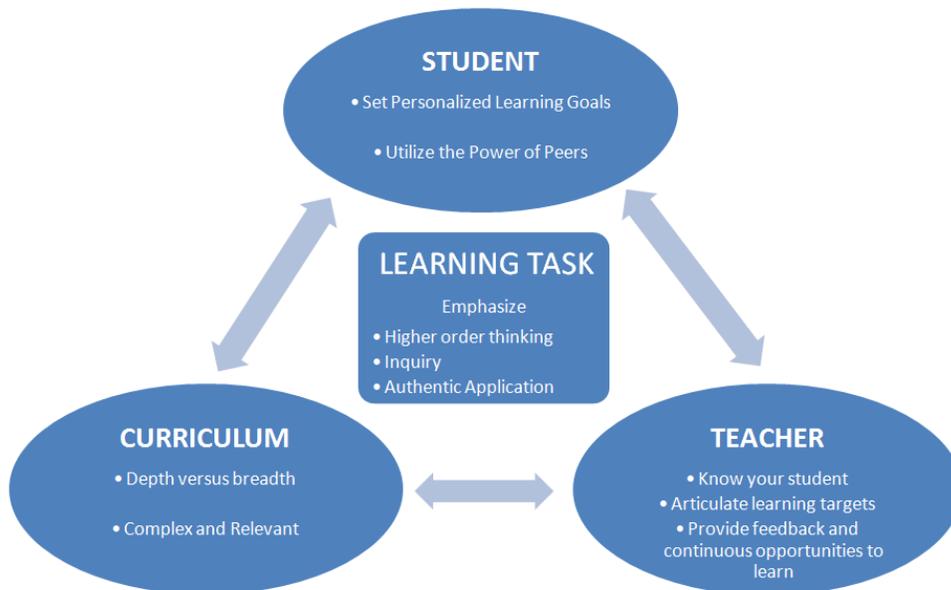


2015-2016

Teacher Evaluation Handbook

DRAFT



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INTRODUCTION

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

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

TEACHER EVALUATION OVERVIEW

Teacher Evaluation and Support Framework

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated based on the following indicators:

- 1. Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This category is based on the **Observation of Teacher Performance and Practice** as defined within the CCT Rubric for Effective Teaching or the **CCT SESS Rubric for support specialists**, which articulate four domains and three indicators of teacher practice. Parent and student feedback is rated through the fourth domain on the CCT Rubric (Domain 4c – Appendix D/Appendix F).
- 2. Student Outcomes Related Indicators:** An evaluation of teachers’ contributions to student academic progress at the school and classroom level. This area is based on **Student Growth and Development** as determined by the teacher’s student learning objectives (SLOs) and associated indicators of academic growth (IAGDs)

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: **Non-tenured Completed by October 15; tenured by Nov 15 (all SLOs should be completed by October 15)**

1. ***Orientation on Process*** – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting they will discuss any school or district priorities that should be reflected in teacher practice focus areas and student learning objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation process.
2. ***Teacher Reflection and Goal-Setting*** – The teacher examines student data, prior year evaluation, survey results, School Improvement Plans, the district’s SLOs, their principal’s SLOs, and Vernon’s Strategy for Improvement to create student learning objectives (SLOs) and IAGDs for the school year. It is recommended that teachers collaborate in grade-level or subject-matter teams to support the goal-setting process.
3. ***Goal-Setting Conference*** – The evaluator and teacher meet to discuss the teacher’s proposed focus area, SLO(s) and parent/family interaction goals (Domain 4c – Appendix D/Appendix F). Teachers on a growth cycle will discuss their professional growth plan for the year (Appendix C). 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. All aspects of the meeting should be recorded by the evaluator.

MID-YEAR CHECK-IN:

Timeframe: **Completed by February 1 (non-tenured) or March 1 (tenured)**

1. ***Reflection and Preparation*** – The teacher and evaluator collect and reflect on evidence to date about the teacher’s practice and student learning in preparation for the check-in based on the Midyear Conference Agenda.
2. ***Mid-Year Conference*** – The evaluator and teacher will review evidence related to teacher practice and progress towards student learning objectives (SLOs). The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators may deliver mid-year formative information on indicators of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her focus area. Evaluators will inform those teachers who may potentially be rated as “ineffective” at the end of the year; a secondary observer will be assigned at this time. The Midyear Conference Agenda is provided by the district to help guide the conversation.

END-OF-YEAR SUMMATIVE REVIEW:

Timeframe: **May and June**; conference by last day of school and paperwork completed by **June 30**. Non-tenured teachers’ summative review conference will take place prior to **April 1**, with paperwork completed by **May 1**.

1. **Rating** – The evaluator reviews submitted evidence, self-assessments/reflections and observation data to generate ratings in the five **areas**: the four **areas (or domains)** on the CCT Rubric and the SLO(s). Specific evidence should be provided for the parent/family interactions rating as part of Domain 4c on the CCT Rubrics. The ratings for each area will determine the overall rating of “effective” or “ineffective” as defined in the chart on pages 16-17. *For the 2015-2016 SY the SLO ratings may be refined based on CSDE standardized assessment data (contingent upon data availability).*
2. **End-of-Year Conference** – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss the component ratings. Following the conference, the evaluator assigns an overall rating and generates a summary report of the evaluation before the end of the school year.

Secondary Observers

The primary evaluator for most teachers will be the school principal or assistant principal who will be responsible for the overall evaluation process, including assigning summative ratings. Vernon Public Schools may also decide to use secondary observers to assist the primary evaluator. Secondary observers are certified administrators and are fully trained as evaluators in order to be authorized to serve in this role. Secondary observers are also required for teachers in an appraisal cycle or who may be placed in an appraisal cycle (see chart).

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

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

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete training on the evaluation model. VPS will provide opportunities throughout the year to support district administrators and evaluators through ongoing training to ensure that evaluators are proficient in conducting teacher evaluations.

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

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

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance and outlining the supports they need to close the gap. Throughout the process of implementing Vernon Public School’s model, all teachers will identify their professional learning needs in mutual agreement with their evaluator. 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 professional learning opportunities.

Improvement and Remediation Plans

If a teacher's performance is rated as "*ineffective*" it signals the need for focused support and development. Improvement and remediation plans will 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. Improvement and remediation plans must:

- identify resources, support and other strategies to be provided by the board of education or its designee to address documented deficiencies;
- indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued; and
- include indicators of success including a summative rating of *proficient* or better at the conclusion of the improvement and remediation plan.

Plans can be developed at any time and are required for any teacher placed into the appraisal cycle.

TEACHER PRACTICE RELATED INDICATORS

Teacher Performance and Practice

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. Following observations, evaluators provide teachers with specific feedback to identify strong practice, to identify teacher development needs and to tailor support to meet those needs.

Teacher Practice Framework- CCT Rubric for Effective Teaching

The [CCT Rubric for Effective Teaching](#) is available on the SEED website and represents the most important skills and knowledge that teachers need to successfully educate each and every one of their students. The CCT Rubric for Effective Teaching is aligned with the six domains of CT Common Core of Teaching and includes Connecticut Core Standards throughout the domains. Domain 1, Content and Essential Skills, and Domain 5, Assessment, are **not** included in the rubric since they are embedded in the other domains. The CCT Rubric for Effective Teaching is organized into four domains (domains 1-4), each with 3 indicators.

The Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2014 is available on the SEED website and represents a rubric which parallels the revised CCT Rubric for Effective Teaching 2014 and illustrates the common threads of practice among all educators in the service of children. Specifically, School Psychologists, Speech and Language Pathologists, School Social Workers and Comprehensive School Counselors may find this rubric most appropriate. However, that does not exclude other educators who may serve a caseload of students, staff and/or families from considering this rubric as a tool for observation of their performance and practice.

Observation Process

The VPS teacher evaluation and support model follows these guidelines:

- Each teacher will be observed between 3 and 8 times per year through both formal and informal observations and/or reviews of practice as defined below:
 - **Formal:** Observations that last at least 30 minutes and are followed by a post-observation

- conference, which includes written and verbal feedback within five business days.
- o **Informal:** Observations that last at least 10 minutes and are followed by written and/or verbal feedback.
- All observations must be followed by feedback, either verbal, written or both, within a timely manner. Feedback will be shared within five business days, which may include sharing of observation notes/ratings via digital means.

The charts on pages 10 and 11 detail the requirements for each teacher.

Pre-Conferences and Post-Conferences

Pre-conferences are valuable for giving context for the lesson, providing information about the students to be observed and setting expectations for the observation process. Pre-conferences are optional for observations except where noted in the requirements described in the table above. Teachers will complete the appropriate electronic forms.

Post-conferences provide a forum for reflecting on the observation against the CCT Rubric for Effective Teaching/*Rubric for Effective Service Delivery* 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;
- **focuses on growth of the teacher;**
- involves written and/or verbal feedback from the evaluator;
- occurs within five business days; and
- allows for teachers to respond in writing

Classroom observations will focus only on evidence for domains 1 and 3 of the CCT Rubric for Effective Teaching/*Rubric for Effective Service Delivery* based on the table above. Pre- and Post-Conference Forms are available on the **Vernon secure portal**.

Classroom teachers

Teacher Categories	Observation Requirements
First Year Novice Teachers	At least <u>3</u> formal in-class observations (<u>2</u> of which include a pre-conference and all of which include a post-conference) and <u>3</u> informal observations. The first and second formal and informal observations will focus only on the classroom environment domain and will be completed by the midyear conference. The third formal and informal observation will focus only on the instruction domain. The planning and professional responsibilities domains will be assessed through reviews of practice.
Second Year Novice Teachers	At least <u>3</u> formal in-class observations (<u>2</u> of which include a pre-conference and all of which include a post-conference) and <u>3</u> informal observations. The first and second formal and informal observations will focus only on the instruction domain and will be completed by the midyear conference. The third formal and informal observation will focus on both instruction and environment domains. The planning and professional responsibilities domains will be assessed through reviews of practice.
Third and Fourth Year Teachers (non-tenured & “effective”)	A combination of at least <u>3</u> formal observations/informal observations/reviews of practice (<u>1</u> of which must be a formal, unannounced in-class observation). The formal and informal classroom observations will focus only on the instruction and environment domains. The planning and professional responsibilities domains will be assessed through reviews of practice.
Year 5 and beyond teachers Evaluation Observation Cycle (tenured & “effective”) (once every 3 years)	A combination of at least <u>3</u> formal observations/informal observations/reviews of practice (<u>1</u> of which must be a formal, unannounced in-class observation). The formal and informal classroom observations will focus only on the instruction and environment domains. The planning and professional responsibilities domains will be assessed through reviews of practice. (Year 5+ and fast-track teachers will be placed into a 3 year rotation based on year of hire.)
Year 5 and beyond teachers Growth Cycle 1 & 2 (Tenured & “effective”) (2 out of every 3 years)	Teachers determine a professional growth plan based on the CCT (See Appendix C). Teachers’ primary observer approves the PGP during the goal setting conference and reviews progress at the midyear and EOY conferences. At least <u>3</u> informal observations and <u>1</u> review of practice based on goals in the PGP.
Teachers on the Appraisal Cycle (“ineffective”)	At least <u>3</u> formal in-class observations (<u>2</u> of which include a pre-conference and all of which must include a post-conference) and <u>5</u> informal observations. A secondary observer is required and will conduct a minimum of one additional formal and one additional informal observation. Teachers will receive support through a plan which will be defined at the start of the school year.

