Professional Learning and Evaluation Plan

July 1, 2015

Re-submitted to the State Department of Education on May 15, 2015 with the required revisions.

Approved on May 14, 2015 by the Professional Learning and Teacher Evaluation Committee.

Approved on May 14, 2015 by the Voluntown Board of Education.

VOLUNTOWN PUBLIC SCHOOLS

Voluntown Board of Education Mission Statement

The Voluntown Board of Education commits to providing our students the basic skills essential to competent functioning in our society, including the ability to read, write, listen, speak, manipulate basic math concepts, and acquire a general knowledge of science.

It is therefore our mission to help our students mature into independent, reasoning, and responsible individuals, who can adapt constructively in an ever-changing multi-cultural and technological world.

History of the Voluntown Schools

Voluntown Elementary School is a PreK-8 public school located in Voluntown, CT. Incorporated in 1721, the town of Voluntown lies in the southeastern part of Connecticut, bordering the State of Rhode Island, as well as Windham County and the towns of North Stonington and Griswold. Located halfway between Boston and New York, Voluntown is conveniently accessible from I-95 and I-395, Route 2, and the scenic highway of Route 49. The town's population of 2,400 doubles during the summer months as its tourism season flourishes.

Between 1696 and 1732, there were no formal schools in Voluntown. Though town government was officially organized in 1721, it was several years before a circulating school was organized and a schoolmaster hired at the town's expense. In 1735, it was ordered that the school be kept in four places, three months in a place. The master, John

Dunlap, was given thirty pounds (money) and enough meat, drink, washing, and lodging for keeping the schools open for eleven months and eighteen days.

The first schoolhouse in town was built in 1737, four rods from the northwest corner of the Line Meeting House. In 1766, there were thirteen official school districts in Voluntown, each under the supervision of a "grand-school committee-man" appointed by the town. Wylie School was one of those small schools. Throughout the years, the small school districts slowly combined and eventually all students came to Center School, which was located on the present school site.

In 1953, the original Voluntown Elementary School was dedicated. Through the years, more rooms were added until the most current renovations were made that brought the school to its present size and Pre-Kindergarten through Eighth grade configuration.

PROFESSIONAL LEARNING AND EVALUATION PLAN

TABLE OF CONTENTS

OVERVIEW I

1. Introduction…….(pg. 7)
2. Core Values and Beliefs about Professional Learning…….(pg. 8)
3. Philosophy of Professional Evaluation…….(pg. 9)
4. Professional Learning and Evaluation Plan Goals…….(pg. 11)
5. Roles and Responsibilities for Professional Learning and Evaluation…….(pg. 13)
6. Implementation and Monitoring of Professional Learning and Evaluation Plan…….(pg. 15)
7. Dispute Resolution…….(pg. 17)

PROFESSIONAL LEARNING AND EVALUATION PLAN II

1. Teacher Evaluation Plan Overview…….(pg. 20)
2. Teacher Evaluation Process and Timeline…….(pg. 21)
3. Components of Teacher Evaluation Plan…….(pg. 25)
    a. Category 1: Student Outcomes and Achievement (45%) (pg. 26)
    b. Category 2: Teacher Performance and Practice (40%) (pg. 34)
    c. Category 3: Parent Feedback (10%) (pg. 44)
    d. Category 4: Whole-School Student Learning Indicators (5%) (pg. 45)
4. Summative Teacher Evaluation Ratings…….(pg. 46)

5. Professional Assistance and Support System (PASS)…….(pg. 49)

ADMINISTRATOR EVALUATION III

1. Administrator Evaluation Plan Overview…….(pg. 56)
2. Components of Administrator Evaluation Plan…….(pg. 57)
    a. Category 1: Leadership Practice (40%) (pg. 57)
    b. Category 2: Stakeholder Feedback (10%) (pg. 62)
    c. Category 3: SMART Goals (45%) (pg. 64)
    d. Category 4: Teacher Effectiveness (5%) (pg. 69)
3. Administrator Evaluation Process and Timeline…….(pg. 70)
4. Summative Administrator Evaluation Ratings…….(pg. 75)
5. Professional Assistance and Support System (PASS)…….(pg. 78)

EDUCATION SPECIALIST EVALUATION IV

1. Education Specialist Evaluation Plan Overview…….(pg. 84)
2. Education Specialist Evaluation Process and Timeline…….(pg. 87)
3. Components of Education Specialist Evaluation Plan…….(pg. 92)
    a. Category 1: Student Outcomes and Achievement (45%) (pg. 92)
    b. Category 2: Professional Practice (40%) (pg. 100)
    c. Category 3: Parent Feedback (10%) (pg. 110)
    d. Category 4: Whole-School Student Learning Indicators (5%) (pg. 111)
4. Summative Education Specialist Evaluation Ratings…….(pg. 112)
5. Professional Assistance and Support System (PASS)…….(pg. 115)

LINKING EVALUATION AND PROFESSIONAL LEARNING V

1. Evaluation-based Professional Learning…….(pgs. 52, 80, and 118)
2. Career Development and Professional Growth for Voluntown Educators…….(pgs. 55, 83, and 121)

APPENDIX

VI

1. **Teacher Evaluation Forms**
   a. Teacher Self-Assessment Form
   b. Teacher Goal Setting Form: 45%
   c. Professional Practice Goal-Setting Form: 40%
   d. Parent Feedback Form: 10%
   e. Whole School Indicator Form 5%
   f. Mid-Year Check-in Form
   g. End-of-Year Conference Form
   h. Summative Rating Form
   i. Pre-Observation Conference Form
   j. Observation/Review of Practice Evidence Collection Form
   k. Post-Observation/Review of Practice Conference Form
   l. Examples of Standardized and Non-Standardized SMART Goals

2. **Administrator Evaluation Forms**
   a. Administrator Self-Assessment Form
   b. Administrator Goal Setting Form
   c. Mid-Year Check-in Form
   d. End-of-Year Conference Form
   e. Summative Rating Form
   f. Pre-Observation Conference Form
   g. Observation/Review of Practice Evidence Collection Form
   h. Post-Observation/Review of Practice Conference Form

3. **Resources**
   a. Common Core of Teaching (CCT)
   b. Common Core of Learning (CCL)
   c. Standards for Professional Learning
   d. CCT Rubric for Effective Teaching 2014 (CCT Rubric 2014)

e. Teacher Evaluation Timeline Summary
f. Teacher Observation Schedule
g. Leadership Evaluation Rubric
h. Parent and Stakeholder Surveys

INTRODUCTION

The Voluntown Professional Learning and Evaluation Plan has been designed to create pathways for the continuous learning and advancement of educational professionals throughout their careers. The Plan's components are aligned with the Core Requirements of the Connecticut Guidelines for Educator Evaluation (adopted by the State Board of Education in June 2012). The Voluntown Professional Learning and Evaluation Plan represents our commitment to incorporating current, high-quality research in the creation of professional learning opportunities, to fostering best practices in teacher supervision and evaluation, and to improving student learning through effective curriculum, instruction, and assessment practices, in our classrooms and school. As such, the Plan: a) addresses the elements of CT's Core Requirements for Teacher and Administrator Evaluation; b) is aligned with our schools' missions and values; and c) meets the educational needs of the stakeholders in our schools and region.

The plan was developed in 2012-2013 and reviewed annually by the Voluntown Teacher Evaluation Committee, comprised of teachers and administrators.

CORE VALUES AND BELIEFS ABOUT PROFESSIONAL LEARNING

The Professional Learning and Evaluation Plan establishes high standards for the performance of teachers and administrators that ultimately lead to and are evidenced by improved student learning. Professional standards, including *Connecticut's Common Core of Teaching (2010), Connecticut's Common Core of Leading-Connecticut School Leadership Standards (2012),* the *Standards for Professional Learning (2012)*, and national standards for educational specialists provide the foundation for the Professional Learning and Evaluation Plan.

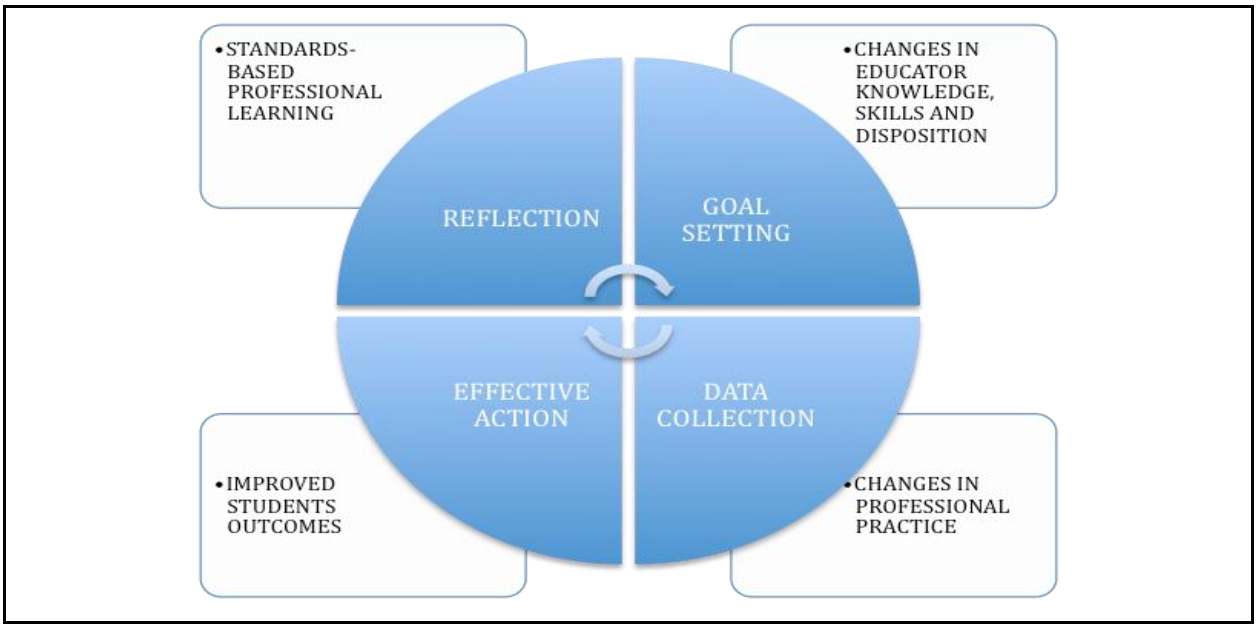
We acknowledge that deep student learning and high achievement that transfers to enrichment of future learning, career and personal experiences later in life is built by the collaborative, interdependent work of teachers and administrators, students and families, and school districts and the communities they serve. Therefore, our Plan seeks to create a professional culture in our educational programs that is grounded in the following beliefs:

