

**THOMASTON
BOARD OF EDUCATION**

2015-2016

**PROFESSIONAL
DEVELOPMENT AND
EVALUATION PLAN**



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INTRODUCTION

The mission of the Thomaston Board of Education is to educate, challenge and inspire each individual to excel and become a contributing member of society. To this end, the Thomaston Board of Education espouses the belief that 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 effective teachers are among the most important school-level factor in student learning and effective leadership is an essential component of any successful school.ⁱ

Educator evaluation is the cornerstone of effective teaching and leading and contributes to the improvement of individual and collective instructional and professional practice. The Connecticut State Department of Education (CSDE) has provided a model for high-quality school leader and teacher evaluations. This model 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.ⁱⁱ Using the CSDE model as a foundation for the Thomaston Professional Development and Evaluation Plan, school leader and teacher performance will be aligned to professional development.

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

PURPOSE

The purpose of the Thomaston Board of Education Professional Development and Evaluation Plan is to fairly and accurately evaluate school leader and teacher performance and to help each educator strengthen his/her practices to improve student learning.

Core Design Principles

The following principles guided the design of Connecticut's State Model for Educator Evaluation and, therefore, are evidenced in the Thomaston Board of Education Professional Development and Evaluation Plan:

- 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; and
- Ensure feasibility of implementation.

Consider multiple, standards-based measures of performance

This plan uses multiple sources of information and evidence resulting in a fair, accurate, and comprehensive picture of an educator's performance. The Thomaston Plan defines four components of teacher effectiveness: student growth and development (45%)ⁱⁱ, teacher performance and practice (40%), parent feedback (10%), whole-school student learning indicators (5%). The plan defines four components of administrator effectiveness: multiple student learning indicators (45%), leadership practice (40%), parent feedback (10%) and teacher effectiveness outcomes (5%).

The Thomaston Plan is grounded in research-based standards for educator effectiveness, Common Core State Standards, as well as Connecticut's standards: (1) [Connecticut Common Core of Teaching](#); (2) [Common Core of Leading: Connecticut School Leadership Standards](#); (3) [Connecticut Framework K-12 Curricular Goals and Standards](#); and (4) 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. The Thomaston Plan encourages educators to pay attention to continually improving their practice. The goal-setting process in this Plan 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 of how teachers and school leaders interact with one another and with students. Synthesizing multiple sources of information into performance ratings is inherently more complex than

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Thomaston Board of Education Goals for School Operation ⁱⁱⁱ ¶
To meet high expectations for academic achievement for all students to prepare them for productive and self-sustaining adult life, continuing education and responsible citizenship in a democratic, multicultural society. ¶

To meet the fundamental needs of all learners by providing a safe and disciplined environment conducive to learning. ¶

To meet high standards for the performance of teachers and administrators leading to improved student learning. ¶

To focus resources effectively, efficiently and equitably to ensure that all students achieve at high levels sufficient to enable them to lead productive and self-sustaining lives. ¶

To increase the direct involvement of all citizens in public education. ¶

checklists or numerical averages. At the same time, educators' ratings should depend on their performance, not on their evaluators' biases. Accordingly, the Thomaston Plan, as with the State's Plan, 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 Thomaston Plan, like the CT Plan, 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 support 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.

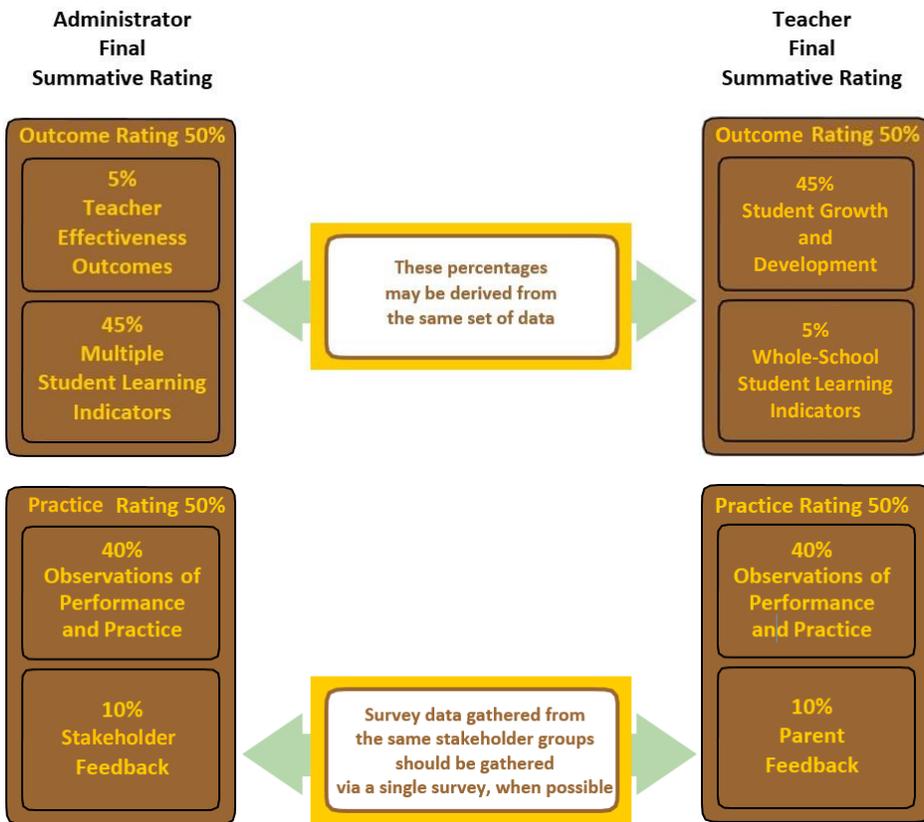
Encourage aligned professional learning, coaching and feedback to support growth

Novice and veteran educators alike deserve detailed, constructive feedback and professional learning tailored to the individual needs of their classrooms and students. The Thomaston Plan, like Connecticut's Plan, more commonly known as SEED (System for Educator Evaluation and Development) promotes a shared language of excellence to which professional learning, coaching and feedback can align to improve practice.

Ensure feasibility of implementation

Launching the Thomaston Plan will require hard work. Throughout the 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 Thomaston Plan 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 Thomaston Plan, like SEED, aims to balance high expectations with flexibility for the time and capacity considerations.

Improving student achievement sits at the center of the work for all educators. SEED recognizes that student learning is a shared responsibility between teachers, administrators and district leaders; the Thomaston Plan also recognizes this shared responsibility. 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 Thomaston Plan creates a relationship between component ratings for teachers and administrators as depicted in the diagram below.