Support Specialists

Teacher Categories	Observation Requirements
First Year Novice Support Specialists	At least <u>3</u> formal observations of practice (<u>2</u> of which include a pre-conference and all of which include a post-conference) and <u>3</u> informal observations. The first and second formal and informal observations will focus only on the learning environment domain and will be completed by the midyear conference. The third formal and informal observation will focus only on the instruction domain. The planning and professional responsibilities domains will be assessed through reviews of practice.
Second Year Novice Support Specialists	At least <u>3</u> formal observations of practice (<u>2</u> of which include a pre-conference and all of which include a post-conference) and <u>3</u> informal observations. The first and second formal and informal observations will focus only on the service delivery domain and will be completed by the midyear conference. The third formal and informal observation will focus on both service delivery and environment domains. The planning and professional responsibilities domains will be assessed through reviews of practice.
Third and Fourth Year Support Specialists (non-tenured & “effective”)	A combination of at least <u>3</u> formal observations/informal observations/reviews of practice (<u>1</u> of which must be a formal, unannounced observation). The formal and informal classroom observations will focus only on the service delivery and environment domains. The planning and professional responsibilities domains will be assessed through reviews of practice.
Year 5 and beyond Support Specialists-Evaluation Observation Cycle (tenured & “effective”) (once every 3 years)	A combination of at least <u>3</u> formal observations/informal observations/reviews of practice (<u>1</u> of which must be a formal, unannounced observation). The formal and informal classroom observations will focus only on the instruction and environment domains. The planning and professional responsibilities domains will be assessed through reviews of practice. (Year 5+ and fast-track teachers will be placed into a 3 year rotation based on year of hire.)
Year 5 and beyond Support Specialists Growth Cycle 1 & 2 (Tenured & “effective”) (2 out of every 3 years)	Specialists determine a professional growth plan based on the CCT (See Appendix C). Teachers’ primary observer approves the PGP during the goal setting conference and reviews progress at the midyear and EOY conferences. At least <u>3</u> informal observations and <u>1</u> review of practice based on goals in the PGP.
Support Specialists on the Appraisal Cycle (“ineffective”)	At least <u>3</u> formal in-class observations (<u>2</u> of which include a pre-conference and all of which must include a post-conference) and <u>5</u> informal observations. A secondary observer is required and will conduct a minimum of one additional formal and one additional informal observation. Teachers will receive support through a plan which will be defined at the start of the school year.

Feedback

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

- specific evidence and ratings, where appropriate, on observed indicators of the CCT Rubric for Effective Teaching/ *Rubric for Effective Service Delivery*
- prioritized commendations and recommendations for development actions;
- next steps and supports to improve teacher practice; and
- a timeframe for follow up.

Non-Classroom Reviews of Practice

Because the evaluation and support model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the CCT Rubric for Effective Teaching/*Rubric for Effective Service Delivery*, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluation. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, attendance records from professional learning or school-based activities/events, or self-reflections.

Parent Feedback (School Climate)

Teachers will develop three goals based on the specific indicators of Domain 4c *in both referenced rubrics* (see Appendix D/Appendix F). These goals will be based on both the annual parent and student climate surveys and on the goals and/or school improvement plans of their primary school assignment. Teachers will establish their goals with their primary observer during the Goal Setting Conference. Teachers will provide evidence at the Midyear Conference to show progress and provide written evidence and reflections at the EOY Conference. The primary observer will rate indicator 4c in the CCT Rubrics based on the evidence provided by the teacher.

Each school will conduct an annual survey of staff, students (3-12), and parents. These surveys will be organized by the district to ensure that they are anonymous, valid, reliable, and relevant to the needs of the community.

Teacher Performance and Practice Focus Area

Teachers will develop one performance and practice focus area that is aligned to the CCT Rubric for Effective Teaching / *Rubric for Effective Service Delivery* and Vernon's Strategy for Improvement. The focus area will guide observations and feedback conversations throughout the year. See Appendix B.

Teacher Performance and Practice Scoring

Evaluators are not required to provide an overall rating for each observation, but they will provide ratings and evidence for the Rubric indicators that were observed, specifically Domains 1 & 3. During observations, evaluators should take evidence-based 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 Rubrics and then make a determination about which performance level the evidence supports. Ratings on observed indicators will be recorded.

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 Vernon model, each domain of the CCT Rubric for Effective Teaching carries equal weight in the final rating. The final teacher performance and practice rating will be determined by the chart on pages 16-17.

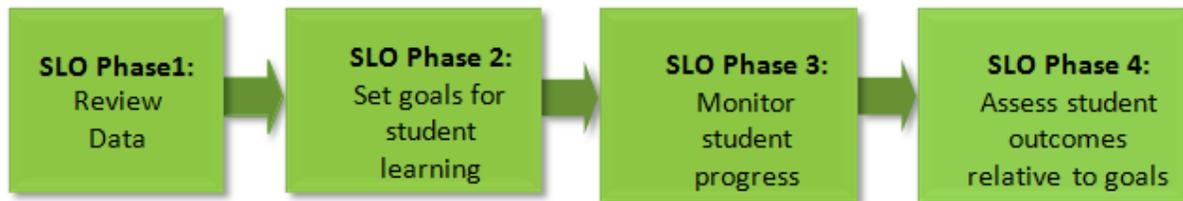
The summative Teacher Performance and Practice domain ratings will be shared and discussed with teachers during the End-of-Year Conference.

STUDENT GROWTH AND DEVELOPMENT

Student Learning Objectives (SLOs) capture a teacher’s impact on student learning and are a part 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.

Overview of Student Learning Objectives (SLOs)

Each teacher’s students, individually and as a group, are different from other teachers’ students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation and support purposes, it is imperative to use a method that takes each teacher’s assignment, students and context into account. SLOs should reflect high expectations for learning or improvement and aim for mastery of content or skill development. SLOs are measured by **Indicators of Academic Growth and Development (IAGDs)** which include specific targets for student mastery or progress.



Developing SLOs is a process rather than a single event. The purpose is to craft Student Learning Objectives that serve as a reference point throughout the year as teachers document their students’ progress toward achieving the IAGD targets. Teachers may develop them through consultation with colleagues in the same grade level or teaching the same subject. The final determination of SLOs and IAGDs is made through mutual agreement between the teacher and his/her evaluator. The four phases of the SLO process are described in detail below:

PHASE 1: Review the Data

This first phase is the discovery phase which begins with reviewing district initiatives, and key priorities, school/district improvement plans and the building administrator’s goals. Once teachers know their class rosters, they should examine multiple sources of data, including standardized assessments when available, 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.

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

PHASE 2: Set at Least 1 SLO

Based on a review of district and building data, teachers will develop **at least one** SLO which address identified needs. Each SLO will have **at least two IAGDs** citing goals for specific groups of students. Teachers will complete the SLO form and submit it to their primary observer. (See “[Guide to Creating SLOs](#)” on Vernon’s secure portal for help on developing SLOs and IAGDs.)

PHASE 3: Monitor Students Progress

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

If a teacher's assignment changes, or if his/her student population shifts significantly, the SLOs can be adjusted during the midyear 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, and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment, which asks teachers to reflect on the SLO outcomes by responding to the following four statements:

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

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to each SLO: Exceeded (Exemplary), Met (Proficient), Partially Met (Developing) or Did Not Meet (Below Standard). These ratings are defined as follows:

Exemplary (4)	All or most students met or substantially exceeded the target(s) contained in the indicator(s) and/or all or most students showed significant growth over time (e.g., more than one year's growth).
Proficient (3)	Most students met the target(s) contained in the indicators within a few points on either side of the target(s) and/or showed significant growth over time (e.g., one year's growth).
Developing (2)	Many students met the target(s), but a notable percentage missed the target by more than a few points and/or many students did not show appropriate growth over time (e.g., less than one year's growth. However, taken as a whole, some progress towards the goal was made.)
Below Standard (1)	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal or growth was made by a majority of the students.

Since SLOs will have more than one IAGD, the evaluator will look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically. Results for IAGDs will be based on the students who were evaluated on the pre-assessment in the fall or start of the relevant term.

In some cases data may not be available for the EOY conference in order to create a final rating, especially for non-tenured teachers. In these cases the evaluator will use the data available up to the time of the EOY conference to determine the SLO rating. Ratings on SLOs can be adjusted after the EOY conference through June 30th. Adjusted ratings can impact the status of the teacher in the subsequent school year, e.g. appraisal.

END OF YEAR TEACHER EVALUATION RATING

Overall Rating

Every educator will receive one of four performance ratings for each of the **five areas** (4 domains and 1 SLO):

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 final ratings in each area will then be used to determine if a teacher is effective or ineffective based on the charts on pages 16 and 17.

Adjustment of Summative Rating

Summative ratings must be provided for all teachers by June 30th of a given school year and reported to the CSDE per state guidelines. Should state standardized test data not yet be available at the time of calculating a summative rating, a rating must be completed based on evidence that is available.

When the summative rating for a teacher may be significantly impacted by state standardized test data, the evaluator should recalculate the teacher's summative rating when the data is available and submit the adjusted rating no later than September 15th. These adjustments should inform goal setting in the new school year.

Dispute-Resolution Process

A panel composed of the superintendent or designee, teacher union president and a neutral third person shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice or final summative rating. Districts may choose alternatives such as a district panel of equal management and union members, the district Educator Evaluation and Development Team, or a pre-approved expert from a Regional Educational Service Center (RESC) so long as the superintendent and teacher union president agree to such alternative at the start of the school year. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue may be made by the superintendent, whose decision shall be binding.

OVERALL RATING – Non-tenured

Overall Rating of “Effective” or “Ineffective”. Domain “ratings” are the aggregate of that domain and not the ratings on individual indicators.

“Areas” refers to the four domains of the CCT Rubrics and SLOs (5 total areas)

Non-Tenured	Effective		Ineffective	
	Exemplary	Proficient	Developing	Below Standard
Year 1 Teacher	“Exemplary” rating in 3 or more areas, including SLOs -and- “Proficient” rating in remaining areas	“Proficient” rating in 3 or more areas: -must be rated “Proficient” in SLOs -must be rated “Proficient” in either Domain 1 or 3	“Proficient” rating in only 2 areas -must be rated “Proficient” in either Domain 1 or 3	“Proficient” rating in only 1 area -or- “Below Standard” or “Developing” in both Domains 1 & 3.
Year 2 Teacher	“Exemplary” rating in 3 or more areas, including SLOs -and- “Proficient” rating in remaining areas	“Proficient” rating in 4 or more areas: -must be rated “Proficient” in SLOs -must be rated “Proficient” in Domains 1 AND 3	“Proficient” rating in only 3 areas -must be rated “Proficient” in Domains 1 AND 3	“Proficient” rating in only 1-2 areas -or- “Developing” or “Below Standard” rating in Domains 1 OR 3
Year 3 & 4*	“Exemplary” rating in 3 or more areas, including SLOs -and- “Proficient” rating in remaining areas	“Proficient” rating in all 5 areas	“Proficient” rating in only 3-4 areas	“Proficient” rating in only 1-2 areas -or- “Below Standard” in any area.

Non-tenured teachers deemed “Ineffective” at the End of Year Summative Meeting (by April 1) shall be subject to non-renewal.

*Newly hired teachers who previously obtained tenure in another Connecticut district will be placed into “Year 3” of the non-tenured cycle.

OVERALL RATING – Tenured

Overall Rating of “Effective” or “Ineffective”. Domain “ratings” are the aggregate of that domain and not the ratings on individual indicators.