We believe that:

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

PHILOSOPHY OF PROFESSIONAL EVALUATION

The purpose of educator evaluation is to improve student achievement outcomes through effective instruction and support for student and educator learning. A variety of factors support the improvement of learning and instruction. The Voluntown Professional Learning and Evaluation Plan addresses all these factors systemically. It is a comprehensive system that is based on clearly defined expectations that consist of domains of skills, knowledge, and disposition articulated in the *Common Core of Teaching (2010)* for teacher evaluation, the *Common Core of Leading-Connecticut's Leadership Standards (2012)* for administrator evaluation, and the national standards for the evaluation of educators in pupil services, as well as what current research tells us about the relationship between teaching and learning.



The Professional Learning Plan supports the development of educators at all stages of their careers, as it weaves together professional standards with expectations for student learning, and ongoing evaluation with access to professional learning and support. The Program's teacher observation and evaluation instrument, the *CCT Rubric for Effective Teaching 2014,* is designed to align with the processes and professional performance

profiles outlined in Connecticut's Teacher Education and Mentoring (TEAM) program, which provides differentiated professional learning for all beginning teachers.
Such alignment promotes the establishment of common, consistent vocabulary and understandings about teacher practice at all levels, among administrators and teachers, throughout the district.

The Voluntown Professional Learning and Evaluation Plan takes into account school improvement goals, curricular goals, student learning goals, and evidence of educators' contributions to the school as a whole. Performance expectations within our Plan also include those responsibilities that we believe to be the key in promoting a positive school climate and the development of a professional learning community.

PROFESSIONAL LEARNING AND EVALUATION PLAN GOALS

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

2. **Improve the quality and focus of observation and evaluation**
   - Establish collaborative examinations of instructional practice among administrators and teachers to develop shared understanding of the strengths and challenges within our schools and programs to improve student learning.
   - Define and clarify criteria for evaluation and measurement of student learning, using research-based models for evaluation.
   - Establish multiple measures to assess professional practice, such as: teacher portfolios; teacher-designed objectives, benchmarks, and assessments of student learning; teacher contributions to school/district level research on student learning and professional resources; mentoring and peer assistance; achievement of learning objectives for student growth, as measured by appropriate standardized assessments, where applicable, or other national or locally-developed curriculum benchmarks and expectations for student learning.
   - Improve quantity and quality of feedback to those evaluated.
   - Align evaluation findings with professional learning program and support systems.

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

ROLES AND RESPONSIBILITIES FOR PROFESSIONAL LEARNING AND EVALUATION

Definition of Teacher and Evaluator

Evaluator refers to all individuals (including school and district administrators) whose job responsibilities include supervision and evaluation of other teachers. Teacher, as used in this document, shall mean all certified instructional and non-instructional persons below the rank of Administrator.

Superintendent's Role in the Evaluation Process

- Arbitrate disputes.
- Allocate and provide funds or resources to implement the plan.
- Serve as liaison between Voluntown Board of Education and the evaluation process.
- Be responsible for ensuring that the Professional Development Committee receives information regarding school and program improvement and individual professional growth goals for use in planning staff development programs.

Responsibility for Evaluations

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

Principal and Director of Special Education

- ➢ Teachers
- ➢ Social Workers
- ➢ Guidance Counselors
- ➢ Psychologists
- ➢ Speech Therapists
- ➢ Occupational Therapists/COTA
- ➢ Physical Therapists
- ➢ Adaptive Physical Therapists
- ➢ Other Related Services Personnel

Superintendent

- ➢ Principal

- ➢ Director of Special Education

ROLES AND RESPONSIBILITIES OF EVALUATORS OF EVALUATORS AND EVALUATEES

The primary purpose of educator evaluation is to strengthen individual and collective practices to improve student growth. Therefore, evaluators and evaluatees share responsibilities for the following:

- The review and understanding of the Voluntown Professional Learning and Evaluation Plan, Connecticut's Common Core of Teaching (CCT) and the CCT Rubric of Effective Teaching 2014 (CCT Rubric 2014).
- The review and understanding of Connecticut's Common Core of Leading (CCL) and the Leadership Practice Rubric.
- The review and familiarity with applicable portions of Connecticut's Common Core State Standards, Connecticut's Frameworks of K-12 Curricular Goals and Standards, the SBAC ELA and Math Assessments, as well as locally-developed curriculum standards.
- Adherence to established timelines.
- Completion of required components in a timely and appropriate manner.
- Sharing of professional resources and new learnings about professional practice.

Evaluator Roles

- Review of and familiarity with evaluatees' previous evaluations.
- Participation in collaborative conferences with evaluatees.
- Assistance with assessment of goals, student learning indicators, learning activities developed and implemented by evaluatees, and outcomes.
- Analysis and assessment of performance, making recommendations as appropriate.
- Clarification of questions, identification of resources, facilitation of peer assistance, and other support as needed.

Evaluatee Roles

- Reflection on previous feedback from evaluations.
- Engagement in inquiry-based professional learning opportunities.
- Participation in collaborative conferences with evaluator.
- Development, implementation, and self-assessment of goals, student learning indicators, learning activities, and outcomes.
- Requesting clarification of questions or assistance with identification of professional resources and/or peer assistance.

IMPLEMENTATION AND MONITORING OF PROFESSIONAL LEARNING AND EVALUATION PLAN

Training and Orientation of Teachers and Administrators

The district will continue to provide all educators an orientation and several training sessions (through in-service sessions, target group sessions, and individual conferences) that explain the processes for professional learning planning, protocol for evaluation and observation (including timelines and rubrics), and documents that will be used by all staff.

Teachers and administrators new to Voluntown (employed during or after the first year of implementation) are provided with copies of the Professional Learning and Evaluation Plan and will engage in training to ensure that they understand the elements and procedures of the Plan, processes, and documents. This training takes place upon employment or prior to the beginning of the school year with members of Voluntown Administration and/or Human Resource Offices.

New Educator Support and Induction

In the interest of supporting all educators in the implementation of the Plan, Voluntown Public Schools offers localized support to staff members new to the building. A variety of general topics will be addressed, including:

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

In addition, periodic meetings with school personnel focus on aspects of the Common Core of Teaching, Common Core of Leading, Common Core Standards in English and Language Arts, Mathematics, and the Content Areas, discipline policies, effective collaboration, classroom interventions, special education, evaluation, and professional responsibilities.

Evaluator Orientation and Support

Understanding of the Voluntown Professional Learning and Evaluation Plan's features, Connecticut's Common Core of Teaching (CCT), Common Core of Leading (CCL), Common Core State Standards, Standards for Professional Learning, and the components of professional evaluation and observation is essential to facilitating the evaluation process and promoting student growth. To that end, evaluators are provided with on-going training and support in the use and application of the Voluntown Evaluation Plan. Evaluators review Plan elements and procedures prior to the beginning of each school year and at other appropriate intervals, to be determined. Plans for staff training are coordinated annually by Voluntown Administration and the Teacher Evaluation Committee.

Resources for Plan Implementation

Funds to provide material and training as well as time for Professional Learning options and collaboration necessary to support the successful achievement of the teachers' goals, objectives and implementation of the Evaluation Plan will be allocated annually and determined on a program by program basis.

DISPUTE RESOLUTION

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

The resolution process may be implemented when there is a question as to whether or not:
1. evaluation procedures and/or guidelines have been appropriately followed;
2. adequate data has been gathered to support fair and accurate decisions.

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

Procedures

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

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean school days. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. If an evaluatee does not initiate the appeals procedure within 5 days of acknowledged receipt of evaluation materials, the evaluatee shall be considered to have waived the right of appeal.

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

EDUCATOR EVALUATION PLANS

TEACHER EVALUATION PLAN OVERVIEW

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

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

Standards and Indicators of Teaching Practice

The expectations for teacher practice in the Voluntown Professional Learning and Evaluation Plan are defined using the four domains and their indicators of the CCT Rubric of Effective Teaching 2014. Voluntown Performance and Practice Continuum , the tool used for observing and assessing teacher practice in each of the domains, reflects the spirit and specifics of the CCT, articulates components of teaching, and establishes designations of levels of practice, including: *Below Standard; Developing; Proficient; Exemplary*. The CCT Rubric 2014 are provided in Appendix A of this document.

Core Requirements of the Evaluation Plan

The Voluntown Professional Learning and Evaluation Plan is aligned with the Core Requirements of the State Board-approved Guidelines for Educator Evaluation, as provided in subsection (a) of Sec. 10-151b (C.G.S.), as amended by Sec. 51 of P.A. 12-116. The

following is a description of the processes and components of the Voluntown Plan for teacher evaluation, through which the Core Requirements of the Guidelines shall be met.