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%):

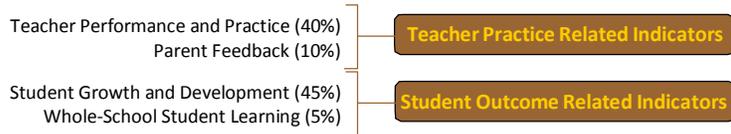
Administrator Final Summative Rating (5%) Teacher Effectiveness Outcomes	Teacher Final Summative Rating (45%) Student Growth and Development
The administrator receives a final summative rating of proficient (3) for Teacher Effectiveness Outcomes (5%) if...	...the aggregate final summative rating for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

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 Outcomes (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 Thomaston Plan 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 CSDE, in consultation with PEAC and the State Board of Education (SBE), may continue to refine the tools provided in this document for clarity and ease of use. The Thomaston Plan includes specific guidance for the four components of teacher evaluation^{iv}:



Additional Requirements of the Plan

The Connecticut State Department of Education (CSDE) offers districts two options for this plan: (1) use SEED or (2) use a “district developed” plan. The Thomaston Plan is a “district developed” plan. For districts making this plan choice, the CSDE has provided “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:

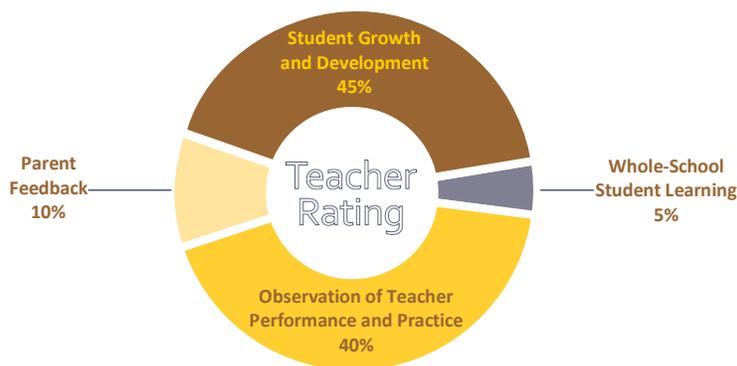
- Evaluator Training and Monitoring
- Evaluation-Informed Professional Learning
- Improvement and Remediation Plans
- Career Development and Growth

The Thomaston Plan makes note of these “Points of Consideration” as necessary.

TEACHER EVALUATION OVERVIEW

Teacher Evaluation and Support Framework

The Thomaston Plan 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.



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:

- Observation of Teacher Performance and Practice (40%) as defined within the Common Core of Teaching (CCT) Rubric for Effective Teaching 2014, which articulates four domains and twelve indicators of teacher practice
- Parent Feedback (10%) on teacher practice through surveys.

Student Outcomes Related Indicator

An evaluation of teachers' contributions to student academic progress at the school and classroom level. This area is comprised of one component:

- Student Growth and Development (45%) as determined by the teacher's Student Learning Objective (SLO) and associated Indicators of Academic Growth and Development (IAGDs).^v
- Whole-School Measures of Student Learning as determined by aggregate rating for multiple student learning indicators established for the administrator's evaluation rating (5%)

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

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

Process and Timeline

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



GOAL-SETTING AND PLANNING

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

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.

Teacher Reflection and Goal-Setting

The teacher examines student data, prior year evaluation and survey results, and the Common Core of Teaching (CCT) Rubric for Effective Teaching 2014 to draft a proposed performance and practice focus area, a parent feedback goal, and one SLO for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.

Goal-Setting Conference

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

MID-YEAR CHECK IN

Timeframe: January and February.

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.

Mid-Year Conference

The evaluator and teacher complete at least one mid-year check-in conference during which they review evidence related to the teacher practice focus area and progress towards SLOs and other goals. 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, teaching 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. [Mid-Year Conference guidance](#) is available from the CSDE to assist evaluators in conducting the conference.

END-OF-YEAR SUMMATIVE REVIEW

Timeframe: May and June; must be completed by June 30.^{vi}

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.

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 the Student Outcomes Related Indicator. These scores generate the final, summative rating. After all data are available, the evaluator may adjust the summative rating.^{vii}

End-of-Year Conference

The evaluator and the teacher meet to discuss all evidence collected to date and to discuss component ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year and before June 30.^{viii}

Complementary Observers

The primary evaluator for Thomaston administrators will be determined by administrative assignment, i.e., the Principal, Assistant Principal, or Director of Pupil-Personnel Services. These evaluators will be responsible for the overall evaluation process, including assigning summative ratings. The Connecticut State Department of Education offers districts the option of using complementary observers to assist the primary evaluator. The Thomaston Plan will not use Complementary Evaluators in the 2014-2015 school year.^{ix} Primary evaluators will have sole responsibility for assigning final summative ratings. Primary evaluators must demonstrate proficiency in conducting standards-based observations through the CSDE observer training.

Ensuring Fairness and Accuracy: Training, Monitoring and Auditing

All Thomaston Public School 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.

The CSDE will provide districts with training opportunities. Thomaston shall adapt and build on the tools provided during the CSDE training to support teachers and to ensure that evaluators are proficient in conducting teacher evaluations. The CSDE training is a multi-day opportunity to:

- Understand the nature of learning for students and educators and its relation to the priorities of the Common Core of Teaching (CCT) Rubric for Effective Teaching 2014;
- Establish a common language that promotes professionalism and a culture for learning through the lens of the CCT Rubric for Effective Teaching 2014;
- 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.

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

Additionally, there is an annual audit of evaluations. "The CSDE or a third-party designated by the CSDE will audit ratings of exemplary and below standard to validate such exemplary or below standard ratings by selecting ten districts at random annually and reviewing evaluation evidence files for a minimum of two educators rated exemplary and two educators rated below standard in those districts selected at random, including at least one classroom teacher rated exemplary and at least one teacher rated below standard per district selected."^x

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 Connecticut State Department of Education 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. The Thomaston Plan aligns with this vision. For Thomaston's students to graduate and be college and/or career ready, educators must engage in strategically planned, well supported, standards-based, continuous professional learning focused on improving student outcomes.

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

The Thomaston Plan aligns professional learning to student curriculum standards, practice data, and performance goals at the individual, team, school, and district levels, increasing the likelihood of improving student learning. The best practices already in place that will support the Thomaston Plan include:

- Established data teams committed to continuous improvement, collective responsibility, accountability and goal alignment;
- Prioritized, monitored, and coordinated resources at the school/district level tied to goals/objectives and evidence-based feedback provided as part of the evaluation process;
- Aligned and regular 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 shall be accomplished by:

- Developing well-supported and effective teacher leaders and District/School Administrators whose performance is based on valid indicators of effectiveness;
- Empowering teacher leaders and District/School Administrators to support and monitor teacher learning by providing meaningful, evidence-based, actionable feedback that supports teachers' reflection and analysis of their practice.
- Maintaining 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 below standard, it signals the need for focused support and development. The Thomaston Plan offers a system to support teachers not meeting the proficiency standard. Improvement and remediation plans shall 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. The Thomaston Plan offers the following levels of support:

1. **Structured Support:** An educator shall 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 shall 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 educator shall 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.

Each level of support shall include the following components:

- 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.

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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 teachers. Examples of such opportunities include, but are not limited to:

- Observation of peers;
- Mentoring early-career teachers;
- Participating in development of teacher improvement and remediation plans for peers whose performance is developing or below standard;
- Leading a Data Team;
- Differentiated career pathways; and
- Focused professional learning based on goals for continuous growth and development.