“**Areas**” refers to the four domains of the CCT Rubrics and SLOs (5 total areas)

Tenured	Effective		Ineffective	
	Exemplary	Proficient	Developing	Below Standard
Evaluation Cycle 1 st of 3 years	“Exemplary” rating in 3 or more areas, including SLOs -and- “Proficient” rating in remaining areas	“Proficient” rating in all 5 areas	“Proficient” rating in only 3-4 areas.	“Proficient” rating in only 1-2 areas. -or- “Below Standard” in any area.
Growth Cycle 2 nd & 3 rd of 3 years	“Exemplary” rating in 3 or more areas, including SLOs -and- “Proficient” rating in remaining areas	A rating of “Proficient” in SLOs. Completes self-reflection forms and professional growth plan. Reviews of practice and observations indicate “Proficient” in Domains 1-4. Maintains certification.	“Developing” or “Below Standard” in Domain 4 based on a pattern documented over time. -or- “Developing” rating in SLOs.	Does not complete self-reflection forms. -or- “Below Standard” rating in SLOs.
Appraisal Cycle	“Exemplary” rating in 3 or more areas, including SLOs -and- “Proficient” rating in 2 remaining areas	“Proficient” rating in all 5 areas	“Proficient” rating in only 3-4 areas.	“Proficient” rating in only 1-2 areas. -or- “Below Standard” in any area.

Tenured teachers deemed “Ineffective” at the End of Year Summative Meeting (by the last day of school) shall be placed on the Appraisal Cycle for the following year. Appraisal cycle requires at least one secondary observer and a support plan. Any teacher with an “Ineffective” rating at the end of the Appraisal Cycle will be subject to termination.

CORE REQUIREMENTS FOR THE EVALUATION OF STUDENT AND EDUCATOR SUPPORT SPECIALISTS

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

Flexibility from Core Requirements for the Evaluation of Teachers

1. Student and Educator Support Specialists shall have clear job descriptions and delineation of their role and responsibilities in the school to guide the setting of Indicators of Academic Growth and Development (IAGDs), feedback and observation.
2. Because of the unique nature of the roles fulfilled by Student and Educator Support Specialists, districts shall be granted flexibility in applying the Core Requirements of teacher evaluation in the following ways:
 - a. Districts shall be granted flexibility in using IAGDs to measure attainment of goals and/or objectives for student growth. The Goal-Setting Conference for identifying the IAGD shall include the following steps:
 - i. The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.
 - ii. The educator and evaluator will determine if the indicator will apply to the individual teacher, a team of teachers, a grade level or the whole school.
 - iii. The educator and evaluator should identify the unique characteristics of the population of students which would impact student growth (e.g. high absenteeism, highly mobile population in school).
 - iv. The educator and evaluator will identify the learning standard to measure: the assessment, data or product for measuring growth; the timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.
 - b. Because some Student and Educator Support Specialists do not have a classroom and may not be involved in direct instruction of students, the educator and evaluator shall agree to appropriate venues for observations and an appropriate rubric for rating practice and performance at the beginning of the school year. The observations will be based on standards when available. Examples of appropriate venues include but are not limited to: observing Student and Educator Support Specialist staff working with small groups of children, working with adults, providing professional development, working with families, participation in team meetings or Planning and Placement Team meetings.
 - c. When student, parent and/or peer feedback mechanisms are not applicable to Student and Educator Support Specialists, districts may permit local development of short feedback mechanisms for students, parents and peers specific to particular roles or projects for which the Student and Educator Support Specialists are responsible.
3. More information can be found at http://www.connecticutseed.org/?page_id=1966

Evidence Generally Collected Through In-Class Observations

Domain Classroom Environment, Student Engagement and Commitment to Learning²

1

Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

- 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.
- 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.
- 1c. Maximizing instructional time by effectively managing routines and transitions.

Domain Instruction for Active Learning

3

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

- 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.
- 3c. Assessing student learning, providing feedback to students and adjusting instruction.

Evidence Generally Collected Through Non-Classroom/Reviews of Practice

Domain Planning for Active Learning

2

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

- 2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.
- 2b. Planning instruction to cognitively engage students in the content.
- 2c. Selecting appropriate assessment strategies to monitor student progress.

Domain Professional Responsibilities and Teacher Leadership

4

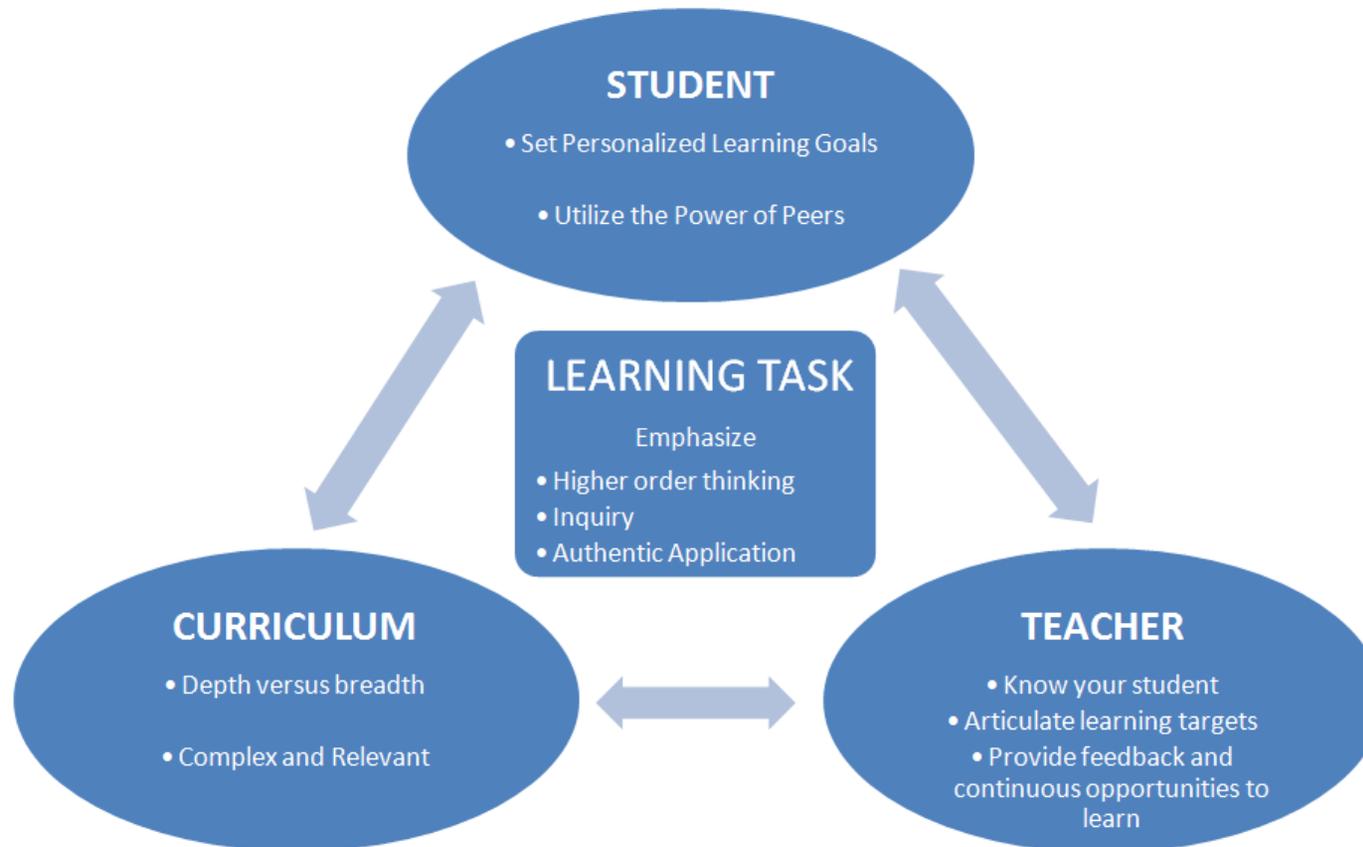
Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

- 4a. Engaging in continuous professional learning to impact instruction and student learning.
- 4b. Collaborating to develop and sustain a professional learning environment to support student learning.
- 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

Appendix B Practice and Performance Focus Area - VPS

Focus Area:

Teachers should select one area of Vernon's Strategy for improvement to focus their growth for the school year.



Appendix C VPS – Professional Growth Plan (Growth Cycle - Year 1 & Year 2)
CCT Planning Form

Learner Name _____

Observer Name _____

School Year _____

<p>Domain & Indicator Pick 3 areas for growth in <u>Domains 1 or 3</u> on the CCT Rubric</p>	<p>Plan for Professional Learning Describe the steps you will take to address the indicators listed.</p>	<p>Evidence List evidence associated with each indicator. Complete this section prior to the midyear and EOY conferences.</p>

Appendix D
VPS – Domain 4c Planning Form (All Classroom Teachers/Cycles)

Learner Name _____

Observer Name _____

School Year _____

<p><i>Domain 4c (Rubric)</i> 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.</p>	<p><i>Plan for Professional Learning</i> Describe the steps you will take to address the indicators listed. Goals will be based on SIPs and parent/student surveys.</p>	<p><i>Evidence</i> List evidence associated with each indicator. Complete this section prior to the midyear and EOY conferences.</p>
<p>Engages with colleagues, students and families in developing and sustaining a positive school climate.</p>		
<p>Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance and develops positive relationships with families to promote student success.</p>		
<p>Consistently communicates with families and the community in a culturally respectful manner.</p>		

Evidence Generally Collected Through Observations

Domain Learning Environment, Student Engagement and Commitment to Learning

1

Service providers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

- 1a.** Promoting a positive learning environment that is respectful and equitable.
- 1b.** Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.
- 1c.** Maximizing service delivery by effectively managing routines and transitions.

Domain Service Delivery

3

Service providers implement prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

- 3a.** Implementing service delivery 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.
- 3c.** Assessing student learning, providing feedback to students and adjusting service delivery.

Evidence Generally Collected Through Non-Classroom/Reviews of Practice

Domain Planning for Active Learning

2

Service providers plan prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

- 2a.** Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.
- 2b.** Planning prevention/intervention to actively engage students in the content.
- 2c.** Selecting appropriate assessment strategies to monitor student progress.

Domain Professional Responsibilities and Leadership

4

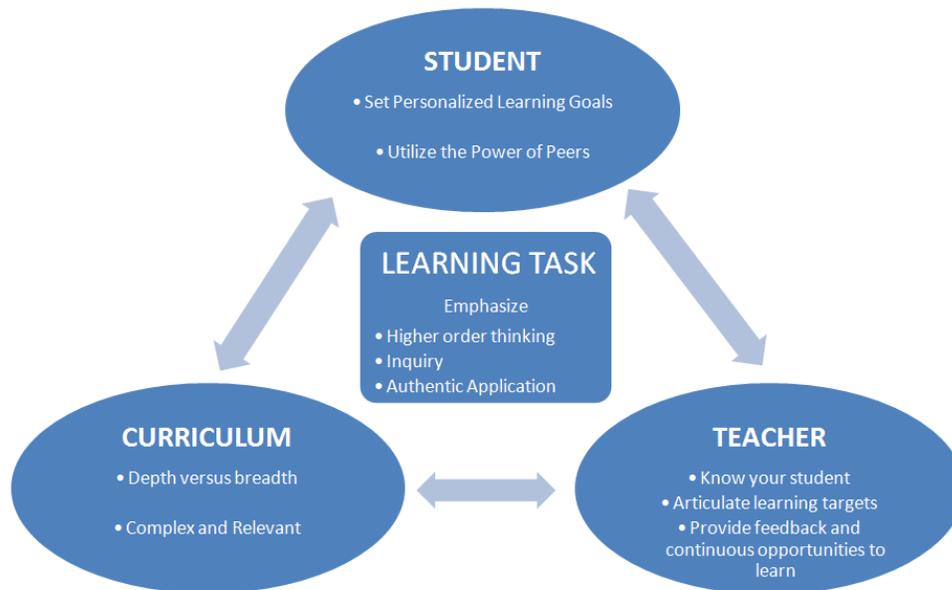
Service providers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

- 4a.** Engaging in continuous professional learning to impact service delivery and student learning.
- 4b.** Collaborating to develop and sustain a professional learning environment to support student learning.
- 4c.** Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

Appendix F
VPS – Domain 4c Planning Form (All Support Specialists /Cycles)

<p><i>Domain 4c (Rubric)</i> 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.</p>	<p><i>Plan for Professional Learning</i> Describe the steps you will take to address the indicators listed. Goals will be based on SIPs and parent/student surveys.</p>	<p><i>Evidence</i> List evidence associated with each indicator. Complete this section prior to the midyear and EOY conferences.</p>
<p>Engages with colleagues, students and families in developing and sustaining a positive school climate.</p>		
<p>Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance; and develops positive relationships with families to promote student success.</p>		
<p>Consistently communicates with families and the community in a culturally respectful manner.</p>		

Building Administrator Evaluation and Professional Growth Plan 2015-2016 DRAFT



Instructional Leadership Inquiry Cycle

The Connecticut State Department of Education, through its LEAD Connecticut initiative and in collaboration with the Connecticut Association of Public School Superintendents, the Connecticut Association of Schools, the Connecticut Center for School Change, and representatives from the following school districts, convened to develop resources and materials in support of Connecticut's System of Administrator Evaluation and Support and in alignment with the Guidelines for Educator Evaluation: Middletown, Milford, Naugatuck, New Hartford, Regional School District # 4, Stratford and Vernon.