TEACHER EVALUATION PROCESS AND TIMELINE

The annual evaluation process for a teacher will at least include, but not be limited to, the following steps, in order:

1. Orientation (by September 15)

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

1. CCT Rubric of Effective Teaching 2014.
2. SMART goals related to student outcomes and achievement.
3. A goal based on whole-school indicators of student learning.
4. A goal aligned with the whole-school goal determined by the school administrator based on data from parent feedback.
5. Self-assessment processes and purposes.
6. Data collection, including types of data and processes for collection and analysis.
7. Access to the online evaluation system (Bloomboard).

Evaluators and teachers will establish a schedule for collaboration required by the evaluation process.

2. Goal-setting Conference (by October 15)

The components of the goals are as follows:

a) **two SMART Goals** to address student learning and achievement objectives, which will comprise 45% of a teacher's summative evaluation;

b) **one goal aligned with a whole-school goal** determined by the school administrator based on data from **parent feedback**, which comprises 10% of a teachers' summative evaluation; and

c) **one goal based on whole school indicators of student learning** for the school year, which comprises 5% of a teacher's summative evaluation. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.

Goal-setting conference – No later than October 15 of the school year, the evaluator and teacher will meet to discuss the teacher's proposed goals in order to arrive at mutual agreement about them. The goals for the year must be informed by data and evidence collected by the teacher **and** evaluator about the teacher's practice. The evaluator collects evidence about teacher practice to support the review and may request revisions to the proposed goals and objectives if they do not meet approval criteria.

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

● Formative Assessment Data ● Summative Assessment Data ● Student Work ● Parent Communication Logs ● Data Team Minutes ● Survey Data	● Standardized and Non-Standardized Data (based on the teacher's class composition) ● School-Level Data ● CCT Rubric 2014

3. Observations of practice (by November 30, January 30, and April 30)

Evaluators will observe teacher practice through formal in-class observations (Domain 1 and Domain 3) and non-classroom reviews of practice (Domain 2 and Domain 4) throughout the school year, with frequency based on the year of implementation of the plan and the teacher's summative evaluation rating. Observations of practice comprise 40% of a teacher's summative evaluation. Evidence collected for Domain 2 are formal lesson plans. Evidence collected for Domain 4 can be:

- 4a: Professional Learning (i.e. conferences, workshops, trainings, and council meetings), Post Observation Reflection Form/Self-Evaluation, and Response to Feedback.
- 4b: Collaboration with Colleagues (i.e. team meeting minutes/notes, data team meetings minutes/notes, committee meetings minutes/notes), Contribution to Professional Learning Environment (i.e. CT Code of Professional Responsibility), and Ethical Use of Technology.
- 4c: Positive School Climate, Family and Community Engagement, and Culturally Responsive Communications (i.e. newsletters, emails, phone calls, parent

meetings, conferences, text messages, progress reports, report cards, and Powerschool).

4. **Interim Conference/Mid-year Check-Ins (by February 15)**

The evaluator and teacher will hold at least one mid-year conference. The discussion should focus on processes and progress toward meeting the goals and developing one's practice. Both the teacher and the evaluator will bring evidence about practice and student learning data to review. The teacher and evaluator will discuss the cause and effect relationship of practice to student learning data, i.e. – how practice positively impacts student learning. During the conference, both the teacher and evaluator will make explicit connections between the 40% and the 45% components of the evaluation program. If necessary, teachers and evaluators may mutually agree to revisions to strategies or approaches used and/or mid-year adjustment of SMART goals to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas.

5. **End-of-year summative review (by June 10)**
*****Subject to change based on the last day of school.**

Teacher self-assessment - The teacher reviews and reflects on all information and data collected during the year related to the goals and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development, referencing the CCT Rubric of Effective Teaching 2014, and established in the goal-setting conference. The self-assessment should address all components of the evaluation plan and include what the teacher learned throughout the year supported by evidence and personal reflection. It should also include a statement that identifies a possible future direction related to the year's outcomes.

End-of-year conference - The evaluator and the teacher meet to discuss all evidence collected to date. The teacher and evaluator will discuss the extent to which students met the SMART goals and how the teacher's performance and practice focus contributed to student outcomes and professional growth. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year.

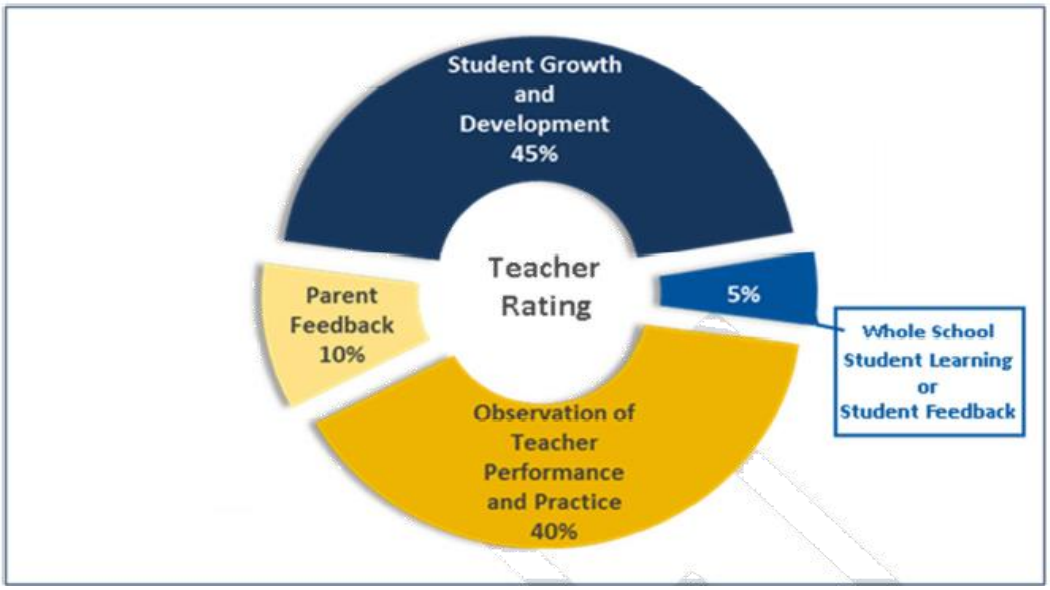
Summative Rating—The evaluator reviews submitted evidence, self-assessments, and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating using the summative rating matrix. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data changes the student-related indicators significantly to change the final rating. Such revisions should take place as soon as state test data are available, and before August 15. The administrator and evaluatee will conference to discuss any changes in the Summative rating.

6. Summative rating revisions (by August 15)

After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data have a significant impact on a final rating. A final rating may be revised when state test data are available, before August 15 of a school year. The administrator and evaluatee will conference to discuss any changes in the Summative rating.

COMPONENTS OF TEACHER EVALUATION PLAN

The Core Requirements of the CT Guidelines for Teacher Evaluation require that districts weight the components of teacher's annual summative evaluations and ratings as follows:



CATEGORY 1: STUDENT OUTCOMES AND ACHIEVEMENT (45%)

Forty-five percent (45%) of a teacher's evaluation will be based on achievement of student learning outcomes defined by teacher-created SMART Goals that are aligned with both standardized and non-standardized measures. Teachers are required to develop **two SMART goals** related to student growth and development.

- SMART Goal 1 is based on standardized indicators (comprises 22.5% of teacher's evaluation rating).
- SMART Goal 2 is based on non-standardized indicators (comprises 22.5% of teacher's evaluation rating).

For those teaching in tested grades and subjects, one SMART Goal will be developed based on Standardized indicators and one SMART Goal will be developed based on either Standardized or Non-Standardized indicators, if there is mutual agreement.

For those teaching in non-tested grades and subjects, where no standardized assessment is available, both SMART Goals will be developed based on either Standardized or Non-Standardized indicators, if there is mutual agreement.

Standardized Measures:	**Non-Standardized Measures:**
Student achievement based on the appropriate state test (i.e. SBAC ELA and Math Assessments and Physical Fitness Testing). Student achievement based on other standardized District Benchmark Assessments (i.e. STAR, DRA II, and Curriculum Based Assessments in individual subject areas) .	Teacher created and approved, appropriate classroom assessments (i.e. Sight Words, Math Fact Fluency, Letter ID/Letter Sound).

SMART goals for <u>all</u> personnel must demonstrate alignment with school-wide student achievement priorities.

Goal Setting- by October 15

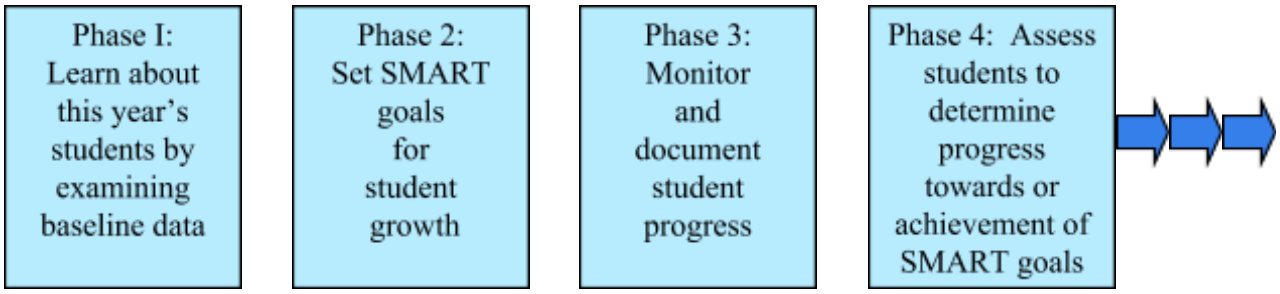
Voluntown teachers' SMART goals address the learning needs of their students and are aligned to the teacher's assignment. The student outcome related indicators will be written to meet SMART goal criteria, i.e. Specific, Measurable, Attainable, Relevant, and Time-Bound. Teachers will write two (2) SMART goals that will address targeted areas for student growth and/or achievement.