The Thomaston Plan shall create sustainable teacher career pathways through the creation and maintenance of the following conditions:^{xi}

- 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.

The [National Education Association \(NEA\) Teacher Leader Model Standards](#) shall also be used to help define how teacher leadership can be distinguished from, but work in tandem with, administrative leadership roles to support effective teaching and promote student learning.

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 (1) Teacher Performance and Practice, which counts for 40% and (2) 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 - Common Core of Teaching Rubric for Effective Teaching 2014](#)

The [Connecticut Rubric for Effective Teaching 2014](#), as revised in 2014, represents the most

important skills and knowledge that teachers need to demonstrate in order to prepare students to be career, college and civic ready as defined by CSDE. The rubric was revised through the collaborative efforts of the CSDE, representatives from the regional educational service centers (RESCs), the Connecticut Association of Schools (CAS), 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 Common Core of Teaching (CCT) and includes references to Connecticut Core Standards and other content standards. The CCT Rubric for Effective Teaching 2014 is organized into four domains, each with three indicators. Forty percent (40%) of a teacher's final annual summative rating is based on his/her performance across all four domains. The domains represent essential practice and knowledge and receive equal weight when calculating the summative Performance and Practice rating (see CCT Rubric for Effective Teaching 2014 – At A Glance^{xii} below).

CCT RUBRIC FOR EFFECTIVE TEACHING 2014 - AT A GLANCE	
<p>DOMAIN 1: Classroom Environment, Student Engagement and Commitment to Learning³</p> <p><i>Teachers promote student engagement, independence and inter-dependence in learning and facilitate a positive learning community by:</i></p> <ul style="list-style-type: none"> 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students; and 1c. Maximizing instructional time by effectively managing routines and transitions. 	<p>DOMAIN 2: Planning for Active Learning</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"> 2a. Planning instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students; 2b. Planning instruction to cognitively engage students in the content; and 2c. Selecting appropriate assessment strategies to monitor student progress.
<p>DOMAIN 3: Instruction for Active Learning</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"> 3a. Implementing instructional content for learning; 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies; and 3c. Assessing student learning, providing feedback to students and adjusting instruction. 	<p>DOMAIN 4: Professional Responsibilities and Teacher Leadership</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"> 4a. Engaging in continuous professional learning to impact instruction and student learning; 4b. Collaborating with colleagues to examine student learning data and to develop and sustain a professional learning environment to support student learning; and 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

Evidence Generally Collected Through In-Class Observations

Evidence Generally Collected Through Non-Classroom Observations/Reviews of Practice

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, through the Thomaston Plan:

- Each teacher shall be observed a minimum of four (4) to six (6) times per year depending on the assigned Teacher Category through formal, informal and non-classroom observations/reviews of practice as defined below:
 - Formal Observations: Observations that last at least 30 minutes and are followed by a post- observation conference, which includes timely written and verbal feedback.
 - Informal Observations: Observations that last at least ten minutes and are followed by written and/ or verbal feedback.
 - Non-Classroom Observations/Reviews of Practice: Observations that 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 discussion) or written (e.g., email, comprehensive write-up, brief handwritten note) or both, within a timely manner.
 - It is recommended that feedback be provided within five (5) school days.
 - Providing both verbal and written feedback after an informal observation or a 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, the Thomaston Plan will utilize a combination of announced and unannounced observations.
- Evaluators shall use their discretion to establish which Teacher Category each teacher is assigned; it is recommended that this assignment be in accordance with the [Guidelines for Educator Evaluation](#).

TEACHER CATEGORY	THOMASTON PLAN REQUIREMENTS
All Non-Tenured Teachers in the first and second year of evaluation or All Non-Tenured Teachers receiving a Proficient or Exemplary score at the end of 2014-2015	At least three (3) in-class formal observations: Two (2) of which include a pre-conference and all of which include a post-conference and all of which include written and/or verbal feedback. and At least three (3) informal observations: All of which include a post-conference and all of which include written and/or verbal feedback.
All Non-Tenured and All Tenured Teachers receiving a Below Standard or Developing Score at the end of 2014-2015	Participate in an Improvement and Remediation Plan that includes: At least three (3) in-class formal observations: All of which include a pre-conference and a post-conference and all of which include written and/or verbal feedback. and At least three (3) informal observations: All of which include a post-conference and all of which include written and/or verbal feedback.
All Tenured Teachers having three or more years of experience and receiving a Proficient or Exemplary Score at the end of 2014-2015	At least one (1) in-class formal observation: Which shall include a pre-conference and a post-conference. and At least two (2) informal observations and one (1) review of practice: All of which include a post-conference.

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Pre-Conferences and Post-Conferences

Pre-conferences are valuable for establishing the 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 Common Core of Teaching (CCT) Rubric for Effective Teaching 2014^{xiii} 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 school days.

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Classroom observations generally 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 online at the SEED website and within each teacher's electronic, professional development and evaluation (PDEC)^{xiv} account.

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All interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluation. 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;
- 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 formative ratings, where appropriate, on observed indicators of the [CCT Rubric for Effective Teaching 2014](#)^{xv};
- 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 this plan’s [Process and Timeline section](#), teachers develop one performance and practice focus area that is aligned to the [CCT Rubric for Effective Teaching 2014](#)^{xvi}. The focus area will guide observations and feedback conversations throughout the year.

Each teacher will work with his/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 teacher toward proficient or exemplary on the [CCT Rubric for Effective Teaching 2014](#).^{xvii} The Thomaston Plan has created a district-wide performance focus area for the 2014-2015 school year. Each school may decide to create school-wide or grade-specific focus areas aligned to the district-wide performance focus area.

Growth related to the focus area 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 shall 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](#)^{xviii} 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 Thomaston Plan, each domain of the [CCT Rubric for Effective Teaching 2014](#)^{xix} 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:

- Step 1: The evaluator holistically reviews evidence collected through observations, interactions, and reviews of practice (if used) and exercises professional judgment to determine indicator ratings for each of the 12 indicators.
- Step 2: The evaluator averages indicators within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.
- Step 3: The evaluator averages domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0.

Details related to each of these steps are illustrated below:

Step 1: By the end of the year, the evaluator should have collected a variety of evidence on teacher practice from the year’s observations and reviews of practice (if used). The evaluator then analyzes 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 levels of performance 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. See example below for Domain 1:

Domain 1	Indicator Level Rating	Evaluator’s Score
1a	Developing	2
1b	Developing	2
1c	Exemplary	4
Average Score		2.7

1. The 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

2. The evaluator averages domain level 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: Steps 2 and 3 can be performed by the evaluator and/or using tools/technology that calculates the averages for the evaluator.

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

Component 2 – Parent Feedback (10%)

Feedback from parents will be used to help determine the remaining 10% of the Teacher Practice Indicators category. The process for determining the parent feedback rating includes the following steps:

1. The school conducts a whole-school parent survey (meaning data is aggregated at the school level);
2. Administrators and teachers determine several school-level parent goals based on the survey feedback;
3. The teacher and evaluator identify one related parent engagement goal and set improvement targets;
4. The evaluator and teacher measure progress on growth targets; and
5. The 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 which allows parents to feel comfortable providing feedback with limited reason to fear 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. The CSDE has recommended survey instruments as part of SEED which will be used, for the most part, in Thomaston.