***Vernon Public Schools Professional Development and Evaluation Committee
2014-2015***

Name	Title
Jeffrey Burt	Assistant Superintendent
Megan Duffy	Social Worker
Karen Eckblom	Instructional Coach
Jenny Fischer	Instructional Coach
Jennifer Frese-Miller	Resident Principal
Tara Harlow	Teacher
Paula Hughes	Instructional Coach
Jennifer Leach	Teacher
Jason Magao	Assistant Principal
Cassandra Perrett-Manly	Teacher
Steve Phelps	Evaluation Coordinator
Paul Smith	Teacher
Dianne Smith	Math Department Facilitator
Brian Stevenson	Teacher
Lindsay Tringali	Assistant Principal
Jaya Vijayasekar	Humanities Coordinator

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INTRODUCTION

As provided in subsection (a) of Sec. 10-151b (C.G.S.), as amended by P.A. 13-245, the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each administrator whose position requires an 092 certification. This plan details the process to be followed to both evaluate administrators and, at the same time, provide a system which supports professional growth to maximize the effectiveness of each administrator.

In an effort to ensure that administrator evaluation provides opportunities for administrators to grow and improve their leadership practice, this plan includes the implementation of multiple **Instructional Leadership Inquiry Cycles** over the course of a year. The **Instructional Leadership Inquiry Cycles** promote growth in the context of improving both student learning and teacher practice.

ADMINISTRATOR EVALUATION AND DEVELOPMENT

Purpose and Rationale

The Vernon Public Schools Administrator Development and Support Plan 2015-16, using the **Instructional Leadership Inquiry Cycle**, outlines our model for the evaluation of building-based administrators. The VPS administrator evaluation and support model defines administrator effectiveness in terms of instructional leadership, development of human capital, building management, development of culture and climate (including stakeholder feedback), and student achievement.

The VPS model describes four levels of performance for administrators and focuses on the practices and outcomes as well as the growth of all administrators: Exemplary, Proficient, Developing, and Below Standard.

Proficient administrators can be characterized as:

- Meeting expectations as an instructional leader;
- Meeting expectations in developing human capital;
- Meeting expectations in managing their building;
- Meeting expectations of developing the culture and climate of their building, including engaging the community;
- Meeting state accountability growth targets on tests of core academic subjects when available; and
- Meeting and making progress on two Student Learning Objectives aligned to school and district priorities.

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

This model for administrator evaluation has several benefits for participants and for the broader community. Through the implementation of the **Instructional Leadership Inquiry Cycle**, the model provides a structure for the ongoing development of administrators to establish a basis for assessing their strengths and growth areas so they have the feedback they need to consistently improve practice. It also serves as a means for districts to hold themselves accountable for ensuring that every child in their district attends a school with effective leaders.

This plan focuses on principals because of their fundamental role in building strong schools for communities and students, and because their leadership has a significant impact on outcomes for students. However, this plan also applies to assistant administrators and the differences between the roles are noted when appropriate. A separate plan has been developed for non-school based administrators.

SYSTEM OVERVIEW

Administrator Evaluation and Support Framework

The evaluation and support system of VPS consists of multiple measures to paint an accurate and comprehensive picture of administrator performance. All administrators will be evaluated in six components:

1. Instructional Leadership: the ability to create a shared vision, to build collaboration, and to focus on student achievement.
2. Human Capital: the ability to recruit high quality candidates and to engage staff in a high quality professional development, including using the VPS TEVAL as a growth tool.
3. Management and Operations: the use of available resources and budget to ensure a safe and secure environment in support of learning.
4. Culture and Climate: the ability to foster a community which includes a culture of high achievement and active family engagement through equitable and ethical practices.
5. Student Learning Objectives: a clear focus on student achievement and academic growth over time for all students. Teachers SLOs will be tied to the building administrators SLOs.
6. School Performance Indicator: appropriate growth over time for all groups of students through the use of state assessments or other nationally normed assessments.

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 (**Figure 1**) allows for flexibility in implementation and lends itself well to a meaningful and feasible 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 three things:

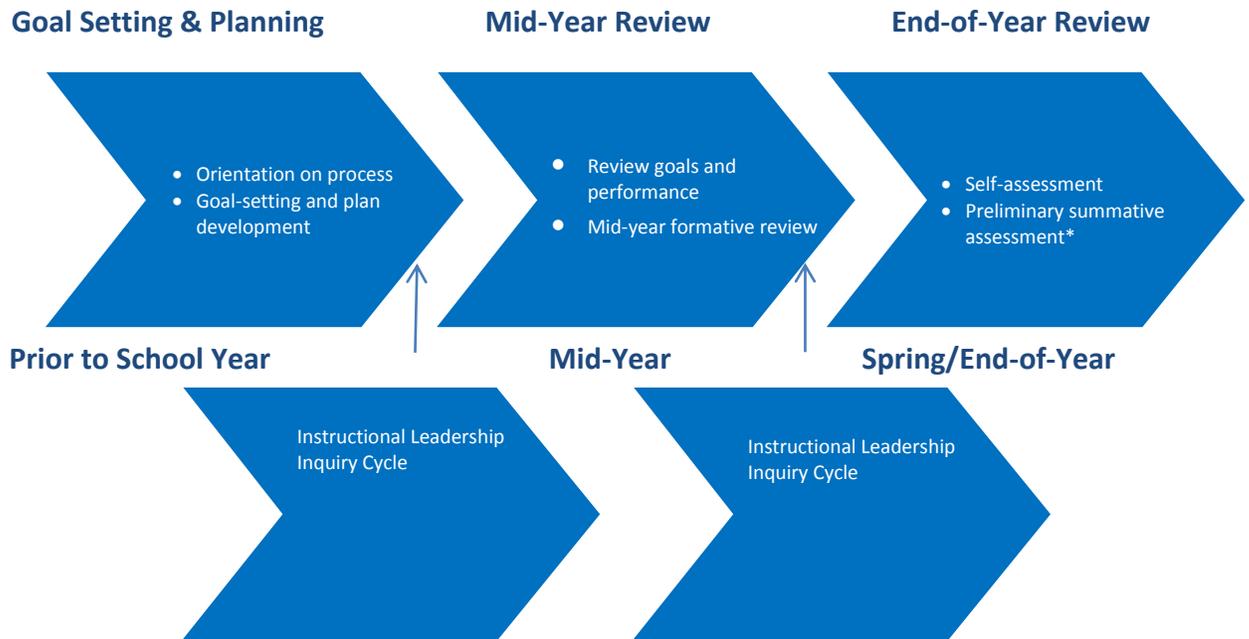
1. That evaluators prioritize the evaluation process, spending more and better time in schools observing practice and giving feedback;
2. That both administrators and evaluators focus on the depth and quality of the interactions that occur in the process, not just on completing the steps; and,
3. That the administrator and evaluator engage in interactive inquiry cycles which focuses on the growth of the administrator as a leader.

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

Within the annual cycle of evaluation are a minimum of two **Instructional Leadership Inquiry Cycles**. The Inquiry Cycles promote the continuous growth of the administrator. Each Inquiry Cycle consists of four phases: I - Analyze Evidence to Develop Problems of Practice, II - Determine an Area of Focus, III - Implement and Support, and IV - Analyze Impact.

In Vernon, the annual cycle starts in the spring if possible in order for goal-setting and plan development to take place prior to the start of the next school year. If necessary, the process may begin in the summer months, especially for administrators new to the district.

Figure 1: This is a typical timeframe which includes two Instructional Leadership Inquiry Cycles, one in the fall and one in the spring:



* Summative assessment completed by June 30, included in end-of-year data reported to CSDE. Summative rating may be adjusted and finalized by September 15

Annual Evaluation Cycle

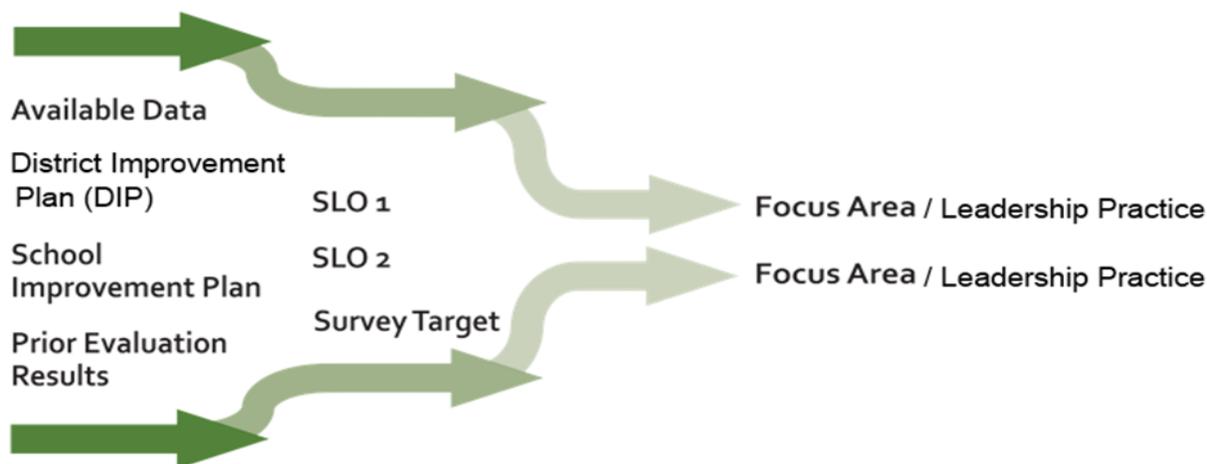
1. Orientation to the Evaluation Process

To begin the process, the superintendent or designee provides the administrator with a copy of the evaluation plan and materials outlining the evaluation process, including the CCL - Connecticut School Leadership Standards, tools to be used to gather feedback from staff, families, and/or students, and the process and calculation by which all evaluation elements will be integrated into an overall rating.

2. Goal-Setting Conference

Before the school year starts, the superintendent or designee and administrator meet to discuss information relevant to the evaluation process, and agree on the specific measures and performance targets for the student learning indicators, teacher effectiveness outcomes, and stakeholder feedback. The evaluator and administrator also identify focus areas for development of administrator practice aligned to the CCL - Connecticut School Leadership Standards. The evaluator and administrator also discuss the appropriate resources and professional development needs to support the administrator in meeting the performance targets.

