS Administrators' Support Plan** consists of two levels: (1) Support and Assistance, and (2) Intensive Support. The Administrator Support Plan applies to tenured and non-tenured administrators.

The purpose of the **Support Plan** is to provide support and guidance to insure that each administrator meets the professional standards based upon the Code of Professional Responsibility for Teachers, the Common Core of Leading: Connecticut School Leadership Standards as well as locally determined professional expectations. When an evaluator has concerns about an administrator's performance, the evaluator shall first hold a conference with the administrator to formally state those concerns. The administrator shall be given the opportunity to respond in writing to the concerns. At this point, he/she may note any extenuating circumstances related to the concern(s).

Placement on the Support Plan is considered serious and requires immediate action leading to improvement in the area(s) of concern. There are two tiers, Support and Assistance and Intensive Support, within this plan. In general, an administrator will first be placed on the Support and Assistance tier; however, to address serious concerns or egregious concerns (directly related to the components of the evaluation process and/or any other aspect(s) of the administrator's role as identified by the superintendent or designee) he/she may be placed directly on the Intensive Support tier by the Superintendent. The administrator will be advised to discuss placement on the Support Plan with the Stonington School Administrators' and Supervisors' Association and to bring representation to all meetings.

Tier I: Support and Assistance

Prior to placing an administrator on the Support and Assistance tier of the Support Plan, the Superintendent shall be notified, and persistent performance deficiencies shall be documented and discussed with the administrator.

Purpose: The purpose of the support and assistance level is to (a) discuss a concern (directly related to the components of the evaluation process and/or any other aspect(s) of the administrator's role as identified by the superintendent or designee), and (b.) to provide the support necessary to ensure that the administrator meets the standards contained herein or support those expectations not adequately being met by the administrator.

Placement –An administrator is placed on this support tier when there is concern directly related to the components of the evaluation process and/or any other aspect(s) of the administrator's role as identified by the superintendent or designee. If the area of concern is related to components of the evaluation system, the evaluator initiates placement when a concern is noted. If the area of concern is related to another aspect of the administrator's role, the superintendent (in concert with the evaluator if someone other than the superintendent,) can initiate placement when a concern is noted. The evaluator will complete a Statement of Concern detailing the area or areas of concern.

Process: At this level, the nature of the area of concern is communicated through a conference between the administrator and the evaluator (and/or superintendent when the area of concern is related

to another aspect of the administrator's role). The administrator will receive written notification of the date and time of the conference and the areas of concern. This conference will be held between the administrator and evaluator (or superintendent) within 5 school days from the issuance of a statement of concern(s) to mutually develop a Support and Assistance Improvement Plan to resolve the concern.

At that conference, the evaluator (and/or superintendent if the area of concern is related to another aspect of the administrator's role) will: (1) provide an overview of the concern(s), (2) identify -specify the expectations for performance improvement through the establishment of objectives, (3) discuss the support that will be provided to the administrator, (4) communicates how the objectives will be assessed and (5) identify a timeline for improvement. The Superintendent (when applicable) is advised of the placement of this individual and receives ongoing communication as well. A written summary of the meeting will be provided within 48 hours of the conference.

Timeline:

- The administrator will receive written notification of the date and time of the conference and the areas of concern.
- Written notification of placement in this level with meeting scheduled within 5 working days to develop action plan.
- Implementation of action plan.
- Administrator demonstrates improvement/change every 10 working days with a conference with the evaluator at least every 10 working days.
- Maximum limit in this level is 45 working days

Disposition: At the end of the timeframe, three options are possible;

- Resolution of the concern(s) and return to the ~~prior evaluation phase~~ evaluation plan
- Progress noted and a one-time extension (not to exceed 30 additional consecutive school days) granted to address strategies for resolution
- Not reaching resolution of the concern(s) and moving the administrator to Intensive Support, the second tier in the Support Plan

Documentation will be placed in the administrator's personnel file at Central Office. The administrator will have 10 days to comment on the resolution document.

Tier II: Intensive Support

Purpose: When concerns are not resolved through the Support and Assistance tier, or the area of concern is so egregious that it warrants immediate placement on Intensive support, the evaluator (and/or superintendent if the area of concern is related to another aspect of the administrator's role) shall again notify the Superintendent.

Placement: The evaluator (or superintendent if the area of concern is related to another aspect of the administrator's role) initiates placement of an administrator on an Intensive Support Improvement Plan. The process is formal with written notification and ongoing documentation of (1) concerns, (2) communications, and (3) efforts to improve. The Superintendent is advised of the placement of this individual and receives ongoing communication as well.

Process: The evaluator (or superintendent) shall then notify the administrator in writing that he/she is being placed on Intensive Support and shall meet with the administrator to present to him/her an Intensive Support Improvement Plan. Within 10 working days, a conference is held at which the evaluator reviews concerns expressed, support provided, administrator efforts to date, and expectations for performance. At this conference, the evaluator (and/or superintendent) builds an action plan, to support strategies listed in Level I.

This plan will include:

- A statement of the areas from the Code of Professional Responsibility for Teachers, Connecticut's Common Core of Leading: Connecticut School Leadership Standards and/or other locally determined professional expectations.
- Information relative to the amount and type of assistance that will be provided to the evaluator and employee (which may include colleague support to improve identified areas for support).
- The method(s) and frequency with which data will be gathered and conferences conducted, and
- A timeline for achieving the expected level(s) of performance not to exceed 45 consecutive school days with an option, at the discretion of the evaluator, to extend for an additional 30 days.

The administrator may respond to the plan in writing. This response will be attached to the Intensive Support Improvement Plan.

Timeline:

- The administrator will receive written notification of the date and time of the conference and the areas of concern.
- Written notification of placement on this level with a meeting scheduled to develop action plan.
- Implementation of action plan.
- Administrator demonstrates improvement/change every 10 working days with a conference with the evaluator at least every 10 working days.
- Maximum limit in this level is 45 working days.

Disposition: At the end of the designated time period, an Intensive Support Summative Report shall be completed by the evaluator (or superintendent) that includes a recommendation relative to the administrator's employment status and potential compensation adjustments. An administrator may be returned to the district evaluation cycle, or the Superintendent may institute termination proceedings.

This summary report shall be placed in the teacher's personnel file. The administrator will have 10 days to comment on the resolution document.

* The peer may provide support, but has no role in the evaluation process.