Administrators are encouraged to work closely with teachers to select the survey and interpret results. Parent representatives may be included in the process. Parent surveys deployed should be valid (i.e., the instrument measures what it is intended to measure) and reliable (i.e., the use of the instrument is consistent among those using it and is consistent over time).

Determining School-Level Parent Goals

Evaluators and teachers shall 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 shall occur between the school administrator and teachers (possibly during faculty meetings) in August or September so agreement can be reached on 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^{xx} 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 (the annual, district-wide parent survey).

Arriving at a Parent Feedback Rating

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

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

Component 3 – Student Growth and Development (45%)

Student Outcomes Related Indicator: The Student Outcomes Related Indicator 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. Student Growth and Development is the sole component of this category, giving it a value of forty-five percent (45%) of the overall evaluation score.

Overview of the Student Learning Objective (SLO): 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 the Student Learning Objective (SLO) as the approach for measuring student growth during the school year.

An SLO is a carefully planned, long-term academic objective. An SLO should reflect high expectations for learning or improvement and aim for mastery of content or skill development. An SLO is measured by Indicators of Academic Growth and Development (IAGDs)^{xxi} which include specific assessments/measures of progress and targets for student mastery or progress. Research has found that educators who set a high-quality SLO 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 an SLO is a process rather than a single event. The purpose is to craft an SLO that serves as a reference point throughout the year as teachers document their students' progress toward achieving at least two (2) IAGD targets. The Thomaston Plan subscribes to the recommendations found in the SEED model, which asks teachers to set specific and measurable targets. Teachers may develop them through consultation with colleagues in the same grade-level or teaching the same subject. The final determination of the SLO 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: Discovery (Review the District/School Initiatives and Review 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. A teacher may use but is not limited to the following data in developing an SLO:

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

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

PHASE 2: Set One (1) SLO with Two (2) IAGDs^{xxii}

Based on a review of district and school data, teachers will develop one (1) SLO that addresses an identified need. A [form for the development of SLOs](#) is available at the SEED website. To create their SLOs, teachers will follow these four steps:

Step 1: Decide on the Student Learning Objectives

An SLO is a broad goal statement for student learning and expected student improvement. This goal statement identifies a core idea, domain, knowledge and/or skill students are expected to acquire for which baseline data indicate a need. An 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. An 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.

An SLO broad goal statement 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:

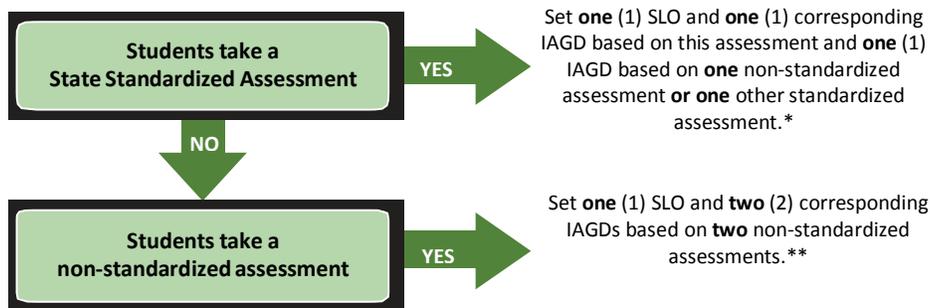
GRADE/SUBJECT	STUDENT LEARNING OBJECTIVE (SLO)
Grades 1 and 2 Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.
Grade 6 Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.
Grade 9 Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.
Grade 9 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.
Grade 11 Algebra II	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.

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. In the Thomaston Plan, every SLO must include at least two (2) IAGDs but may include more, differentiated IAGDs where appropriate. Teachers whose students take a standardized assessment will create one (1) SLO with one (1) IAGD using that assessment and one (1) IAGD based on a non-standardized measure. All other teachers will develop their one (1) SLO with two (2) IAGDs based on non-standardized measures. In the calculation to determine the summative student growth and development rating, the IAGDs are weighted equally, each representing 22.5% of the final summative SLO rating, which totals 45% of the final overall summative rating.

<p>IAGDs should be written in SMART goal language:</p> <p>S = Specific and Strategic</p> <p>M = Measurable</p> <p>A = Aligned and Attainable</p> <p>R = Results-Oriented</p> <p>T = Time-Bound</p>	<p>PLEASE NOTE:</p> <p><i>Connecticut is awaiting United States Department of Education approval for a request for flexibility regarding the use of State test data in teacher evaluation for the 2014-2015 academic year.</i></p>
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Use the following flow chart to determine appropriate IAGDs:



* One of the IAGDs used to collect evidence of whether the SLO is met (22.5% of the total 45%) shall be determined by a single isolated standardized test score and the other IAGD used to collect evidence of whether the SLO is met (22.5% of the total 45%) shall be determined through either another standardized test score or a mutually agreed upon non-standardized indicator.

**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](#)).

The Thomaston Plan uses a specific definition of “standardized assessment,” specifically, as stated in the Connecticut 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:

- What evidence/measure of progress will be examined?
- What level of performance is targeted?
- 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(s) of students.

IAGDs are unique to the teacher’s particular students; teachers with similar assignments may use the same assessment(s)/measure of progress for their SLOs, but it is unlikely they would have identical targets established for student performance. For example, all 2nd grade teachers might set the same SLO and use the same reading assessment (in 2014- 2015 Thomaston is using NWEA) to measure the SLO, but the target(s) and/or the proportion of students expected to achieve proficiency would likely vary among those teachers. Additionally, individual teachers may establish multiple differentiated targets for students achieving at various performance levels.

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

GRADE/SUBJECT	SLO	IAGD(s)
Grades 1 and 2 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>

GRADE/SUBJECT	SLO	IAGD(s)
Grade 6 Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.	By May 15: <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. <i>This is one IAGD (assessment/measure of progress) that outlines differentiated targets based on pre-assessments.</i>
Grade 9 Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.	By May 30: <ul style="list-style-type: none"> ▪ 90%-100% of all students will be proficient (scoring a 3 or 4) or higher on 5 of the 6 standards (as measured by 8 items) on the digital literacy assessment rubric. <i>This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of</i>
Grade 9 English/ Language Arts	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.	By June 1: <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. <i>This is one IAGD (assessment/measure of progress) that has been differentiated to meet the needs of varied student performance</i>

Step 3: Provide Additional Information

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

- Baseline data used to determine SLO and set IAGDs;
- Selected student population supported by data;
- Learning content aligned to specific, relevant standards;
- Interval of instruction for the SLO;
- Assessments/measures of progress 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 SLO.

Step 4: Submit SLO to Evaluator for Review

The SLO is a proposal until the teacher and the evaluator mutually agree upon it. Prior to the Goal-Setting Conference, the evaluator will review the 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/Measures of Progress;
- Indicators of Academic Growth and Development (IAGDs)/Growth Targets; and,
- Instructional Strategies and Supports.