As each Instructional Leadership Inquiry Cycle begins, the administrator and evaluator will revisit the goals developed at the goal-setting conference to mutually determine whether to continue with the same goals during the next Instructional Leadership Inquiry Cycle or to mutually agree on modifications.



3. Implementation and Evidence Collection Plan

Throughout the course of the year, the administrator collects evidence about his/her practice and the superintendent or designee collects evidence about administrator practice to support the review through the Instructional Leadership Inquiry Cycle. The superintendent or designee 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 or the profession, or who have received a rating of developing or below standard. Examples of school site observations could include observing the administrator leading professional development or facilitating teacher teams, observing the administrator working with parents and community members, observing classrooms and instructional quality, or assessing elements of the school culture.

4. Instructional Leadership Inquiry Cycle (minimum of one cycle)

See Observation Cycle chart

5. Mid-Year Formative Review

The superintendent or designee and administrator 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. This step in the process will take place at mid-point of the school year and the end of each Instructional Leadership Inquiry Cycle.

6. Instructional Leadership Inquiry Cycle (minimum of one cycle)

See Observation Cycle chart

7. End-of-Year Summative Review

1. Administrator Self-Assessment – The administrator reviews all information and data collected during the year and completes a self-assessment for review by the superintendent or designee. This self-assessment may focus specifically on the areas for development established in the Goal-setting conference.
2. End-of-Year Conference - The superintendent or designee and the administrator meet to discuss all evidence collected to date. Following the conference, the superintendent or designee assigns a summative rating and generates a summary report of the evaluation before the end of the school year.

Years	Observation Requirements
First Year	At least four site visits and four reviews of practice.
Second Year	At least two site visits and two Instructional Leadership Inquiry Cycles
Third Year & Beyond* "Observation Cycle" (1 year)	At least two site visits and two Instructional Leadership Inquiry Cycles
Third Year & Beyond* "Growth Cycle" (1 year)	At least four site visits and four reviews of practice.

* After their second year administrators will be placed on a two year rotation, with one year for "growth" and one year for "observation" including the Inquiry Cycles.

Instructional Leadership Inquiry Cycle

Phase I: Analyze Evidence to Develop Problems of Practice

Administrator and school-based team gather and analyze evidence to identify student learning problems and problems of teaching practice. Critical questions in this phase include: *What are the learning strengths and challenges of student learning? What are the related instructional strengths and challenges of teaching practice?*

Processes:

- Analyze evidence of student learning to identify student learning problems, and develop at least two Student Learning Outcomes (SLOs).
- Analyze evidence of instruction to identify a contributing teaching problem of practice.
- Analyze stakeholder feedback to identify performance targets.
- Develop School Continuous Improvement Plan.

CEL and district Tools (Found in "VPS Administration Inquiry Cycle Handbook"):

- Phase 1: Analyze Evidence to Develop Problems of Practice (CEL).
- School Leadership Self-Assessment Data gathering and analysis tools (ex: assessment scores, teacher evaluations ratings, walkthrough data).

Phase II: Determine an Area of Focus

Administrator and administrator supervisor analyze evidence to identify an administrator instructional leadership area of focus. Critical questions in this phase include: *What is the administrator area of focus for this Instructional Leadership Inquiry Cycle that would impact teaching practices and student outcomes? What type of evidence will be collected to determine the area of focus and measure success?*

Processes:

- Administrator self-evaluates using the **CCL - Connecticut School Leadership Standards**.
- Analyze administrator self-assessment and other collected evidence.
- Determine an area of focus for the administrator inquiry cycle.
- Determine targets to demonstrate evidence of success.
- Once SLO's and focus area has been determined, administrator will fill out on district goal form.
- Create an evaluation and support learning plan for administrator implementation and administrator supervisor support.

CEL and district Tools (Found in "VPS Administration Inquiry Cycle Handbook"):

- Appendix B – Phase II Determine an Area of focus (CEL) Appendix C – Supporting Phase II: Step 1 Conversation Guide (CEL).
- Appendix D – Supporting Phase II: Step 2 Theory of Action (CEL).
- Administrator self-assessments.

- School and administrator goals.
- District goal form.

Phase III. Implement and Support

Administrator and administrator supervisor engage in a series of learning sessions centered on the administrator's area of focus. Critical questions in this phase include: *What are the possible actions for a series of learning sessions? How will these sessions improve administrator performance?*

Processes:

- Create a learning plan that includes the administrator's student learning indicators, stakeholder feedback targets, and practice and performance focus areas for administrator implementation and administrator supervisor support.
- Implement the learning plan.
- Enlist other support, resources, and expertise (central office leaders, other administrators, content coaches, outside consultants) as needed.
- Continually analyze the impact of sessions on administrator's instructional leadership performance and the impact on teacher practice and student learning.

CEL and district Tools (Found in "VPS Administration Inquiry Cycle Handbook"):

- Appendix E – Phase III: Creating a Learning Plan (CEL) Inquiry Log.

Phase IV. Analyze Impact

Administrator and administrator supervisor systemically analyze the results of the Instructional Leadership Inquiry Cycle. Critical questions in this phase include: *What was learned about leadership practice and its impact on teacher practice and student learning? What are the implications for the next Instructional Leadership Inquiry Cycle?*

Processes:

- Analyze student and teacher evidence.
- Analyze administrator leadership practice evidence.
- Analyze stakeholder feedback/staff actions to meet performance targets.
- Prepare written analysis for reflection and feedback.
- Present cycle to administrator supervisor and/or colleagues.
- Decide whether to continue the same Instructional Leadership Inquiry Cycle or identify a new area of focus.

CEL and district Tools (Found in "VPS Administration Inquiry Cycle Handbook"):

- Appendix F – Phase IV: Analyze Impact

Timeline

As was mentioned earlier, Instructional Leadership Inquiry Cycles can be of varied duration dependent on the area under review and the requirements of the school district. The number of cycles that would be completed in a school year should be a minimum of two with one completed in the first half of the year and become a focus for the mid-year conference and the second completed by the end of the school year. The timeline "VPS Administration Inquiry Cycle Handbook" gives an example of how the Instructional Leadership Inquiry Cycle(s) and the State requirements for administrator evaluation would consistently work together. This timeline assumes that two cycles would be completed in a school year.

Ensuring Fairness and Accuracy:

Evaluator Training, Monitoring and Auditing

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

effectiveness and student performance. Vernon Public Schools will provide administrators with training opportunities in the implementation of our evaluation model across our schools.

VPS will provide ongoing training to evaluators so that they will be able to:

- Understand the various components of the VPS administrator evaluation and support system;
- Understand sources of evidence that demonstrate proficiency on the CCL - Connecticut School Leadership Standards.
- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of leadership practice; and
- Collaborate with colleagues to deepen understanding of the content.

Rating Categories

Leadership Framework Indicators

The Leadership Framework Indicators evaluate the administrator's knowledge of a complex set of skills and competencies and how these are applied in leadership practice and are evaluated through four domains. These domains will be evaluated based on observations of leadership practice, including the inquiry cycle, and collection of evidence, including stakeholder feedback surveys.

Observation of Leadership Practice

An assessment of an administrator's leadership practice is determined by direct observation of practice and the collection of other evidence.

Leadership practice is described in the CCL - Connecticut School Leadership Standards and is developed from a variety of sources, including the Connecticut Common Core of Leading.

Potential Evidence of Performance examples are provided for each domain of the framework. While these examples 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 framework, they should review these examples and generate additional examples from their own experience that could also serve as evidence of proficient practice.

Process

Summative ratings are based on the evidence for each performance expectation in the CCL - Connecticut School Leadership Standards. Evaluators collect written evidence about and observe the administrator's leadership practice across the four domains described in the framework. This is accomplished through the following steps, undertaken by the administrator being evaluated and by the evaluator completing the evaluation:

1. The administrator and evaluator meet for a Goal-Setting Conference to identify focus areas for development of the administrator's leadership practice.
2. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with a particular emphasis on the identified focus areas for development.
Evaluators of administrators will conduct at least two school site observations through the Instructional Leadership Inquiry Cycle 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 summative ratings of *developing or below standard*.
3. 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.
4. Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth, as well as progress on the focus areas.

5. The evaluator and the administrator meet for an End of Year Conference 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 domain. Then the evaluator assigns a rating according to the summative review process described later in this document.

Stakeholder Feedback

The holistic rating in the **Culture and Climate** domain should be influenced by 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 may be accomplished in the following steps, undertaken by the administrator being evaluated and reviewed by the evaluator:

1. Select appropriate survey measures.
2. Review baseline data on selected measures, which may require administering the survey in the fall of year one.
3. Set one target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or when performance is already high).
4. Later in the school year, administer surveys to relevant stakeholders.
5. Aggregate data and determine whether the administrator achieved the established target.

Establishing what results have met or exceeded the target is left to the discretion of the evaluator and the administrator being evaluated in the context of the target being set. However, a significant portion of the holistic rating of an administrator on stakeholder feedback must be based on an assessment of improvement over time.

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 instrument(s) for gathering feedback must be valid (that is, it 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.)

Focus groups, interviews, teacher-level surveys, or other methods may be used to gather stakeholder feedback as long as these methods meet the above definitions of valid and reliable

For each administrative role, stakeholders providing feedback might include:

Principals:

All family members, all teachers and staff members, all students

Assistant Principals and other school-based administrators:

All or a subset of family members, all or a subset of teachers and staff members, all or a subset of students

Student Outcomes Related Indicators

Student learning is assessed by: (a) performance and progress on the academic learning measures in the state's accountability system for schools (when available and appropriate) and (b) performance and growth on locally-determined measures.

State Measures of Academic Learning (Not used in 2015-2016)

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

PLEASE NOTE: SPI calculations may be available for the 2015-16 school year. However, due to the transition from state legacy tests to the Smarter Balanced Assessment and the lack of clear understanding of the data produced from these tests, Vernon will not use the SPI in the administrative evaluation plan in 2015-2016. Therefore, all of an administrator’s rating for Student Learning will be based on student growth and performance on locally determined measures.

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

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

SPI Progress (all students and subgroups)

SPI>=88	Did not Maintain	Maintain		
	1	3		
SPI<88	< 50% target progress	50-90% target progress	91-125% target progress	> 125% target progress
	1	2	3	4

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

Locally-Determined Measures (Student Learning Objectives)

Administrators establish two Student Learning Objectives (SLOs) on measures they select. These SLOs are consistent with the **Instructional Leadership Inquiry Process** described above. In selecting measures, certain parameters apply:

- All measures must align to Common Core State Standards and Connecticut Content Standards. In instances where no such standards 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 administrator evaluation.

	SLO 1	SLO 2	
Elementary or Middle School Administrator	Non-tested subjects or grades	Broad discretion	

High School Administrator	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion
Elementary or Middle School AP	Non-tested subjects or grades	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant administrator being evaluated.
High School AP	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant administrator being evaluated.

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

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

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

- First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
- The administrator uses available data to craft an improvement plan for the school/area. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The administrator chooses student learning priorities for her/his own evaluation that are (a) aligned to district priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
- The administrator chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators (see the Administrator's SLO Handbook, **SLO Form** and **SLO Quality Test**).
- The administrator shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:
 - The objectives are adequately ambitious.
 - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
 - The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
 - The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The administrator and evaluator collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

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

Exemplary	Proficient	Developing	Below Standard
Met both SLO objectives and substantially exceeded at least 2 targets	Met 1 objectives and made at least substantial progress on the 2 nd	Met 1 objective and made some progress on at least 1 other	Met 0 objectives OR Met 1 objective and did not make any progress on the other

Teacher Effectiveness Outcomes

Vernon’s administrative evaluation plan does not disaggregate a rating on teacher effectiveness based on teacher SLOs. Instead, as part of the district improvement plan, each school must tie their school improvement plan and at least one SLO to the DIP, and, in turn, teachers in each building must tie at least one SLO to the school’s SLO and SIP. It is in this correlated relationship between district, school and teacher goals that administrators are held accountable for both student achievement and teacher effectiveness.