Each SMART goal will:

1. take into account the academic track record and overall needs and strengths of the students that teacher is teaching that year/semester;
2. address the most important purposes of a teacher's assignment through self-reflection;
3. align with school, district, and state student achievement objectives;
4. take into account students' learning needs vis-à-vis relevant baseline data;
5. consider Public School Information System (PSIS) factors;
6. be mutually agreed upon by teacher and the evaluator; and
7. be fair, valid, reliable and useful to the greatest extent possible.

SMART Goals and Student Progress

The following diagram illustrates the processes involved in establishing and assessing SMART goals for student learning



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

To write meaningful and relevant SMART goals that align to their teaching assignment and result from a thorough knowledge of their students, data analysis is required.
Examples of data that teachers will be required to analyze are:

1. Student outcome data (academic);
2. Behavior data (absences, referrals);
3. Program data (participation in-school or extracurricular activities/programs); and
4. Perceptual data (learning styles and inventories, anecdotal).

Teachers must learn as much as they can about the students they teach, be able to document baseline data that they have used to determine their instructional focus, and be able to write SMART goals on which they will, in part, be evaluated.

Analysis of these initial pieces of data on incoming students for the year should be completed by the Fall Benchmark Assessment window of the academic year.

Phase 2:
Set SMART goals
for
student
growth

Each teacher will write TWO SMART goals. Each SMART goal should make clear (1) what evidence was or will be examined, (2) what level of performance is targeted, (3) what assessment/indicator will be used to measure the targeted level of performance, and (4) what proportion of students is projected to achieve the targeted performance level. SMART goals can also address student subgroups, such as high or low-performing students or EL students. It is through the Phase I examination of student data that teachers will determine what level of performance to target for which students.

Teachers will submit their SMART goal(s) to their evaluator for review and approval. The review and approval process of the SMART goal will take place during the Goal-Setting conference, on or before October 15. Evaluators will review and approve the SMART goals based on the following criteria, to ensure they are as fair, reliable, valid, and useful to the greatest possible extent:

- ***Priority of Content***-: SMART goal is deeply relevant to teacher's assignment and address the most important purposes of that assignment

- ***Rigor of SMART goal***: SMART goal is attainable, but ambitious, and represents at least one year's student growth (or appropriate growth for a shorter interval of instruction).

- ***Analysis of Student Outcome*** Data: SMART goal provides specific, measurable evidence of student outcome data through analysis by the teacher and demonstrates knowledge about students' growth and development.

Phase 3:
Monitor and document student progress

Once SMART goals are approved, teachers must monitor students' progress toward achieving student learning SMART goals.

Teachers may monitor and document student progress through:

1. Examination of student work;
2. Administration of interim assessments;
3. Administration of benchmark assessments; and
4. Tracking of students' accomplishments and struggles.

Teachers may choose to share their interim findings with colleagues during collaborative time. They may also wish to keep their evaluator apprised of progress. Artifacts related to the teacher's monitoring practices can be reviewed and discussed during the Mid-Year Conference.

Interim Conferences/Mid-year check-ins -by February 15

Evaluators and teachers will review progress toward the goals/objectives at least once during the school year, using available information and data collected on student progress. This review may result in revisions to the instructional strategies or approaches teachers use. Teachers and evaluators may mutually agree to mid-year adjustments to SMART goals to accommodate changes (e.g., student populations, assignment).

Phase 4:
Assess students to determine progress towards or achievement of SMART goals

End-of-year review of SMART goals/ Student Outcomes and Achievement:

Teacher Self-Assessment – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. Teachers will reflect on the SMART goals by responding to the following four statements:

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

End-of-Year Conference – The teacher shall collect evidence of student progress toward meeting the student learning goals/objectives. This evidence will reflect student progress toward meeting SMART goals for learning. The evidence will be submitted to the evaluator, and the teacher and evaluator will discuss the extent to which the students met the learning goals/objectives. Following the conference, the evaluator will rate the extent of student progress toward meeting the student learning goals/objectives, based on criteria for the 4 performance level designations shown in the table below. If state test data may have a significant impact on a final rating, a final rating may be revised before August 15 when state test data are available.

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

Exceeded (4)	Exceeded SMART goal(s) by 10% margin or higher.
Met (3)	Met the SMART goal(s).
Partially Met (2)	Did not meet the SMART goal(s) by 10% margin.
Did Not Meet (1)	Did not meet the SMART goals by 11% or greater.

To arrive at a rating for each SMART goal, the evaluator will review the results from data collected as a body of evidence regarding the accomplishment of the goal and score the achievement of the SMART goals holistically.

The final rating for Category 1: Student Outcomes and Achievement rating for a teacher is the average of their two SMART goal scores. For example, if one SMART goal was Partially Met, for 2 points, and the other SMART goal was Met, for 3 points, the student growth and development rating would be 2.5 [(2+3)/2]. The individual SMART goal ratings and final Student Outcomes and Achievement rating will be shared and discussed with teachers during the End-of-Year Conference.

NOTE: For SMART goals that include an assessment based on state standardized tests, results may not be available in time to score the SMART goal prior to the June deadline. If this is the case, the teacher's student growth and development rating will be based on the results of the SMART goal that is based on non-standardized indicators and other evidence to support the SMART Goal based on the state's standardized assessment.

After all data, including state test data, are available, the evaluator may adjust the final summative rating if the state's test data may have a significant impact on a final rating. A final rating may be revised when state test data are available by August 15th.

Training for Teachers and Evaluators

Specific training will be provided to develop evaluators' and teachers' data literacy and creation of the two SMART goals by which teachers will be evaluated. A training session to support and/or enhance the abilities and skills of each teacher to communicate their goals for student learning outcomes and achievement will be provided as needed. The content of the training will include, but not be limited to:

SMART Goal Criteria: Specific, Measurable, Attainable, Relevant, Time-Bound

- Data Literacy as it relates to: Analyzing and Interpreting Assessment Data, Understanding Root Cause, and Decision-Making based on Inferences
- Quality of measures and indicators used to determine student growth
- Alignment of SMART goals to school and/or district goals
- Writing plans that articulate the strategies and progress monitoring tools teachers will implement to achieve their SMART goals

All teachers and evaluators will be required to attend this training to ensure a standardized approach to the documentation of student learning outcomes and achievement. Should additional training be needed, it will be decided on a case-by-case basis at the school or individual level.

CATEGORY 2: TEACHER PERFORMANCE AND PRACTICE (40%)

Forty percent (40%) of a teacher's evaluation will be based on observation of teacher practice and performance, using the *CCT Rubric for Effective Teaching 2014*.

The CCT Rubric for Effective Teaching 2014

Voluntown's observation instrument for the Professional Learning and Evaluation Plan has been developed to align with Connecticut's Common Core of Teaching (CCT) and to reflect the content of its domains and indicators. The CCT has defined for Connecticut's educators key aspects of effective teaching, correlated with student learning and achievement, that have been evidenced in professional literature.

The *CCT Rubric for Effective Teaching 2014*, which observers will use in conducting teacher observations and reviews of practice, was developed by teams of educators (including teachers, building-level administrators, central office administrators, and professional developers), who reviewed the 4 domains and 12 indicators that comprise the CCT, relevant research on effective instructional practices that improve student learning and achievement, and other models for observation of professional teaching practice (Danielson, 2011; Marshall, 2011; Marzano, et al., 2011). The *CCT Rubric for 2014* represent a distillation of each of these resources to essential elements, crucial to effective practice, that can be observed and applied in appraisals of teachers.

The *CCT Rubric 2014* addresses several principles which are essential components of effective teacher performance and practice. These principles are explicitly embedded in the *CCT Rubric 2014* as observable practices, and teachers and evaluators are required to reflect on these practices during pre- and post-observation conferences and self evaluations. The overarching principles are:

- *Diversity* as enrichment of educational opportunities for all students;
- *Differentiation* as a necessity for success and equal opportunities for all students;
- Purposeful use of *technology* as access to learning for all students;
- *Collaboration* as essential to producing high levels of learning for all students;
- *Data collection and analysis* as essential to informing effective planning, instruction, and assessment practices that enhance student learning;
- *Professional learning* as integral to improved student outcomes.

Key attributes of teacher performance and practice outlined in the CCT are reflected in the descriptors of the Indicators within the *CCT Rubric 2014*, so that evaluators and teachers may understand how these attributes apply in practice, observations, and evaluation. Teacher lesson plans and associated documentation, pre-observation, post-observation, and teacher self-reflection forms and related conversations, as well as non-classroom reviews of practice, such as communication with families, collaboration with colleagues, participation in data teams, professional learning presentations by faculty members, participation in mentoring, instructional rounds, PPTs and action research, all provide rich data related to the CCT standards and the effectiveness of teachers' performance and practice.

In employing the CCT as its foundation, the *CCT Rubric for Effective Teaching 2014* maintains consistency with Connecticut's TEAM program of mentorship and professional development of new teachers. TEAM's Performance Profiles, which also describe attributes of effective teaching practice along a continuum for each of its professional growth modules, apply the CCT indicators as the focus for new teacher reflection on their practice and development of differentiated professional growth plans. The Rubric and TEAM both rely on rich professional discussion about and reflection on professional practice to advance teacher effectiveness and student learning. Therefore, consistency between these two programs makes it possible for all educators to acquire common understandings and language about teaching and learning, with the intent of enriching collaboration, communication, and community to pave the way for school improvement and success for all students.