An [SLO Development Guide](#) is provided for to Thomaston Public Schools at the SEED website. The evaluator may provide written comments and discuss the feedback with the teacher during the Goal-Setting Conference.

PHASE 3: Monitor Students Progress

Once the SLO is finalized, the teacher should monitor students’ progress towards the objectives. The teacher can, for example, examine student work; administer interim assessments and track students’ accomplishments and struggles. The teacher can share his/her interim findings with colleagues during collaborative time, and he/she can keep the evaluator apprised of progress. Progress toward SLO/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 SLO 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 electronic, professional development and evaluation account](#), 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 IAGD.
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 learning going forward.

Evaluators will review the evidence and the teacher’s self-assessment and assign one of four ratings to the 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.

The evaluator shall score each IAGD separately and then average those scores for the SLO score. For example, if one IAGD was “Partially Met,” for a rating of 2, and the other IAGD was “Met,” for a rating of 3, the Student Growth and Development rating would be 2.5 $[(2+3)/2]$. The individual

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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

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

Component 4 – Whole-school Student Learning Indicator (5%)

The Thomaston Plan shall use a whole-school student learning indicator to determine the fourth component. 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.

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 Indicator and Teacher Practice Related Indicators. Every educator will receive one of four performance* ratings:

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



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

The rating will be determined using the following steps:

Step 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%).

Step 2: Calculate a Student Outcomes Related Indicator score by combining the student growth and development score (50%).

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

Each step is illustrated below:

Step 1: 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			142

Rating Table

TEACHER PRACTICE RELATED INDICATORS POINTS	TEACHER PRACTICE RELATED INDICATORS RATING
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

1. Calculate a Student Outcomes Related Indicator: The student growth and development component counts is the total rating for this component. Simply multiply these weight by the component score 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	50	157.5
Total Student Outcomes Related Indicator Points			172.5 → 173

Rating Table

STUDENT OUTCOMES RELATED INDICATOR POINTS	STUDENT OUTCOMES RELATED INDICATOR RATING
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

2. Use the Summative Matrix to determine the Summative Rating: Using the ratings determined for each major category, (Student Outcomes Related Indicator 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 Indicator rating is proficient. The summative rating is therefore proficient. If the two major categories are highly discrepant (e.g., a rating of exemplary for Teacher Practice and a rating of below standard for Student Outcomes), then the evaluator should examine the data and gather additional information in order to determine a summative rating.

	TEACHER PRACTICE RELATED INDICATORS RATING			
	4	3	2	1

STUDENT OUTCOMES RELATED INDICATOR RATING	4	Rate Exemplary	Rate Exemplary	Rate Proficient	Gather further information
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	Gather further information	Rate Developing	Rate Developing	Rate Below Standard

Adjustment of Summative Rating

Summative ratings must be provided for all teachers by June 30th of a given school year and reported to the Connecticut State Department of Education (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

Thomaston shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation and support system as recommended by the CSDE. The State recommends the following patterns:

- Novice teachers, specifically, teachers who have yet to receive tenure from Thomaston or any other public school district in Connecticut, shall generally be deemed effective if said educator receives at least two sequential proficient ratings, one of which must be earned in the fourth year of a novice teacher’s career. A below standard rating shall only be permitted in the first year of a novice teacher’s career. 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. If a novice teacher is not deemed effective per the above description, then the novice teacher is deemed ineffective.
- Non-tenured experienced teachers, specifically, teachers who have received tenure from another district but not yet from Thomaston Public Schools, shall generally be deemed effective if said educator receives at least two sequential proficient ratings. If a non-tenured experienced teacher is not deemed effective per the above description, then the non-tenured experienced teacher is deemed ineffective.
- Post-tenure teachers, specifically, teachers receiving tenure from Thomaston Public Schools, shall generally be deemed effective if said educator receives no more than one developing rating in two consecutive years or no below standard rating anytime. If a post-tenure teacher receives two sequential developing ratings or one below standard rating at any time, the post-tenure teacher is deemed ineffective.

Dispute-Resolution Process

The Thomaston Board of Education shall follow 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 an ad hoc committee the Professional Development and Evaluation Committee (PDEC). The Superintendent and the President of the Thomaston Education Association^{xxiii} will each select one representative from the PDEC to constitute this ad hoc committee, as well as a neutral party, as mutually agreed upon between the Superintendent

and the President of the Thomaston Education Association.^{xxiv} In the event that the designated ad hoc committee does not reach a unanimous decision, the issue shall be considered by the Superintendent whose decision shall be binding (see [Appendix 2](#)).

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 P.A. 13-245, “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. Thomaston Public Schools has developed and shall implement the Student and Educator Support Specialist evaluation program as part of the Thomaston Plan and consistent with the aforementioned requirements. Student Educator Support Specialists (SESSs) are listed below:

- [Comprehensive School Counselors \(Guidance\)](#)
- [Library Media Specialists \(Grades 7-12 only\)](#)
- [Mathematics and English Language Arts Coaches/Interventionists](#)
- [School Psychologists](#)
- [Social Workers](#)
- [Speech and Language Pathologists](#)
- [Transition Coordinators](#)

Deleted: <#>[English Language Learner \(ELL\)/World Language Educators](#)¶

Deleted: <#>[Special Education Teachers](#)¶

Flexibility from Core Requirements for the Evaluation of Teachers

Student and Educator Support Specialists (SESS) shall have a clear job description and delineation of their role and responsibilities in the District/School to guide the setting of IAGDs, feedback and observation. Because of the unique nature of the roles fulfilled by SESS, the CSDE has granted flexibility in applying the Core Requirements of teacher evaluation. If the Thomaston Plan requirements do not allow an SESS to be evaluated, the flexibilities granted by the CSDE may be applied in the following ways:

- If deemed necessary by the evaluator, the Goal-Setting Conference for identifying IAGDs for SESS may include the following steps:
 1. The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.
 2. 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.
 3. 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).
 4. The educator and evaluator will identify the learning standard to measure: the assessment/measure of progress, 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.
 - a. If an SESS does not have a classroom or is not 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 SESS 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.

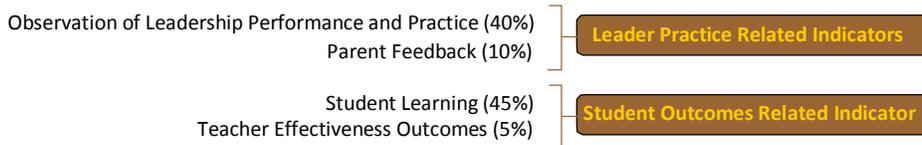
- b. If the Thomaston Plan parent feedback mechanism is not applicable to SESS, the Thomaston Plan may permit local development of short feedback mechanisms for parents specific to particular roles or projects for which the SESSs are responsible.

The Thomaston Plan encourages evaluators to review and apply information contained in the [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.

PLEASE NOTE: 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 Thomaston Plan, 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.