Summative Administrator Evaluation 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 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. Ideally, this adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

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

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

- If stakeholder survey results are not yet available, then the observation of practice rating should count for all of the preliminary rating of domain 4.
- 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.

Summative Scoring:

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 are defined in this plan and such progress shall be demonstrated by evidence.

Proficient administrators can be characterized as:

- Meeting expectations as an instructional leader;
- Meeting expectations in developing human capital;
- Meeting expectations in managing their building;
- Meeting expectations of developing the culture and climate of their building, including engaging the community;
- Meeting state accountability growth targets on tests of core academic subjects when available; and
- Meeting and making progress on two Student Learning Objectives aligned to school and district priorities.

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

A rating of *Developing* in one or two indicators means that performance is meeting proficiency in some components but not others. If an experienced administrator is rated at the developing level in the same indicator for two consecutive years then that administrator will be placed on appraisal. For first year administrators, a performance rating of *Developing* is expected. However, if, by the end of the second year, performance is still rated *Developing* in the same indicator, the administrator may be placed on appraisal. Any rating of *Below Standard* indicates performance that is below proficient on all components or unacceptably low on one or more components. Any one rating of *Below Standard* will result in the administrator being placed on appraisal in the subsequent school year.

Determining Summative Ratings

The rating will be determined using the following steps:

- Determine a holistic rating in each of the 6 Performance Expectations of the CCL – School Leadership Standards;
- Determining an Student Outcomes Rating;
- Determine the School Performance index; and
- Use the following standards-based performance index:

	Below Standard	Developing	Proficient	Exemplary
PE 1 – Vision, Mission & Goals	-2	-1	0	1
PE 2 – Teaching & Learning	-6	-3	0	3
PE 3 – Organizational Systems & Safety	-2	-1	0	1
PE 4 – Families & Stakeholders	-2	-1	0	1
PE 5 – Ethics & Integrity AND PE 6 – The Education System	-2	-1	0	1
Student Learning Objectives	-6	-3	0	3
School Performance Index*	-2	-1	0	1

*Not used in 2015-16. Rating local assessments will be substituted.

The summative rating is calculated using **22** as a base (see example below). Each indicator is individually rated as Below Standard, Developing, Proficient or Exemplary. While all six of these indicators contribute to successful schools, research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of effective educational leadership. As such, each indicator is weighted differently to emphasize the importance of, and the value that Vernon Public Schools places on, student achievement and the

support structures necessary for achievement to grow. The rating and corresponding weight of each indicator is then **added to 22** to determine the final summative score. The final summative score is then converted to the final summative rating using the following scale:

Exemplary: 28-33
Proficient: 19-27
Developing: 10-18
Below Standard: 0-9

Example of summative rating:

	Below Standard	Developing	Proficient	Exemplary
PE 1 – Vision, Mission & Goals	-2	-1	0	1
PE 2 – Teaching & Learning	-6	-3	0	3
PE 3 – Organizational Systems & Safety	-2	-1	0	1
PE 4 – Families & Stakeholders	-2	-1	0	1
PE 5 – Ethics & Integrity AND PE 6 – The Education System	-2	-1	0	1
Student Learning Objectives	-6	-3	0	3
School Performance Index*	-2	-1	0	1

Calculation for example: 0 + (-3) + 0 + 0 + (-1) + 0 + 0 = (-4)
Base of 22 + (-4) = 18
Rating of 18 = “Developing”

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

First and Second Year Administrators:

Effective: Year one and two administrators will be considered effective if they receive a summative rating of “Developing” or greater. To be effective no individual indicator may be rated at “Below Standard”.

Ineffective: Year one and two administrators will be considered ineffective if they receive a summative rating of “Below Standard”. If a year two administrator is rated “Developing” in any one indicator in two sequential years they may be placed on appraisal for the next school year. An administrator receiving a summative rating of “Below Standard” will be subject to termination.

Year Three and Beyond Administrators:

Effective: Year three and beyond administrators will be considered effective if they receive a summative rating of “Proficient” or “Exemplary”. To be effective no individual indicator may be rated at “Below Standard”.

Ineffective: Year three and beyond administrators will be considered ineffective if they receive a summative rating of “Developing” or “Below Standard”. A summative rating of “Developing” will result in the administrator being placed on appraisal for the next school year. An administrator receiving a summative rating of “Below Standard” will be subject to termination.

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.

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.

Evaluation-Informed Professional Learning

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

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

Improvement and Remediation Plans

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

Improvement and remediation plans should:

- identify resources, support and other strategies to address documented deficiencies;
- indicate a timeline for support mechanism as well as a timeline for specific benchmarks to be reached by the administrator; and
- include indicators of success including a summative rating of *proficient* or better at the conclusion of the improvement and remediation plan.

Plans can be developed at any time and are required for any administrator placed into the appraisal cycle.

Dispute-Resolution Process

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

Appendix A

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 B – Learn Leadership Framework **Anticipated will use this document in 2015-16 pending approval*

Draft 5 with decision guide

LEARN/ Shoreline Leadership Framework					
Key Areas of Leadership Practice	Personal Leadership Practice				Potential Evidence of Performance
	A. Efficacy, Initiative, and Strategy:	B. Feedback and Decision Making:	C. Change Management	D. Communication and Relationships:	
Educational Leadership Practice	Demonstrates an urgency to improve outcomes for all students through a strategic improvement plan. Consistently applies initiative and persistence to accomplish ambitious goals.	Develops and implements systems that generate feedback for and from school community (teachers, students, parents). Uses multiple sources of information when making decisions.	Manages resistance to change and engages school community to maintain a consistent focus on high levels of achievement.	Builds trusting and positive relationships with adults, students, families and communities to improve student learning.	
1. Instructional Leadership					
1.1 Mission, Vision and Goals: Develops and maintains a clear instructional mission and vision for all students that is shared by the school community and articulated in a strategic plan.	1.1A: Develops a strategic improvement plan aligned to school and district mission and goals Establishes and supports a common vision of high quality instruction.	1.1B: Engages broad stakeholder input into the implementation of the school's strategic plan aligned to the vision, mission and goals. Uses the strategic plan in conjunction with the school's vision, mission and goals to guide decisions	1.1C: In monitoring the implementation of the strategic plan, uses data systems to identify student strengths and needs, assess and modify programs, and addresses barriers to achieving the vision, mission and goals	1.1D: Collaboratively develops a shared mission and vision to guide the work of the school. Clearly communicates mission, vision, and strategic initiatives to stakeholders. Regularly shares strategic plan with school community	School Improvement Plan Leadership Team Meetings Professional Development Sessions
1.2 Student Achievement Focus: Sets clear and high expectations for student academic, social, and behavioral outcomes. Regularly develops and uses multiple sources of student learning information in collaboration with school and district staff to develop, monitor, and adjust instructional focus and strategic plan based on student needs.	1.2A: Ensures the implementation and evaluation of curriculum, instruction and assessment by aligning content, standards, teaching and professional development. Develops clear and measurable indicators of progress toward school and district goals.	1.2B: Provides timely, accurate, specific, and ongoing feedback using data, assessments, and evaluation methods that improve teaching and learning. Regularly monitors and evaluates progress toward strategic goals based on real time data to address student and adult learning needs.	1.2C: Develops a shared understanding of standards-based curriculum, instructional best practices and ongoing monitoring of student progress. Attends to the differentiated needs of stakeholders as the school implements strategic plan.	1.2D: Develops shared commitment to close the achievement gap and raise the achievement of all students, provides support, time and resources, and evaluates effectiveness of improvement efforts. Builds positive and trusting relationships and uses authority to create opportunities for shared understanding, commitment, and effort toward building student success.	School Improvement Plan Student Learning Data Professional Development Sessions Teacher Feedback

<p>1.3 Collaborative Practice: Works with others for the good of the school. Creates a clear structure and direction for the work of teams. Builds the capacity of teams to make decisions aligned to mission of the school and district.</p>	<p>1.3A: Collaboration and distributed leadership are key components of mission, vision, and strategic plan.</p>	<p>1.3B: Monitors and gives feedback to teams. Ensures that staff and community members engage in leadership roles and actively supports the distribution of leadership responsibilities. Seeks and applies feedback from key stakeholders and colleagues to guide leadership work.</p>	<p>1.3C: Manages team growth and internal conflict and effectively engages others in a collaborative culture where difficult and respectful conversations encourage diversity of thought and perspective.</p>	<p>1.3D: Builds collaborative and productive relationships with colleagues, teachers, parents, students, and other stakeholders. Regularly communicates with individuals and teams and facilitates communication within and among key stakeholder groups.</p>	<p>Team Meetings School Schedule Formative Data Professional Development Sessions</p>
<p>2. Human Capital</p>	<p>A. Efficacy, Initiative and Strategy</p>	<p>B. Feedback and Decision Making</p>	<p>C. Change Management</p>	<p>D. Communication and Relationships</p>	<p>Sample Evidence of Performance</p>
<p>2.1: Recruitment, Selection, and Retention: Recruits, selects, develops, and retains effective educators needed to implement school mission and strategic plan.</p>	<p>2.1A: Develops and applies a recruitment and selection strategy that is integrated with strategic plan.</p>	<p>2.1B: Consistently uses evidence/data of effective teaching (e.g., demonstration lessons, lesson/unit plan analysis) as primary factor in recruiting and selection decisions. Involves teacher leaders in selection process for all instructional staff.</p>	<p>2.1C: Uses multiple channels to identify the most effective teachers and strategically places them into positions based on his/her knowledge of teachers' strengths and areas for growth, considering student needs</p>	<p>2.1D: Creates and maintains trusting and positive relationships with teachers and staff. Builds relationships in profession (e.g., training programs) and within district to obtain highly qualified and diverse staff</p>	<p>Staffing Patterns</p>
<p>2.2: Professional Learning: Establishes a collaborative professional learning program linked to student, classroom, and school data, individual teacher needs, and school goals.</p>	<p>2.2A: Provides support, time, and resources to engage faculty in reflective practice that leads to evaluating and improving instruction and in pursuing leadership opportunities. Models a commitment to continuous learning.</p>	<p>2.2B: Aligns school professional development plan to strategic plan and data collected through performance evaluation and student learning information. Ensures that all teachers receive feedback and aligned professional learning opportunities.</p>	<p>2.2C: Ensures coherence in the development, implementation and evaluation of curriculum, instruction and assessment by aligning content standards, teaching, professional development and assessment methods.</p>	<p>2.2D: Collaborates to foster a professional learning culture through ongoing, differentiated and job-embedded professional development to strengthen teaching and learning. Actively seeks and allocates resources to build and sustain improvement</p>	<p>PD Calendar Team Meetings School development plan</p>
<p>2.3: Observation and Performance Evaluation: Ensures high quality, standards based instruction by building the capacity of teachers to lead and perfect their craft.</p>	<p>2.3A: Administrators and teachers collaboratively develop a shared understanding of effective performance aligned with the instructional mission and vision of the school and district</p>	<p>2.3B: Regularly gives staff clear, timely, and actionable feedback based on observation, student learning data, and other evaluation criteria.</p>	<p>2.3C: Regularly looks at a body of evidence, including student achievement data, to assess performance in order to identify supports and make performance management decisions.</p>	<p>2.3D: Addresses areas of underperformance in a timely manner with individuals, teams and staff; proactively leads difficult conversations with staff to improve and enhance student learning and results as necessary</p>	<p>School Improvement Plan Observations and Evaluations Special Education Data</p>