Teacher Goal Setting for Performance and Practice

In preparation for instructional planning and Goal-Setting Conferences with evaluators, teachers will analyze their student data and use the *CCT Rubric 2014* to reflect on their own practices and their impact on student performance. Based on that reflection, teachers will develop a performance and practice goal to guide their own professional learning and improvements in practice that will ultimately promote student growth and achievement of student outcome goals. Teacher practice goals will not be evaluated, but should result in improvements in teacher knowledge and skills which will be evidenced in observations of teacher performance and practice.

Data Gathering Process

Voluntown evaluators will use the *CCT Rubric* to guide data collection from three sources: teacher conferences, classroom observations, and reviews of practice.

Over the course of the school year, evaluators will gather evidence for all Indicators and Domains of the *CCT Rubric,* which will allow teachers to demonstrate: the context for their work; their ability to improve student learning and performance; their ability to engage in reflective practice to improve their own knowledge and skills; and how they exercise leadership skills within their classrooms, schools and district.

Data-Informed Observation of Teacher Performance and Practice (40%)		
SOURCES OF DATA	**EXAMPLES OF DATA**	**IMPORTANCE OF DATA**
Conferences	Data related to Domain 4 ● Conversation and artifacts that reveal the teacher has an understanding of, content, students, strategies, and use of data ● Teacher's use of data to inform instruction, analyze student performance and set appropriate learning goals	● Provides opportunities for teachers to demonstrate cause and effect thinking. ● Provides opportunities for evaluator learning in content; systems effectiveness; priorities for professional learning ● Provides context for observations and evaluation
In-class formal observations	Data related to Domains 1 and 3 ● Teacher-student, student, student-student conversations, interactions, activities related to learning goals	● Provides evidence of teacher's ability to improve student learning and promote growth
Non-classroom reviews of practice	Data related to Domain 2 and 4 1. Teacher reflection, as evidenced in pre- and post-conference data. 2. Engagement in professional development opportunities, involvement in action research. 3. Collaboration with colleagues 4. Teacher-family interactions 5. Ethical decisions	● Provides evidence of teacher as learner, as reflective practitioner and teacher as leader.

Observation of Teacher Practice

Observations, both formal and informal, provide valuable information to all professional staff about instructional practice. Data collected through observations allow school leaders to understand more about the nature of learning and instruction in our schools, and feedback from observation provides individual teachers with insights regarding the impact of their management, planning, instruction, and assessment practices on student growth. Annually, administrators will engage in professional learning opportunities, including online options and collaborative sessions that will develop their skills in conducting effective observations, providing meaningful, useful feedback, and engaging in productive professional conversations with teachers.

Evaluators and other instructional leaders use a combination of formal and informal, announced and unannounced observations to:

1. Gather evidence of and facilitate professional conversation regarding the quality of teacher practice;
2. Provide constructive oral and written feedback of observations that is timely and useful for educators; and
3. Provide information for the on-going calibration of evaluators and evaluation practices in the district.

Administrators may differentiate the number of observations based on experience, prior ratings, and the needs and goals of individual teachers.

In addition to formal conferences for goal-setting and performance review and in-class formal observations, informal observations of teachers by evaluators will occur periodically. Observations are for the purpose of helping teachers to gain insights about their professional practice and its impact on student learning. Formal and informal observation of teachers is considered a normal part of the evaluator's job responsibilities. More importantly, observation is essential for establishing a culture of continuous learning for educators and for understanding the nature, scope, and quality of student learning in a school as a whole.

In addition to in-class observations, non-classroom reviews of practice will be conducted. Examples of non-classroom observations or reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, review of lesson plans, professional participation and contributions or other teaching artifacts. The Professional Learning and Evaluation Plan also establishes opportunities for teachers to participate in informal, non-evaluative observations of teacher practice for the following purposes: to enhance awareness of teaching and learning practices in our schools; to create opportunities for problem-based professional learning projects and action research to improve student learning; and to enhance collaboration among teachers and administrators in advancing the vision and mission of their schools.

All TEACHERS IN YEAR ONE (2013-2014) OF IMPLEMENTATION:

- In year one of the Plan implementation, all teachers will receive two in-class formal observations. Each of the two observations will include a pre-conference and a post-conference with timely written and verbal feedback. If the teacher is deemed proficient or exemplary after two formal observations, no more observations are necessary. If the teacher is deemed below standard or developing, one additional formal observation, at least one informal unannounced in-class observation and at least one non-classroom review of practice will be conducted.

ALL TEACHERS YEAR TWO AND BEYOND:

- Teachers who receive a performance evaluation designation of proficient or exemplary will receive one in-class formal observation/review of practice. This formal observation will include a pre-conference and a post-conference with written and/or verbal feedback within 5 school days. Additional observations (formal and informal) will be scheduled at the discretion of the evaluator.

OR

- Teachers who receive a performance evaluation designation of below standard or developing shall receive a number of observations appropriate to their individual development plan, but no fewer than three in-class formal observations. Each of the three observations will include a pre-conference and a post-conference with written and/or verbal feedback within 5 school days. Additional observations (formal and informal) will be scheduled at the discretion of the evaluator.

OBSERVATION SCHEDULE

PERFORMANCE DESIGNATION	NUMBER OF OBSERVATIONS	CONFERENCING AND FEEDBACK
***FIRST YEAR OF PROGRAM IMPLEMENTATION* (2013-2014)**		
All Teachers	Two in-class formal observations. One additional, if necessary.	All must have pre-conference; all must have post-conferences.
	At least one in-class informal unannounced observation, if necessary	Feedback will be verbal and/or written within 5 days.
	At least one review of practice, with a mutually agreed upon area of practice	
SECOND YEAR OF PROGRAM IMPLEMENTATION AND BEYOND		
Non-Tenured Teachers	• 3 in-class formal observations. Additional observations (formal or informal) if deemed necessary by the evaluator. • At least one non-classroom review of practice on a mutually agreed upon area.	All in-class formal observations must have a pre and post-conference. Feedback will be verbal and/or written within 5 school days.
Tenured Teachers **Teachers Designated as Proficient or Exemplary**	• 1 in-class formal observation. Additional observations (formal or informal) if deemed necessary by the evaluator. • At least one non-classroom review of practice on a mutually agreed upon area.	All in-class formal observations must have a pre and post-conference. Feedback will be verbal and/ or written within 5 school days.
Tenured Teachers **Teachers Designated Below Standard or Developing**	• 3 in-class formal observations. Additional observations (formal or informal) if deemed necessary by the evaluator. • At least one non-classroom review of practice on a mutually agreed upon area.	All in-class formal observations must have a pre and post-conference.

		Feedback for review of practice will be verbal and/or written within 5 school days.

Evaluation Ratings for Performance and Practice

Evaluation ratings will be assigned at the end of each school year. After gathering and analyzing evidence for all Indicators within each of the Domains 1-4, evaluators will use the *CCT Rubric 2014* to initially assign ratings of Below Standard, Developing, Proficient or Exemplary. **Ratings will be made at the Indicator level only.**

Once Indicator ratings have been assigned, evaluators will use the *Rating Guidelines for Observation of Teacher Performance and Practice* to assign a rating.

Ratings Guidelines for Observation of Teacher Performance and Practice	
Rating	Criteria
Exemplary	Minimum of three exemplary ratings at the domain level and no ratings below proficient
Proficient	Minimum of three proficient ratings at the domain level and no rating below standard
Developing	Minimum of 2 proficient rating at the domain level and not more than one rating below standard
Below Standard	Two or more ratings at the domain level below standard

EVALUATOR TRAINING AND PROFICIENCY

Formal observations of classroom practice are guided by the Domains and Indicators of Voluntown's *CCT Rubric 2014*. Evaluators participate in extensive training and are required to be proficient in the use of the *CCT Rubric 2014* for educator evaluation. Training is offered to ensure consistency, compliance, and high-quality application of the *CCT Rubric 2014* in observations and evaluation. Formal observations include pre- and post-conferences that provide opportunities for deep professional conversations that allow evaluators and teachers to set goals, allow administrators to gain insight into the teacher's progress in addressing issues and working toward their goals, and allow the sharing of evidence each has gathered during the year.

In the first year of implementation of the Voluntown Professional Learning and Evaluation Program, all evaluators will be required to participate in six days of initial training and successfully complete online proficiency activities. To ensure consistency and fairness in the evaluation process, all evaluators must meet the proficiency standard prior to conducting teacher observations. Components will include the following:

1. Three days of face-to-face training that will focus on:
   - using the *CCT Performance and Practice Continuum* for data collection, analysis and evaluation; and
   - introducing participants to the online practice and proficiency system.
2. One day of online practice to be completed independently or as a collaborative learning activity at the school or district level.
3. One day of on-line proficiency comprised of two proficiency activities requiring evaluators to demonstrate their ability to: recognize bias; identify evidence from classroom observations, conferences and non-classroom reviews of practice that is appropriate to specific *CCT Performance and Practice Continuum* Indicators and Domains; and gather and analyze a comprehensive set of data to assign appropriate ratings at the Domain level.
4. One day of follow-up face-to-face training to:
   - enhance evaluator conferencing and feedback skills; and
   - debrief on proficiency as needed.