ADMINISTRATOR EVALUATION AND SUPPORT

The Thomaston Board of Education-designed model for the evaluation and support of administrators in Thomaston Public Schools 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 mimic the implementation of [Connecticut's System for Educator Evaluation and Development \(SEED\) Administrator Evaluation and Support](#) model. The CSDE, in consultation with Performance Evaluation Advisory Council (PEAC) and the Connecticut State Board of Education, may continue to refine the tools mimicked in this document for clarity and ease of use. The Thomaston Plan for administrator evaluation and support includes specific guidance for the four components of administrator evaluation:



Administrator Evaluation and Development

Purpose and Rationale

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

The Thomaston Plan describes four levels of performance for administrators and focuses on the practices and outcomes of Proficient administrators. These administrators are characterized as:

- Meeting expectations as an instructional leader;
- Meeting expectations in at least one (1) other area of practice;
- Meeting one target related to parent feedback;
- Meeting state accountability growth targets on tests of core academic subjects^{xv};
- Meeting and making progress on one(1) Student Learning Objective aligned to school and district priorities; and
- Having more than 60% of teachers proficient on the student growth portion of their evaluation.

The Thomaston Plan 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 the district. A proficient rating represents fully satisfactory performance, and it is the rigorous standard expected of most experienced administrators.

This Thomaston Plan 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 Thomaston Public Schools to demonstrate accountability for ensuring that every child in our district attends a school with effective leaders.

As noted, the Thomaston Plan applies to all administrators holding an 092 endorsement. Because of the fundamental role that administrators 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 school administrators. However, where there are design differences for assistant principals and central office administrators, the differences are noted.

SYSTEM OVERVIEW

Administrator Evaluation and Support Framework

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

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:

- Observation of Leadership Performance and Practice (40%) as defined in the [Common Core of Leading \(CCL\): Connecticut School Leadership Standards](#).
- Parent Feedback (10%) on leadership practice through surveys.

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:

- 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.
- Teacher Effectiveness Outcomes (5%) as determined by an aggregation of teachers' success with respect to Student Learning Objectives (SLOs)

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

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

Process and Timeline

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

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

Figure 1A: Typical Evaluation Timeframe



*Summative assessment to be finalized by September 15.

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.
2. Parent 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.^{xxvi}

Step 2: Goal-Setting and Plan Development

Before a teachers set their goals, administrators identify two (2) Student Learning Objectives (SLO) and one other focus area drawing on available data, the Superintendent's priorities, their school improvement plan and prior evaluation results (where applicable). Administrators also determine two areas of focus for their practice.



Administrators should start with the outcomes they want to achieve. This includes setting two (2) SLOs and one target related to stakeholder feedback.

Then administrators identify the areas of focus for their practice that will help them accomplish their SLOs and survey targets, choosing from among the elements of the Connecticut School Leadership Standards. Administrators shall use [the SEED SLO form](#) to formally record their SLOs. 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 a specific focus area of growth to facilitate professional conversation about their leadership practice with their evaluator. What is critical is that the administrator can connect improvement in the practice focus area 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 area. 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 area, 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.

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 (2) observations annually for any tenured administrator and at least four (4) observations annually for any non-tenured administrator, any administrator new to the district, any administrator new to a position in Thomaston Public Schools school, any administrator new to the profession, and any administrator who has received ratings of developing or below standard in the last evaluation year.

Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence and analyze the work of school leaders. Unlike visiting a classroom to observe a teacher, school site visits to observe administrator practice can vary significantly in length and setting. It is recommended that evaluators plan visits carefully to maximize the opportunity to gather evidence relevant to an administrator’s practice focus areas. Further, central to this process is providing meaningful feedback based on observed practice. Evaluators should provide timely feedback after each visit.

Besides the observation requirement, there are no prescribed evidence requirements. The Thomaston Plan relies on the professional judgment of the administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence. The evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to his or her focus areas and goals:

- Data systems and reports for student information
- Artifacts of data analysis and plans for response
- Observations of teacher team meetings
- Observations of administrative/leadership team meetings
- Observations of classrooms where the administrator is present
- Communications to parents and community
- Conversations with staff
- Conversations with students
- Conversations with families
- Presentations at Board of Education meetings, community resource centers, parent groups etc.

Step 4: Mid-Year Formative Review

Midway through the evaluation cycle (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 eighteen (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 the Thomaston Plan, self-assessment occurs later in the process after summative ratings but before goal setting for the subsequent year. Specifically, 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.^{xxvii} 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. Thomaston will adapt and build on these tools to provide comprehensive training and support to ensure that evaluators are proficient in conducting administrator evaluations. 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.

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 (2) weeks of receipt of the report.

Summative ratings must be completed for all administrators by June 30 of a given school year.^{xxviii} 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 parent survey results are not yet available, then the observation of practice rating should count for 50% of the preliminary rating.
- If the teacher effectiveness outcomes ratings are not yet available, then the student learning measures should count for 50% of the preliminary rating.

- If the State accountability measures are not yet available, then the Student Learning Objectives should count for the full assessment of student learning.
- If none of the summative student learning indicators can yet be assessed, then the evaluator should examine the most recent interim assessment data to assess progress and arrive at an assessment of the administrator's performance on this component.

Support and Development

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

Improvement and Remediation Plans

If an administrator's performance is rated as developing or below standard, it signals the need for focused support and development. Improvement and remediation plans should be developed in consultation with the administrator and his/her exclusive bargaining representative, when applicable, and be differentiated by the level of identified need and/or stage of development.

The Thomaston Plan has the following levels of support for improvement and remediation of administrators:

1. **Structured Support:** An administrator will 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 will receive special assistance when he/she earns an overall performance rating of developing or below standard and/or has received structured support.
 - An administrator 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 administrator who is having difficulty consistently demonstrating proficiency.
3. **Intensive Assistance:** An administrator will 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.

The Improvement and Remediation Plan shall:

- 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.

PROFESSIONAL DEVELOPMENT AND CAREER GROWTH

Evaluation-Informed Professional Learning

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

Throughout the process of implementing the Thomaston Plan, in mutual agreement with their evaluators, all educators will identify professional learning needs that support their goal and objectives. The identified needs will serve as the foundation for ongoing conversations about the educator's practice and impact on student outcomes. The professional learning opportunities identified for each educator 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 educators, which can then be targeted with school-wide or district-wide professional learning opportunities.

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.

Other points to be considered:

- 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 [Common Core of Leading \(CCL\) Connecticut School Leadership Standards](#) adopted by the Connecticut State Board of Education in June of 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations.

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

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

Figure 3A: Leadership Practice – Six Performance Expectations



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

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

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

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

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

[Strategies for Using the CCL Leader Evaluation Rubric](#)

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

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

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

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

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^{xxxix} ensure that the creation of the vision, mission and goals establishes high expectations for all students and staff.^{xxx}

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.