3. Management and Operations	A. Efficacy, Initiative and Strategy	B. Feedback and Decision Making	C. Change Management	D. Communication and Relationships	Sample Evidence of Performance
<p>3.1 Management of the Learning Environment: Uses all available resources to create an environment conducive to student and adult learning.</p>	<p>3.1A: Establishes and implements plans, procedures, and routines that ensure orderly and efficient operation of the school to support student learning.</p>	<p>3.1B: Uses problem-solving skills and knowledge of operational planning to continuously improve the operational system.</p>	<p>3.1C: Develops information systems and capacity of staff to document and access student learning progress over time. Uses information systems to ensure optimal use of time for teaching, learning, and collaboration</p>	<p>3.1D: Communicates in a regular, timely and clear manner reflecting the core values of school. Develops meaningful processes for creating communication systems with stakeholders. Uses a variety of media to clarify and report on school operating and learning systems.</p>	<p>Parent and staff communication Newsletters Schedules Office Environment Parent and Student Surveys</p>
<p>3.2 Safety and Security: Develops, Implements, and regularly evaluates a comprehensive safety and security plan</p>	<p>3.2A: Continually engages the school community in the development, implementation and evaluation of a comprehensive safety plan aligned with the strategic plan, including the provision of appropriate health and social services.</p>	<p>3.2B: Implements a clear crisis management plan that is known by all staff, periodically tested, and updated as needed.</p>	<p>3.2C: Assists teachers in engaging in effective classroom management practices and supports the provision of appropriate health and social services</p>	<p>3.2D: Develops positive and trusting relationships with adults and students. Ensures that school community takes initiative and ownership to support a safe and effective learning environment</p>	<p>Crisis Team Plan Safety Plan ED166</p>
<p>3.3 Resource Management: Conducts needs analysis and clearly aligns budget with instructional vision and school strategic plan</p>	<p>3.3A: Develops and implements a budget aligned to the school and district improvement plans that is transparent and fiscally responsible</p>	<p>3.3B: Aligns resources based on data to address the gaps between the current outcomes and goals toward continuous improvement</p>	<p>3.3C: Engages and supports individuals and school community when faced with reduced or increasing resources.</p>	<p>3.3D: Collaborates with multiple stakeholders to develop a fiscally responsible budget and secure necessary resources to support school and district improvement goals</p>	<p>Budget Spending patterns</p>
4. Culture and Climate	A. Efficacy, Initiative and Strategy	B. Feedback and Decision Making	C. Change Management	D. Communication and Relationship	Sample Evidence of Performance
<p>4.1 Family and Community Engagement: Promotes the growth of all students by actively engaging with families, community partners, and other stakeholders to support the mission of the school and district</p>	<p>4.1A: Publicly advocates the vision, mission and goals so that the school community understands and supports equitable and effective learning opportunities for all students.</p>	<p>4.1B: Ensures that all members of the school community have a strong voice in regard to concerns, ideas, and interests</p>	<p>4.1C: Consistently and effectively empowers parents to use a variety of strategies to engage families as leaders and partners in decisions about improving school- wide and student- specific learning</p>	<p>4.1D: Maintains a high degree of visibility, accessibility and responsiveness by consistently interacting with students, staff, parents, and community. Actively communicates the successes of the school to the broader community.</p>	<p>School Improvement Plan Parent Survey Parent Meetings</p>

<p>4.2 School Culture and Climate: Builds a culture of high achievement by promoting equitable and inclusionary practices. Implements and monitors clear expectations for adult and student conduct aligned to stated values of the school</p>	<p>4.2A: Implements and monitors clear expectations for adult and student conduct aligned to stated values for the school and provides appropriate training for staff to uphold these expectations.</p>	<p>4.2B: Uses assessment strategies and research methods to collaboratively monitor school culture and climate and understand and address the diverse needs of students and community.</p>	<p>4.2C: Effectively anticipates and responds to challenges and conflicts and remains focused on the vision of high expectations when faced with adversity. Takes a proactive approach to defusing and resolving disagreements among stakeholders.</p>	<p>4.2D: Models positive relationship building and teamwork for the benefit of all students. Involves colleagues, families and the community in developing, implementing, and monitoring guidelines and community norms for accountable behavior to ensure student learning.</p>	<p>Observation School Improvement Plan Discipline Data Bully Log Staff Survey SRBI Data</p>
<p>4.3 Equitable and Ethical Practice: Maintains a focus on ethical decisions, cultural competencies, social justice, and inclusive practice for all members of the school community.</p>	<p>4.3A: Advocates for and acts on commitments in the vision, mission, and goals to provide equitable and effective learning opportunities for all students in the broad educational community.</p>	<p>4.3B: Using school district and state data, communicates effectively with decision-makers and the community to improve public understanding of federal, state and local laws, policies and regulations</p>	<p>4.3C: Models, promotes and holds self and others accountable for professional conduct, ethics, student equity and rights and confidentiality of students in accordance with the CT Code of Responsibility for Educators</p>	<p>4.3D: Implements best practice in outreach and forms partnerships with parent and community organizations to be inclusive of diverse stakeholders. Ensures an inclusive process and incorporates different perspectives and dissenting voices in decision making.</p>	<p>Student Learning Data SRBI Data Special Education Data</p>

Rate Each Dimension:

1. Instructional Leadership:

Effective instructional leaders work in their school communities/contexts to collaboratively articulate a mission, vision and goals focused on academic achievement for all through collaborative processes.

Examine all three attributes (1.1 Mission, Vision and Goals; 1.2 Student Achievement Focus; 1.3 Collaborative Practice), with evidence determine:

(4) Exceeds Expectations: Collaboratively integrates a wide range of personal leadership practices to provide instructional leadership to engage all members of the school community to achieve the mission, vision and goals for academic, behavioral and social improvement for all students.

(3) Meets Expectations: Integrates a range of personal leadership practices to provide instructional leadership to engage the school community to achieve the mission, vision, and goals for instructional improvement for students

(2) Progressing Toward Expectations: Uses some or inconsistent leadership practices to address some aspects of achieving the mission, vision and goals for improvement.

(1) Ineffective: Applies inappropriate personal leadership practices or implements personal or leadership practices that work against instructional improvement.

2. Human Capital/Talent Development:

Effective leaders recruit, select, retain, and develop staff over the course of their careers through systems of high quality support and

evaluation.

Examine all three attributes (2.1 Recruitment, Selection and Retention, 2.2 Professional Learning, 2.3 Observation and Performance Evaluation), with evidence determine:

(4) Exceeds Expectations: Collaboratively integrates a wide range of personal and educational leadership practices to effectively recruit, select, retain and develop staff throughout their careers through differentiated approaches

(3) Meets Expectations: Integrates a range of personal and educational leadership practices to develop staff over the course of their career through support and evaluation and staff development.

(2) Progressing Toward Expectations: Uses some or inconsistent personal and educational leadership practices to address some aspects of recruiting, selecting, or developing and retaining staff.

(1) Ineffective: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that lead to staff turnover or lack of focus on the school mission.

3. Management and Operations:

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

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

(4) Exceeds Expectations: Integrates a wide range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning through appropriate and innovative resource management

(3) Meets Expectations: Uses a range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning, with resources that align with the school priorities.

(2) Progressing Toward Expectations: Uses some or inconsistent personal or educational leadership practices to create a learning environment that is at times conducive to learning; resources are mostly aligned with priorities

(1) Ineffective: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not or are misaligned.

4. Culture and Climate:

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

(4) Exceeds Expectations: Integrates a wide range of inclusive personal and educational leadership practices to create a positive culture and climate that promotes high expectations, and equitable and inclusionary practices through equitable and ethical practices.

(3) Meets Expectations: Uses a range of personal and educational leadership practices to create a positive school culture and climate through equitable and ethical practices.

(2) Progressing Toward Expectations: Uses some or inconsistent personal or educational leadership practices to create a learning environment that is at times conducive to learning; resources are mostly aligned with priorities.

(1) Ineffective: Applies inappropriate personal leadership practices or implements personal or educational leadership practices that negatively

impact the learning environment; resources are not or are misaligned.

Using the four ratings, considering “Instructional Leadership” as half of the rating, draw a summative conclusion:

Based on an analysis of educational and personal leadership practice, weighing instructional leadership as half, determine as one of the following:

Exceeds Expectations (4): Exceeds the expectations of educational and personal leadership practices of the Leadership Framework.

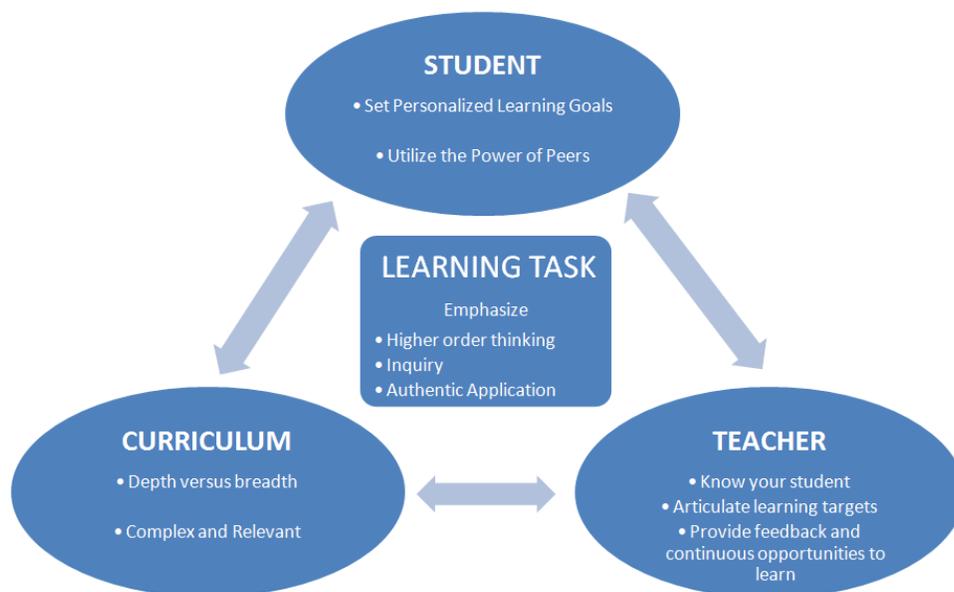
Meets Expectations (3): Meets expectations of educational and personal leadership practices of the Leadership Framework.

Progressing Toward Expectations (2): Progressing toward expectations of educational and personal leadership practices of the Leadership Framework.

Ineffective: (1): Does not meet expectations of educational and personal leadership practices of the Leadership Framework.

=40% Leadership Practice

**Non-Building Administrator Evaluation
and Professional Growth Plan
2015-2016 DRAFT**



***Vernon Public Schools Professional Development and Evaluation Committee
2014-2015***

Name	Title
Jeffrey Burt	Assistant Superintendent
Megan Duffy	Social Worker
Karen Eckblom	Instructional Coach
Jenny Fischer	Instructional Coach
Jennifer Frese-Miller	Resident Principal
Tara Harlow	Teacher
Paula Hughes	Instructional Coach
Jennifer Leach	Teacher
Jason Magao	Assistant Principal
Cassandra Perrett-Manly	Teacher
Steve Phelps	Evaluation Coordinator
Paul Smith	Teacher
Dianne Smith	Math Department Facilitator
Brian Stevenson	Teacher
Jaya Vijayasekar	Humanities Coordinator

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INTRODUCTION

As provided in subsection (a) of Sec. 10-151b (C.G.S.), as amended by P.A. 13-245, the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each administrator whose position requires an 092 certification. This plan details the process to be followed to both evaluate administrators and, at the same time, provide a system which supports professional growth to maximize the effectiveness of each administrator.