In the first year of implementation, evaluators will also participate in two support sessions during the school year:

1. Two-hour facilitated conversation in preparation for Mid Year Conferences
2. Two-hour facilitated conversation in preparation for End of Year Conferences

After the first year of implementation, all evaluators new to Voluntown will be required to participate in the training, proficiency, and supports sessions described above.

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

CATEGORY 3. PARENT FEEDBACK (10%)

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

Voluntown strives to meet the needs of all of the students all of the time. To gain insight into what parents perceive about our ability to accomplish this, a school-wide parent survey will be used. The survey instrument to be used was developed by Victoria Bernhardt, *Education for the Future,* Executive Director. The surveys, used both nationally and internationally, have been subjected to a rigorous vetting process that has found them to be fair, reliable, valid, and useful. The Professional Learning/Teacher Evaluation Committee and Safe School Climate Committee will be consulted regarding the use of the appropriate survey tool.

Using an *Education for the Future* Parent Survey, administered on-line and allowing for anonymous responses, Voluntown Public School System will collect and analyze parent feedback data that will be used for continuous improvement. Surveys will be administered one time per year, in the Spring. The Spring survey data will be used by teachers as baseline data for the following academic year. Analysis of survey data will be conducted on a school-wide basis, with all certified staff engaged in the analysis, and result in one school-wide goal to which all certified staff will be held accountable.

Once the school-wide parent feedback goal has been determined by the school, teachers will identify the strategies they will implement to achieve the school-wide goal.

Teacher ratings will be determined using a 4-level performance matrix. Ratings will be based on evidence of teachers' implementation of strategies to address areas of need as identified by the survey results.

Examples of surveys developed by *Education for the Future* will be used by the Voluntown Public School System and are attached in the Appendix.

CATEGORY 4. WHOLE-SCHOOL STUDENT LEARNING INDICATORS (5%)

Five percent (5%) of a teacher's evaluation shall be based on whole-school student learning indicators.

Voluntown school will define and communicate a Whole School Learning Indicator that is based on the school performance index (SPI) or other whole-school standardized Benchmark Assessment Measure to which all certified staff will be held accountable. Certified staff will be asked to articulate in writing how they will, through their instructional practice, contribute to the achievement of the Whole School Learning Indicator.

Teachers' efforts and actions taken towards achievement of the Whole School Learning Indicator will be discussed during the pre-, mid-year, and post-conferences. Teachers will be expected to bring artifacts from their practice that support and provide evidence of their contributions to the attainment of this indicator.

Teachers' rating in this area will be determined by the administrator's performance rating based on multiple student learning indicators that comprise 45% of an administrator evaluation.

SUMMATIVE TEACHER EVALUATION RATINGS:

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

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

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

Proficient represents fully satisfactory performance. It is the rigorous standard expected for experienced teachers.

A rating of *developing* means that performance is meeting proficiency in some indicators but not others. Improvement is necessary and expected.

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

Determining Summative Ratings

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

A. PRACTICE: Teacher Performance & Practice (40%) + Parent Feedback (10%) = 50%

The practice rating derives from a teacher's performance on the five domains of the CCT Performance and Practice Continuum and the parent feedback target. Evaluators record a

rating for the domains that generates an overall rating for teacher practice. The Parent Feedback rating is combined with the Teacher Practice rating, and the evaluator uses the matrix to determine an overall Teacher Performance & Practice Rating.

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

The outcomes rating derives from the two student outcome and achievement measures – 2 SMART goals – and whole-school learning indicators outcomes. As shown in the Summative Rating Form, evaluators record a rating for the SMART goals agreed to in the beginning of the year. The Whole-School Student Learning Indicator Rating is combined with the SMART goals rating, and the evaluator uses the matrix to determine an overall Outcomes Rating

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

The Summative rating combines the practice and outcomes ratings using the matrix below.

If the two areas in any Matrix are highly discrepant (e.g., a rating of exemplary for Teacher Practice and a rating of below standard for Student Outcomes), then the evaluator and the evaluatee will re-examine the data and/or gather additional information in order to determine the rating for the Matrix.

		Teacher Practice Rating			
		Exemplary	***Proficient***	***Developing***	***Below Standard***
Teacher Outcomes Rating	***Exemplary***	***Exemplary***	***Exemplary***	***Proficient***	***Developing***
	Proficient	***Exemplary***	***Proficient***	***Proficient***	***Below Standard***

	Developing	***Proficient***	***Developing***	***Developing***	***Below Standard***
	Below Standard	***Developing***	***Developing***	***Below Standard***	***Below Standard***

In accordance with The CT Guidelines for Educator Evaluation, the Voluntown Professional Learning and Evaluation Plan employs a 4-level matrix rating system, as follows:

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

2. In order to determine summative rating designations for each teacher, Voluntown evaluators will:
    A. Rate teacher performance in each of the four Categories:
        a. Student Outcomes and Achievement;
        b. Observations of Teacher Performance and Practice;
        c. Parent Feedback; and
        d. Whole-School Student Learning Indicators.
    B. Combine the Student Outcomes and Achievement (Category 1, above) and Whole-School Student Learning Indicator rating (Category 4, above) into a single rating, taking into account their relative weights. This will represent an overall "**Outcomes Rating**" of Exemplary, Proficient, Developing, or Below Standard.
    C. Combine the Observations of Teacher Performance and Practice rating (Category 2, above) and the Parent Feedback rating (Category 3, above) into a single rating, taking into account their relative weights; this will represent an overall "**Practice Rating**" of Exemplary, Proficient, Developing, or Below Standard.
    D. Combine the **Outcomes Rating** and **Practice Rating** into a **final rating**. In undertaking this step, teachers will be assigned a summative rating category of **Exemplary, Proficient, Developing, or Below Standard.** See Appendix C of this document for an example.

DEFINITION OF TEACHER EFFECTIVENESS AND INEFFECTIVENESS

Teacher effectiveness will be based upon a pattern of summative teacher ratings collected over time. In order to be deemed effective, teachers will need to have a summative rating of Proficient or Exemplary. Teachers are required to be effective within two years of being evaluated using this plan. Teachers who are not deemed effective by these criteria will be deemed ineffective.

PASS ~ PROFESSIONAL ASSISTANCE AND SUPPORT SYSTEM (1 YEAR)
PASS IMPROVEMENT AND REMEDIATION PLAN (30 DAYS)
PASS INTENSIVE REMEDIATION PLAN (60 DAYS)

Any teacher having a summative rating of Developing or Below Standard after one year of being evaluated with this plan may be placed on an individual improvement plan. PASS is a 3 tiered approach to teacher support. (**See description of PASS, PASS Improvement and Remediation Plan, and PASS Intensive Remediation Plan that follows.)**

After one year of participating in PASS, a teacher receiving such support will be expected to have a summative rating of Proficient or Exemplary. Teachers who do not receive a summative rating of Proficient or Exemplary after one year of participation in PASS may be placed on the **PASS Improvement and Remediation Plan** for 30 days. After 30 days, the teacher may be placed on the **PASS Intensive Remediation Plan** for 60 days. (See description of **PASS**, **PASS Improvement and Remediation Plan, and PASS Intensive Remediation Plan**, below). **No teacher will participate in PASS for more than two consecutive school years.**

PASS PROFESSIONAL ASSISTANCE AND SUPPORT SYSTEM (1 YEAR)

Teachers who receive a summative evaluation rating of Developing or Below Standard may work with their local association president (or designee) in the development of a PASS plan, in collaboration with the evaluator (or designee). The plan will be created prior to the beginning of the next school year. The PASS process will identify areas of improvement needed and will include supports that Administration will provide to address the performance areas identified as in need of improvement. A teacher's successful completion of participation in PASS is determined by a summative final rating of Proficient or Exemplary at the conclusion of the school year.

The plan must include the following components:

1. Areas of Improvement: Identify area of needed improvement.
2. Rationale for Areas of Improvement: Evidence from observations that show an area needing improvement.
3. Performance Expectation: List performance expectation rated "developing" or "below standard".
4. Indicators for Effective Leading: Identify exemplar practices in the area identified as needing improvement.
5. Improvement Strategies to be Implemented: Provide strategies the specialist can implement to show improvement in performance expectations rated "developing" or "below standard".
6. Tasks to Complete: Specific tasks the specialist will complete that will improve the performance expectation.
7. Support and Resources: List of supports and resources the specialist can use to improve (e.g.: professional learning opportunities, peer observation, colleague mentor, books, etc.).
8. Indicators of Progress: How the specialist will show progress towards proficient/exemplary in the domain through observations, data, evidence, etc.

The plan will be designed and written in a collaborative manner, which focuses on the development of a professional learning community supporting colleagues within this level. The teacher, local association president or designee, and evaluator or designee will sign the plan. Copies will be distributed to all those who will be involved in the implementation of the plan as well as the Administration. The contents of the plan will be confidential.

PASS Improvement and Remediation Plan (30 Days)

The PASS Remediation Plan is a further step in the attempt to provide a teacher with the support, supervision, and resources needed to foster positive growth in situations when an individual is having considerable difficulty implementing the professional responsibilities of teaching. Based on a determination by the appropriate administrator, the administrator and/or evaluator will help the teacher outline specific goals and objectives with timelines, resources, and evaluative criteria. The evaluator and/or teacher may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. Consistent supervision and, at minimum, a weekly observation followed by timely feedback, will be provided by the evaluator. This intervention will operate for a

period of time that the evaluator determines to be appropriate, but will normally conclude within 30 school days. At the end of the intervention period, the evaluator will issue a recommendation. If the teacher demonstrates that he/she is *Proficient* or better, the evaluator will designate placement of that teacher to a normal plan. In situations when progress is unacceptable, the teacher will move into an Intensive Remediation Plan. Specific written reports of the intervention plan with reports of observations and a final determination on progress will become part of the teacher's personnel file.