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the evidence for each performance expectation in the [CCL Leader Evaluation Rubric](#). Evaluators collect written evidence about and observe the administrator's leadership practice across the six performance expectations described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

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

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

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

2. The administrator and evaluator hold a Mid-Year Formative Conference with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
3. Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth, as well as progress on the focus areas.
4. The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of exemplary, proficient, developing or below standard for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year.

Principals and Central Office Administrators:

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

Assistant Principals and Other School-Based Administrators:

EXEMPLARY	PROFICIENT	DEVELOPING	BELOW STANDARD
Exemplary on at least half of measured performance expectations + No rating below Proficient on any performance expectation	At least Proficient on at least a majority of performance expectations + No rating below Developing on any performance expectation	At least Developing on at least a majority of performance expectations	Below Standard on at least half of performance expectations

Component 2 – Stakeholder Feedback (10%)

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

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

The survey selected by the 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).

Determining School-Level Parent Goals

Evaluators and administrators shall 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 shall occur between the evaluator and administrator in July or August so agreement can be reached on improvement goals for the entire school.

Selecting a Stakeholder Engagement Goal and Improvement Targets

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

The goal should be written in SMART language format^{xxxi} 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 stakeholder goals and (2) that the improvement targets are aligned, ambitious and attainable.

Measuring Progress on Growth Targets

Administrators and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback component. There are two ways administrators can measure and demonstrate progress on their growth targets. Administrators 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 (the annual, district-wide parent survey).

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 parents. 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 parents.
- School climate surveys cover many of the same subjects as school practice surveys but are also designed to probe for perceptions from parents 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.

Arriving at a Stakeholder Feedback 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 parents.
5. Aggregate data and determine whether the administrator achieved the established target.
6. Assign a rating, using this scale:

EXEMPLARY	PROFICIENT	DEVELOPING	BELOW STANDARD
Substantially exceeded target	Met target	Made substantial progress but did not meet target	Made little or no progress against target

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

Examples of Survey Applications

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

MEASURE AND TARGET	RESULTS (TARGET MET?)
Percentage of teachers and family members agreeing or strongly agreeing with the statement “Students are challenged to meet high expectations at the school” would increase from 71% to 77%.	No; results at the end of the year showed an increase of 3% to 74% of respondents agreeing or strongly agreeing with the statement.
Stakeholder Feedback Rating: “Developing”	

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

This is accomplished through a review of evidence provided by the teacher and application of the following scale:

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

Component 3 – Student Learning (45%)

Student learning is assessed by performance and growth on locally-determined measures. These measures will account for 45% of the administrator’s evaluation.

Locally-Determined Measures (Student Learning Objectives)

Administrators establish two Student Learning Objectives (SLOs) on measures they select. In selecting measures, certain parameters apply:

- All measures must align to Common Core State Standards and Connecticut Content Standards. In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.
- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in the State’s approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.
- For administrators assigned to a school in “review” or “turnaround” status, indicators will align with the performance targets set in the school’s mandated improvement plan.

	SLO 1	SLO 2
Elementary or Middle School Principal	Non-tested subjects or grades	Broad discretion
High School Principal	Graduation <i>(meets the non-tested grades or subjects requirement)</i>	Broad discretion
Elementary or Middle School Assistant Principal	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 Assistant Principal	Graduation <i>(meets the non-tested grades or subjects requirement)</i>	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	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. <i>(meets the non-tested grades or subjects)</i>	

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 Grade Nine and/or Grade Ten credit accumulation and/or the percentage of students that pass Grade Nine and/or Grade Ten subjects most commonly associated with graduation.
- Students' performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments. Below are a few examples of indicators, goals and SLOs for administrators:

GRADE LEVEL	SLO
Grade Two	Among Grade Two students 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 proficient or higher on the science inquiry strand of the Connecticut Mastery Test.
High School	Grade Nine students will accumulate sufficient credits to be in good standing to be promoted to Grade Ten at the end of the school year.
Central Office Administrator	By June 1, 2014, the percentage of Grade Three students across the district (in all five elementary schools) reading at or above grade level will improve from 78% to 85%. <i>(Curriculum Coordinator)</i>

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

- First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
- The administrator uses available data to craft an improvement plan for the school/area. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The administrator chooses student learning priorities for her/his own evaluation that are
 - aligned to district priorities (unless the school is already doing well against those priorities) and
 - aligned with the school improvement plan.

- The administrator chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators (see the Administrator’s SLO Handbook, SLO Form and SLO Quality Test).
- The administrator shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:
 - The objectives are adequately ambitious.
 - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
 - The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
 - The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The administrator and evaluator collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

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

EXEMPLARY	PROFICIENT	DEVELOPING	BELOW STANDARD
Met all three (3) objectives and substantially exceeded at least two (2) targets	Met two (2) objectives and made at least substantial progress on the third target	Met one (1) objective and made substantial progress on at least one (1) other target	Met zero (0) objectives OR Met one (1) objective and did not make substantial progress on either of the other two (2) targets

Arriving at Student Learning Summative Rating

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

		STATE MEASURES OF ACADEMIC LEARNING			
		4	3	2	1
LOCALLY DETERMINED MEASURES OF ACADEMIC LEARNING	4	Rate Exemplary	Rate Exemplary	Rate Proficient	Gather further information
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	Gather further information	Rate Developing	Rate Developing	Rate Below Standard

Component 4 – Teacher Effectiveness Outcomes (5%)

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

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

EXEMPLARY	PROFICIENT	DEVELOPING	BELOW STANDARD
> 80% of teachers are rated proficient or exemplary on the student learning objectives portion of their evaluation	> 60% of teachers are rated proficient or exemplary on the student learning objectives portion of their evaluation	> 40% of teachers are rated proficient or exemplary on the student learning objectives portion of their evaluation	< 40% of teachers are rated proficient or exemplary on the student learning objectives portion of their evaluation

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

SUMMATIVE ADMINISTRATOR EVALUATION RATING

Summative Scoring

Every educator will receive one of four performance^{xxxii} ratings:

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

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 parent feedback;
- Meeting state accountability growth targets on tests of core academic subjects;
- Meeting and making progress on 3 student learning objectives aligned to school and district priorities; and
- Having more than 60% of teachers proficient on the student growth portion of their evaluation.

Supporting administrators to reach proficiency is at the very heart of the SEED evaluation model, and, as such, is the heart of the Thomaston Plan.

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

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

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

Determining Summative Ratings

The rating will be determined using the following steps:

1. Determining a Leader Practice Rating;
2. Determining an Student Outcomes Rating; and
3. Combining the two into an overall rating using the Summative Matrix. Each step is illustrated below:

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 parent feedback target. The observation of administrator 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	SUMMARY SCORE
Observation of Leadership Practice	2	40	80
Stakeholder Feedback	3	10	30
TOTAL LEADER PRACTICE-RELATED POINTS			110

LEADER PRACTICE-RELATED POINTS	LEADER PRACTICE-RELATED RATING
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

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

The outcomes rating is derived from student learning – student learning objectives and teacher effectiveness outcomes. Simply multiply these weights by the component scores to get the category points.