ADMINISTRATOR EVALUATION AND DEVELOPMENT

Purpose and Rationale

The Vernon Public Schools Administrator Development and Support Plan 2015-16 outlines our model for the evaluation for district/non-building based administrators. The VPS administrator evaluation and support model defines administrator effectiveness based on the elements of each non-building based role.

The VPS model describes four levels of performance for administrators and focuses on the practices and outcomes as well as the growth of all administrators: Exemplary, Proficient, Developing, and Below Standard.

Proficient administrators can be characterized as meeting expectations as outlined in the “Permissive Pilot for Educator Evaluation for Administrators in Central Office Positions”. Our model includes an exemplary performance level for those who exceed these characteristics, but exemplary ratings are reserved for those who could serve as a model for leaders across the district or across the state. A proficient rating represents fully satisfactory performance and is the rigorous standard expected of most experienced administrators.

Specific indicators of expectations can be found in the Permissive Pilot “Guide to Application of the Common Core of Leading (CCL)” for the following positions: Special Education Leaders, Curriculum Leaders, Adult Education Leaders, Personnel Leaders, Athletic Leaders, and Business and Operations Leaders.

Process and Timeline

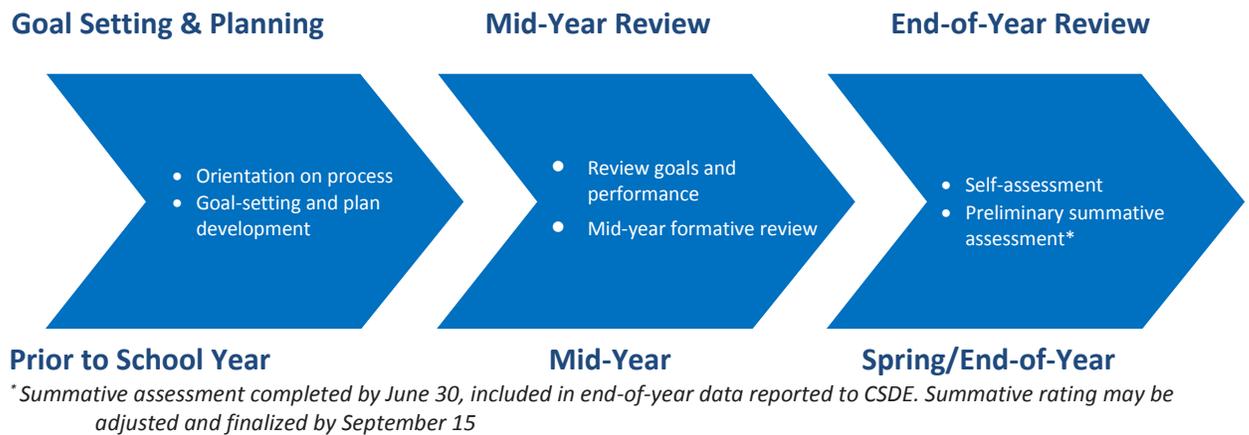
This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. The annual cycle (**Figure 1**) allows for flexibility in implementation and lends itself well to a meaningful and feasible 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 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 step.

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

administrator’s subsequent goal setting, as the cycle continues into the subsequent year. In Vernon, the annual cycle starts in the spring if possible in order for goal-setting and plan development to take place prior to the start of the next school year. If necessary, the process may begin in the summer months, especially for administrators new to the district.

Figure 1: This is a typical timeframe which includes two Instructional Leadership Inquiry Cycles, one in the fall and one in the spring:



Annual Evaluation Cycle

1. Orientation to the Evaluation Process

To begin the process, the superintendent or designee provides the administrator with a copy of the evaluation plan and materials outlining the evaluation process, the Permissive Pilot document, and the process and calculation by which all evaluation elements will be integrated into an overall rating.

2. Goal-Setting Conference

Before the school year starts, the superintendent or designee and administrator meet to discuss information relevant to the evaluation process, and agree on the specific measures and performance targets as determined in the specific Permissive Pilot for their role. The evaluator and administrator also discuss the appropriate resources and professional development needs to support the administrator in meeting the performance targets.

3. Implementation and Evidence Collection Plan

Throughout the course of the year, the administrator collects evidence about his/her practice and the superintendent or designee collects evidence about administrator practice to support the review through observations and reviews of practice. The superintendent or designee must conduct at least two observations or reviews of practice for any administrator and should conduct at least four observations or reviews of practice for administrators who are new to their district, school or the profession, or who have received a rating of developing or below standard.

4. Mid-Year Formative Review

The superintendent or designee and administrator 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. This step in the process will take place at mid-point of the school year.

5. End-of-Year Summative Review

1. Administrator Self-Assessment – The administrator reviews all information and data collected during the year and completes a self-assessment for review by the superintendent or designee. This self-assessment may focus specifically on the areas for development established in the Goal-setting conference.
2. End-of-Year Conference - The superintendent or designee and the administrator meet to discuss all evidence collected to date. Following the conference, the superintendent or designee assigns a summative rating and generates a summary report of the evaluation before the end of the school year.

Years	Observation Requirements
First & Second Year	At least four observations or reviews of practice.
Third Year & Beyond* “Observation Cycle” (1 year)	At least four observations or reviews of practice
Third Year & Beyond* “Growth Cycle” (1 year)	At least two reviews of practice.

* After their second year administrators will be placed on a two year rotation, with one year for “growth” and one year for “observation”.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

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

VPS will provide ongoing training to evaluators so that they will be able to:

- Understand the various components of the VPS administrator evaluation and support system;
- Understand the elements of the Permissive Pilot;
- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of leadership practice; and
- Collaborate with colleagues to deepen understanding of the content.

Summative Administrator Evaluation 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 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. Ideally, this adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

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

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, the rule of thumb to use in arriving at a rating is 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.

Summative Scoring:

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 are defined in this plan and such progress shall be demonstrated by evidence.

Proficient administrators can be characterized as meeting expectations as defined for their role. Exemplary ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders across the district or even across the state. Few administrators are expected to demonstrate exemplary performance on more than a small number of practice elements.

A rating of *Developing* in one or two indicators means that performance is meeting proficiency in some components but not others. If an experienced administrator is rated at the developing level in the same indicator for two consecutive years then that administrator will be placed on appraisal. For first year administrators, a performance rating of *Developing* is expected. However, if, by the end of the second year, performance is still rated *Developing* in the same indicator, the administrator may be placed on appraisal. Any rating of *Below Standard* indicates performance that is below proficient on all components or unacceptably low on one or more components. Any one rating of *Below Standard* will result in the administrator being placed on appraisal in the subsequent school year.

Criteria and Weighting for Ratings by Job Description

While the Connecticut School Leadership Standards continues to serve as the foundation for the observation of leadership practice, the listings below guide the application of the standards for six central office administrator roles so that the standards can be illuminated in role-specific practice. Each role lists specific indicators along with the weighting of that indicator.

Specific indicators for each role can be found in the [Permissive Pilot Indicators of Performance](#) found on the state website or connecticutseed.org

(Standardized Measures (SM) and Locally-Determined Measures (LDM))

- **Special Education Leaders:**
 - SM - based on subgroup of District Performance Index (DPI) or on special education population subgroups on SPIs of schools served (+2/-2)
 - LDM - goals address a significant portion of special education students served. (+3/-3)
 - Teaching and Learning performance expectation of CCL (+1/-1)
 - 5 remaining performance expectations of CCL (+1/-1)
- **Curriculum Leaders:**
 - SM—based on DPI or on SPIs of schools served or subjects served (+2/-2)
 - LDM - goals address a significant portion of students served (+3/-3)

- Teaching and Learning performance expectation of CCL (+1/-1)
- 5 remaining performance expectations of CCL (+1/-1)
- **Technology Directors:**
 - SM - based on standardized measures for Technology Directors or other supervisors with no state testing role (0)
 - LDM - based on locally determined measures for Technology Directors or other supervisors with no state testing role (+5/-5)
 - Teaching and Learning performance expectation of CCL (+1/-1)
 - 5 remaining performance expectations of CCL (+1/-1)
- **Adult Education Leaders:**
 - SM — target related to General Education Diploma (GED) attainment (+2/-2)
 - LDM — two goals measured by standardized or non-standardized measures (+3/-3)
 - Teaching and Learning performance expectation of CCL (+1/-1)
 - 5 remaining performance expectations of CCL (+1/-1)
- **Personnel Leaders:**
 - SM - based on DPI target (+1/-1)
 - LDM - two goals based on attainment of targets that support student learning (e.g., recruitment and retention of high-quality staff, induction of new staff, TEAM Program success, professional development, etc.) (+4/-4)
 - All performance expectations of CCL (+2/-2)
- **Athletic Leaders:**
 - SM—(0)
 - LDM — one performance goal with measurable target (e.g., coaching skill development, athlete skill growth, increased participation, etc.) (+2/-2)
 - LDM — one academic performance goal based on measurable targets for a significant number of students athletes (e.g., percent of student athletes who remain eligible for the entire school year) (+3/-3)
 - All performance expectations of CCL (+2/-2)
- **Business and Operations Leaders:**
 - SM— (0)
 - LDM - two performance goals based on measurable targets that relate to improvements in the business or operations programs, in areas such as facilities, equitable distribution of resources, etc. (+5/-5)
 - Organizational Systems and Safety performance expectation of CCL (+1/-1)
 - 5 remaining performance expectations of CCL (+1/-1)

All non-building administrators' ratings will be based on a 1-15 scale, with a starting rating of 8. Each indicator under each administrator has its own rating, e.g. (+2/-2), and will be added to the base of 8 to determine the final rating. Once the final rating score has been calculated then the following scale will apply:

Exemplary:	12-15
Proficient:	6-11
Developing:	3-5
Below Standard:	1-2

A rating in any indicator of a (0) indicates proficiency in that indicator. Any (+) rating indicates exceeding the standard. Any (-) rating indicated developing or below standard.

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.

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.

Evaluation-Informed Professional Learning

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

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

Improvement and Remediation Plans

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

Improvement and remediation plans should:

- identify resources, support and other strategies to address documented deficiencies;
- indicate a timeline for support mechanism as well as a timeline for specific benchmarks to be reached by the administrator; and
- include indicators of success including a summative rating of *proficient* or better at the conclusion of the improvement and remediation plan.

Plans can be developed at any time and are required for any administrator placed into the appraisal cycle.

Dispute-Resolution Process

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

Appendix A

Flexibilities to the Guidelines for Educator Evaluation

Adopted by Connecticut State Board of Education on February 6, 2014

Section 2.10: Data Management Protocols

- e. 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.
- f. 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.
- g. 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.
- h. 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 B

“Recommendations Regarding PERMISSIVE PILOT for Educator Evaluation for Administrators in Central Office Positions” - Overview

http://www.connecticutseed.org/wp-content/uploads/2014/10/Central_Office_Administrators-Guide_to_Application_of_CCL.pdf

Appendix C

“Recommendations Regarding PERMISSIVE PILOT for Educator Evaluation for Administrators in Central Office Positions Guide to the Application of the Common Core of Leading (CCL): Connecticut School Leadership Standards in the Observation of Practice of Central Office and Other District Administrators” – Specific evidence for each indicator of the CCL.

http://www.connecticutseed.org/wp-content/uploads/2014/10/Central_Office_Administrators-Indicators.pdf