PASS Intensive Remediation Plan (60 Days)

The PASS Intensive Remediation Plan is the final attempt and is implemented after the Improvement and Remediation Plan if necessary, and based on the judgment of the administrator, to provide the help necessary to meet the requirements of the position. The teacher, evaluator, and/or another appropriate administrator will develop a plan that includes specific goals, timelines, resources, and evaluative criteria. The teacher may choose to include their bargaining representative. The evaluator and/or the teacher may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. The plan will be in operation for a period of time that the evaluator determines to be appropriate, but will normally conclude after 60 school days. Weekly observations followed by feedback will be provided during this phase. At the conclusion of this phase, the evaluator will make a recommendation as to whether the intensive supervision will be terminated or extended. If the teacher demonstrates that he/she is *Proficient* or better, the evaluator will designate placement of that teacher on the normal plan. If the teacher's performance is below *Proficient*, the administrator will recommend termination of that teacher's employment to the superintendent.

EVALUATION-BASED PROFESSIONAL LEARNING

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

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

The Voluntown evaluation-based professional learning design has as its foundation the Standards for Professional Learning (Learning Forward, 2011). Each of the tenets of the Voluntown Professional Learning and Evaluation Program is aligned with at least one, and often several, of the seven Standards for Professional Learning, as follows.

TENETS OF THE VOLUNTOWN PLAN: ALIGNING STANDARDS AND PROCESSES:

- ***Evaluation is a teacher-centered process:*** We believe that, for evaluation to improve professional practice, it is essential to "make evaluation a task managed by a teacher and not a thing done to a worker" (Peterson, 2000, p. 5).
    - Teacher reflection on aspects of their instructional practice and its effect on student achievement, on other facets of responsibility to the school community, and on their professional contributions to their field is critical to improved practice for both veteran and novice teachers. *[Standards: Learning Communities; Data; Outcomes]*
        - ➢ Educator self-reflection represents the initiation and culmination of the cycle of professional praxis and procedures for evaluation.
        - ➢ Teachers collect and assemble relevant data related to student outcomes and their professional contributions, and determine how their data can be used in evaluation.

- ***Organizational culture matters:*** The framework and outcomes of systems for the evaluation of teachers must reflect an understanding of the culture of schools as learning organizations (see Schein, 2010; Senge, 2012).
    - It is vitally important to examine the core beliefs that underpin organizational processes, such as professional learning and evaluation, as well as teachers' and administrators' perception of their roles and effectiveness, to effect positive changes in student learning, growth, and achievement. Further, it is important to evolve the role of principals and administrators from the sole judges and evaluators of teachers and teaching to emphasize their role as instructional leaders who collaborate with teachers.
        - ➢ Evaluators and teachers support each other in the pursuit of individual and collective professional growth and student success through rich professional conferences and conversations. *[Standards: Leadership; Resources]*
        - ➢ Each school's core beliefs about student learning are the foundation for evaluation and support systems, and provide a focus for individual and collaborative reflections on personal practice and organizational functioning. [*Standards: Learning Communities; Implementation*]
        - ➢ Teachers and administrators collaborate to observe instructional practices in their school and to analyze data on instruction and student performance. [*Standards: Data; Outcomes*]
        - ➢ Teachers and administrators collaborate to plan, assess, and evaluate professional learning. [*Standards: Leadership; Learning Communities; Implementation; Learning Designs*]

- ***Evaluation and professional learning must be differentiated to increase organizational effectiveness:*** There is a growing research base that demonstrates that individual and collective teacher efficacy (defined by Bandura, 1997, as "the group's shared belief in its conjoint capabilities to organize and execute courses of action required to produce given levels of attainments"), is positively associated with and predictive of student achievement (Allinder, 1995; Goddard, et al., 2000; Moolenaar, et al., 2012; Tschannen-Moran and Barr, 2004)
    - The needs of veteran and novice teachers are different, and evaluation-based professional learning is be designed to meet those needs, inspire and motivate individual and collective efficacy, and build leadership capacity in schools and

districts. (see Peterson, 2000). [*Standards: Learning Design; Leadership; Resources]*

- The development of such structures as career ladders, personal professional portfolios, and opportunities are provided for teachers to share their learning from professional activities, findings from their own research or from research-based practices they have applied, classroom-level and professional accomplishments and/or challenges. [*Standards: Data; Outcomes: Learning Communities; Leadership]*

CAREER DEVELOPMENT AND PROFESSIONAL GROWTH

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

For educators rated Exemplary, the following career development and professional growth opportunities would be available: observation of peers; mentoring/coaching early-career educators or educators new to Voluntown; participating in development of educator Professional Assistance and Support System plans for peers whose performance is developing or below standard; leading Professional Learning Communities for their peers; and, targeted professional development based on areas of need.

For educators rated as Developing or Below Standard, professional growth opportunities will be recommended by the administration based on identified areas of need.

ADMINISTRATOR EVALUATION PLAN OVERVIEW

The Voluntown Administrator Evaluation Plan means to develop a shared understanding of leader effectiveness. The Voluntown administrator evaluation and support plan defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in their community.

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

- Meeting expectations as an instructional leader;
- Meeting expectations in at least 2 other areas of practice;
- Meeting 1 target related to stakeholder feedback;
- Meeting state accountability growth targets on tests of core academic subjects;
- Meeting and making progress on 2 SMART goals aligned to school and district priorities; and
- Having more than 60% of teachers proficient on the student growth portion of their evaluation.

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

COMPONENTS OF ADMINISTRATOR EVALUATION PLAN

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

CATEGORY #1: LEADERSHIP PRACTICE (40%)

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

Leadership practice is described in the Common Core of Leading: Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June of 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations. (See Appendix)

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

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

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

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

prioritized as appropriate in distinguishing Exemplary performance from Proficient performance.

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

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

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

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

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

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

Leadership Practice Summative Rating

Summative ratings are based on the preponderance of evidence for each performance expectation in the Connecticut School Leadership Standards. Evaluators collect written

evidence about and observe the administrator's leadership practice across the six performance expectations described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

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

The administrator and evaluator meet for a Goal-Setting Conference by August 30 to identify focus areas for development of the administrator's leadership practice.

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

2. The administrator being evaluated and the evaluator hold a Mid-Year Formative Conference by January 30 with a focused discussion of progress toward proficiency in the focus areas identified as needing development.

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

4. By June 30, the evaluator and the administrator being evaluated meet to discuss all evidence collected. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of exemplary, proficient, developing, or below standard for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the Leadership Practice Matrix and generates a

summary report of the evaluation by June 30. (Supported by the "Summative Rating Form," see Appendix.)

5. **Orientation and Training Programs**

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

During the summer of 2013, Voluntown provided all evaluators of administrators with training focused on the administrator evaluation system. Training included an in-depth overview and orientation of the 4 categories that are part of the plan, the process and timeline for plan implementation, the process for arriving at a summative evaluation, and use of BloomBoard. One full day of training was provided on using the Leadership Practice Rubric, so that evaluators are thoroughly familiar with the language, expectations, and examples of evidence required for administrator proficiency. An additional full day of training was provided to all evaluators in conducting effective observations and providing high-quality feedback. Two additional days of training was provided on the 3 other categories in the plan and in the use of BloomBoard.

Voluntown will continue to provide training sessions, as needed, to all evaluators of administrators and administrators on the administrator evaluation system.

Principals and Other Administrators:

Leadership Practice Matrix (40%)

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

Assistant Principals and Other Administrators:

Leadership Practice Matrix (40%)

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

CATEGORY #2: STAKEHOLDER FEEDBACK (10%)

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

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

The survey instrument to be used was developed by Victoria Bernhardt, *Education for the Future,* Executive Director. These surveys, used both nationally and internationally, have been subjected to a rigorous vetting process that has found them to be fair, reliable, valid, and useful.

The surveys will be administered on-line and allow for anonymous responses; all Voluntown administrators will collect and analyze stakeholder feedback data that will be used for continuous improvement. Surveys will be administered one time per year, in the spring. The spring survey data will be used by administrators as baseline data for the following academic year.

Once the stakeholder feedback goal has been determined by the administrator, the administrator will identify the strategies he/she will implement to meet the target.

Examples of surveys, developed by *Education for the Future*, that will be used by Voluntown are attached in the Appendix.

ARRIVING AT A STAKEHOLDER FEEDBACK SUMMATIVE RATING

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

- Administrators with high ratings already, in which case, the rating should reflect the degree to which measures remain high.

- Administrators new to the role, in which case, the rating should be based on a reasonable target, using district averages or averages of schools in similar situations.

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

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

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

CATEGORY #3: SMART GOALS (45%)

Student learning is assessed in equal weight by: (a) performance and progress on the academic learning measures in the state's accountability system for schools using the SPI and (b) performance and growth on 2 locally-determined measures (SMART goals). Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrator's evaluation.

State Assessments (SPI)

1. School Performance Index (SPI) progress – changes from year to year in student achievement on Connecticut's standardized assessments [Smarter Balanced Field Test English Language Arts (SB-FT ELA) and Mathematics].

2. SPI progress for student subgroups – changes from year to year in student achievement for subgroups on Connecticut's standardized assessments.

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

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

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

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

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

All protections related to the assignment of school accountability ratings (e.g., the minimum number of days a student must be enrolled in order for that student's scores to

be included in an accountability measure) shall apply to the use of state test data for administrator evaluation.