COMPONENT	SCORE (1-4)	WEIGHT	POINTS (SCORE X WEIGHT)	POINTS (SCORE X WEIGHT)
Student Learning (SLOs)	3	45	135	135
Teacher Effectiveness Outcomes	2	5	10	10
TOTAL STUDENT OUTCOMES-RELATED POINTS			145	

STUDENT OUTCOMES RELATED INDICATORS POINTS	STUDENT OUTCOMES RELATED INDICATORS RATING
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

OVERALL: Leader Practice + Student Outcomes

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

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

		OVERALL LEADER PRACTICE RATING			
		4	3	2	1
OVERALL STUDENT OUTCOMES RATING	4	Rate Exemplary	Rate Exemplary	Rate Proficient	Gather further information
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	Gather further information	Rate Developing	Rate Developing	Rate Below Standard

Adjustment of Summative Rating:

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

Definition of Effectiveness and Ineffectiveness

Thomaston 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, which have been mimicked in the Thomaston Plan:

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

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

Dispute-Resolution Process

The Thomaston Plan offers 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 2](#)).

APPENDIX 1

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. cFor 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.
 - a. 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.
- d. 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 2

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.

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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.

ENDNOTES

ⁱ Connecticut State Department of Education. (May 2014). 2014 SEED Handbook Connecticut's System for Educator Evaluation and Development: Connecticut's State Model for Educator Evaluation.

ⁱⁱ IBID.

ⁱⁱⁱ The student growth and development percentage may be returned to the State-recommended forty-five percent (45%) with the reinstatement of whole-school student learning indicators by the Connecticut State Department of Education (CSDE) and with the CSDE providing timely calculation and distribution of said indicators. If student growth and development percentage is returned to 45%, the whole-school student learning indicators shall hold a value of five percent (5%).

^{iv} PLEASE NOTE: Thomaston is not electing to implement Connecticut's Plan, known as the SEED model. The Connecticut State Department of Education (CSDE) has provided "Points for Consideration" to assist districts and their Professional Development and Evaluation Committee (PDEC) in plan development. Just the same, Thomaston is requiring evaluators of teachers to participate in the multi-day CSDE sponsored training. The Thomaston Plan is a variation from the components of teacher evaluation and support as written within the Connecticut Plan document and, therefore, is considered a "district- developed" evaluation and support plan. Districts are required to submit an educator evaluation and support plan annually to the CSDE.

^v The student growth and development percentage may be returned to the State-recommended forty-five percent (45%) with the reinstatement of whole-school student learning indicators by the Connecticut State Department of Education (CSDE) and with the CSDE providing timely calculation and distribution of said indicators. If student growth and development percentage is returned to 45%, the whole-school student learning indicators shall hold a value of five percent (5%).

^{vi} 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.

^{vii} If the student growth and development percentage is used per the State-recommended forty-five percent (45%) with the reinstatement of whole-school student learning indicators by the Connecticut State Department of Education (CSDE) and with the CSDE providing timely calculation and distribution of said indicators, then a whole-school student learning indicator shall be added and shall hold a value of five percent (5%). Moreover, 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.

^{viii} The Superintendent of Schools 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, the Superintendent of Schools 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 Connecticut State Department of Education.

^{ix} If used in future years, complementary observers shall be 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 SLOs and providing additional feedback. A complementary observer shall share his/her feedback with the primary evaluator as it is collected and shared with teachers. If used in future years, primary evaluators will continue to hold sole responsibility for assigning final summative ratings. If used, complementary observers must demonstrate proficiency in conducting standards-based observations.

^x Connecticut Guidelines for Educator Evaluation 2.8 (3).

^{xi} In 2013, the National and State Teachers of the Year (NNSTOY) defined the conditions necessary to create comprehensive teacher career pathways; these are the conditions listed. For more information: <http://www.nnstoy.org/download/Final%20updated%20Research%20Report.pdf>

^{xii} Domain 5 – Assessment is embedded throughout the four domains.

^{xiii} See [Core Requirements for the Evaluation of Student and Educator Support Specialists](#) for flexibilities.

^{xiv} [Currently known as BloomBoard.](#)

^{xv} See [Core Requirements for the Evaluation of Student and Educator Support Specialists](#) for flexibilities.

^{xvi} [IBID.](#)

^{xvii} [IBID.](#)

^{xviii} [IBID.](#)

^{xix} [IBID.](#)

^{xx} All goals should have a clear link to student achievement and school/district priorities. Goals should be SMART:

S=Specific and Strategic

M=Measurable

A=Aligned and Attainable

R=Results-Oriented
T=Time-Bound

^{xxxii} Indicators of Academic Growth and Development (IAGDs) are based on results of assessments which may include standardized and non-standardized measures. IAGDs may require consultation with colleagues with more expertise to determine appropriate measures and targets. Indicator statements for the teacher evaluation should follow SMART Goal language: Specific/Strategic, Measurable, Aligned/Attainable, Results-Oriented and Time-Bound. The Thomaston Plan requires at least one (1) IAGD per SLO; if one SLO is used, then at least two (2) IAGDs are required for the single SLO.

^{xxxiii} Connecticut's Guidelines for Educator Evaluation states that each teacher, through mutual agreement with his/her evaluator, will select one (1) but no more than four (4) goals/objectives for student growth. The SEED model requires two (2) SLOs for every teacher in each academic year. The Thomaston Plan requires one (1) SLO for every teacher in each academic year with that SLO having at least two (2) IAGDs.

^{xxxiii} If the dispute involves the Thomaston Education Association (TEA) President, then the Vice-President of the TEA shall make this selection.

^{xxxiv} If the dispute involves the Thomaston Education Association (TEA) President, then the Vice-President of the TEA shall make this selection.

^{xxxv} 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 United States Department of Education regarding the use of student test data in educator evaluation in 2014-2015, districts may not be required to link student test data to educator evaluation and support in 2014-2015 only. Additionally, due to the transition to the new state assessments, there will not be an SPI available for 2014-2015.

^{xxxvi} Only #5 is required by the approved Guidelines for Educator Evaluation; data from #1-4 are essential to a robust goal-setting process.

^{xxxvii} School districts that have a locally-developed evaluation and support plan, like Thomaston, can also choose to participate in the CSD E-sponsored training opportunities for evaluators. However, if training opportunities are internally developed or contracted with a reputable vendor, the following are points for consideration: (1) Development or selection of an evaluation framework/rubric to measure and provide feedback on leader performance and practice, (2) Identification of criteria to demonstrate proficiency (optional), (3) Provision of ongoing calibration activities, and (4) Determination of frequency for proficiency status renewal, if applicable.

^{xxxviii} Should State standardized test data be included in evidence data and said data are 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.

^{xxxix} 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).

^{xxxix} Staff: All educators and non-certified staff.

^{xxxix} All goals should have a clear link to student achievement and school/district priorities. Goals should be SMART:

S=Specific and Strategic

M=Measurable

A=Aligned and Attainable

R=Results-Oriented

T=Time-Bound

^{xxxix} The term "performance" shall mean "progress as defined by specified indicators." Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence (see [Appendix 2](#)).