LOCALLY-DETERMINED MEASURES – SMART GOALS

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

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

Administrators have broad discretion in selecting indicators, including, but not limited to:

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

The process for selecting measures and creating SMART goals will strike a balance between alignment to student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process unfold in this way (described for principals):

- First, establish student learning priorities for a given school year based on available data.
- The principal uses available data to craft an improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The principal chooses student learning priorities for her/his own evaluation that are (a) aligned to Voluntown priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
- The principal chooses measures that best assess the priorities and develops clear and measurable s for the chosen assessments/indicators.
- The principal shares the SMART goals with her/his evaluator, informing a conversation designed to ensure that:
    - The SMART goals are attainable.
    - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established SMART goals.
    - The SMART goals are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
    - The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The administrator being evaluated and the evaluator collect interim data on the SMART goals to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

Based on this process, administrators receive a rating for this portion using the Voluntown Administrator Evaluation Summative Rating Form (see Appendix). To arrive at an overall student learning rating, the ratings for the state assessment and the locally-determined ratings are plotted on this matrix:

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

CATEGORY #4: TEACHER EFFECTIVENESS (5%)

Teacher effectiveness – as measured by an aggregation of teachers' SMART goals – is 5% of an administrator's evaluation.

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

As part of the Voluntown Teacher Evaluation Plan, teachers are assessed in part on their accomplishment of their SMART goals. This is the basis for assessing the principal's contribution to teacher effectiveness outcomes.

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

ADMINISTRATOR EVALUATION 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. We describe an annual cycle for administrators and evaluators to follow and believe that this sequence of events lends well to a meaningful and doable process.

OVERVIEW

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.

SCHOOL YEAR: PLAN IMPLEMENTATION AND EVIDENCE COLLECTION

JULY 30	AUGUST 30	JANUARY 30	MAY 30	JUNE 30
Orientation and context setting	Goal setting and plan development	Mid-year formative review	Self-assessment	Preliminary summative rating to be finalized in August

Step 1: Orientation and Context-Setting by July 30

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

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

Step 2: Goal-Setting and Plan Development by August 30

Before a school year starts, administrators will:

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

Administrators will then identify the 2 specific areas of focus for their practice ***that will help them accomplish*** their SPI targets, their SMART goals, and their stakeholder feedback target, choosing from among the elements of the Connecticut School Leadership Standards. Administrators will identify these 2 specific focus areas of growth in order to facilitate a professional conversation about their leadership practice with their evaluator. What is critical is that the administrator can connect improvement in the practice focus areas to the

growth in SPI, the SMART goals and the stakeholder feedback target, creating a logical through-line from practice to outcomes.

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

The evaluator and administrator also discuss the appropriate resources and professional development needs to support the administrator in accomplishing the goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports, and sources of evidence to be used.

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

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

A note on the frequency of school site observations:

- 2 observations for each administrator.
- 4 observations for any administrator new to Voluntown, the profession, or who has received ratings of *developing* or *below standard*.

Step 3: Mid-Year Formative Review by January 30

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

- The administrator analyzes available student achievement data and considers progress toward outcome goals.

- The evaluator reviews observation and feedback forms to identify key themes for discussion.

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

Step 4: Self-Assessment by May 30

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

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

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

***Step 5: Summative Review and Rating* by June 30**

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

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

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

SUMMATIVE ADMINISTRATOR EVALUATION RATINGS

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

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

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

- Meeting expectations as an instructional leader
- Meeting expectations in at least 2 other areas of practice
- Meeting and making progress on 1 target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on 2 SMART goals aligned to school and district priorities
- Having more than 60% of teachers proficient on the student growth portion of their evaluation

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

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

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

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

Determining Summative Ratings

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

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

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

B. OUTCOMES: SMART goals (45%) + Teacher Effectiveness (5%) = 50%

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

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

The Summative rating combines the practice and outcomes ratings using the matrix below. If the two areas in any Matrix are highly discrepant (e.g., a rating of exemplary for Administrator Practice and a rating of below standard for Administrator Outcomes), then the evaluator and the evaluatee will re-examine the data and/or gather additional

information in order to determine the rating for the Matrix. If upon re-examination of the data, the ratings do not change, the evaluator will use the Matrix to determine the rating.

Administrator Practice Rating					
		Exemplary	**Proficient**	**Developing**	**Below Standard**
Administrator Outcomes Rating	**Exemplary**	**Exemplary**	**Exemplary**	**Proficient**	**Developing**
	Proficient	**Exemplary**	**Proficient**	**Proficient**	**Below Standard**
	Developing	**Proficient**	**Developing**	**Developing**	**Below Standard**
	Below Standard	**Developing**	**Developing**	**Below Standard**	**Below Standard**

Definition of Administrator Effectiveness and Ineffectiveness

Administrator effectiveness will be based upon a pattern of summative administrator ratings collected over time. In order to be deemed effective, all administrators will need to have a summative rating of Proficient or Exemplary. Administrators are required to be effective within two years of being evaluated using this plan. Administrators who are not deemed effective by these criteria will be deemed ineffective.

PASS ~ PROFESSIONAL ASSISTANCE AND SUPPORT SYSTEM (1 YEAR)
ADMINISTRATOR PERFORMANCE AND REMEDIATION PLAN

Any administrator having a summative rating of Developing or Below Standard after being evaluated with this plan will be placed on an individual performance and remediation plan. After one year of participating in PASS, an administrator receiving such support will be expected to have a summative rating of Proficient or Exemplary.

PASS Administrator Performance Remediation Plan

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

The plan must include the following components:

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

7. Support and Resources: List of supports and resources the specialist can use to improve (e.g.: professional learning opportunities, peer observation, colleague mentor, books, etc.).
8. Indicators of Progress: How the specialist will show progress towards proficient/exemplary in domain through observations, data, evidence, etc.

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

EVALUATION-BASED PROFESSIONAL LEARNING

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

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

Voluntown evaluation-based professional learning design has as its foundation the Standards for Professional Learning (Learning Forward, 2011). Each of the tenets of the Voluntown Professional Learning and Evaluation Program is aligned with at least one, and often several, of the seven Standards for Professional Learning, as follows.

TENETS OF THE VOLUNTOWN PLAN: ALIGNING STANDARDS AND PROCESSES:

- ***Evaluation is an educator-centered process:*** We believe that, for evaluation to improve professional practice, it is essential to "make evaluation a task managed by an educator and not a thing done to a worker" (Peterson, 2000, p. 5).
    - Educator reflection on aspects of their leadership practice and its effect on student achievement and teacher effectiveness, on other facets of responsibility to the school community, and on their professional contributions to their field is critical to improved practice for both veteran and novice teachers. *[Standards: Learning Communities; Data; Outcomes]*
        - ➢ Educator self-reflection represents the initiation and culmination of the cycle of professional praxis and procedures for evaluation.

        - Educators collect and assemble relevant data related to student outcomes and their professional contributions, and determine how their data can be used in evaluation.

- ***Organizational culture matters:*** The framework and outcomes of systems for the evaluation of administrators must reflect an understanding of the culture of schools as learning organizations (see Schein, 2010; Senge, 2012).
    - It is vitally important to examine the core beliefs that underpin organizational processes such as professional learning and evaluation, as well as teachers' and administrators' perception of their roles and effectiveness, to effect positive changes in student learning, growth, and achievement. Further, it is important to evolve the role of principals and administrators from the sole judges and evaluators of teachers and teaching to emphasize their role as instructional leaders who collaborate with teachers.
        - Evaluators and administrators support each other in the pursuit of individual and collective professional growth and student success through rich professional conferences and conversations. *[Standards: Leadership; Resources]*
        - Each school's core beliefs about student learning are the foundation for evaluation and support systems, and provide a focus for individual and collaborative reflections on personal practice and organizational functioning. [*Standards: Learning Communities; Implementation*]
        - Teachers and administrators collaborate to observe instructional practices in their school and to analyze data on instruction and student performance. [*Standards: Data; Outcomes*]
        - Teachers and administrators collaborate to plan, assess, and evaluate professional learning. [*Standards: Leadership; Learning Communities; Implementation; Learning Designs*]

- ***Evaluation and professional learning must be differentiated to increase organizational effectiveness:*** There is a growing research base that demonstrates that individual and collective educator efficacy (defined by Bandura, 1997, as "the group's shared belief in its conjoint capabilities to organize and execute courses of action required to produce given levels of attainments"), is positively associated with and predictive of student achievement. (Allinder, 1995; Goddard, et al., 2000; Moolenaar, et al., 2012; Tschannen-Moran and Barr, 2004)
    - The needs of veteran and novice administrators are different, and evaluation-based professional learning is be designed to meet those needs, inspire and motivate individual and collective efficacy, and build leadership capacity in schools and districts (see Peterson, 2000). [*Standards: Learning Design; Leadership; Resources]*
    - The development of such structures as career ladders, personal professional portfolios, and opportunities are provided for administrators to share their learning from professional activities, findings from their own research or from research-based practices they have applied, classroom-level and professional accomplishments and/or challenges. [*Standards: Data; Outcomes: Learning Communities; Leadership]*

CAREER DEVELOPMENT AND PROFESSIONAL GROWTH

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

For administrators rated Exemplary, the following career development and professional growth opportunities would be available: observation of peers; mentoring/coaching early-career administrators or administrators new to Voluntown; participating in development of administrator improvement and remediation plans for peers whose performance is developing or below standard; leading Professional Learning Communities for their peers; and, targeted professional development based on areas of need.

EDUCATION SPECIALIST EVALUATION PLAN OVERVIEW

The Voluntown Professional Learning and Evaluation Plan provides both the structure and flexibility required to guide education specialists and evaluators in understanding their roles in enhancing student learning and assessing their professional practices. The goal of the Education Specialist Evaluation Plan is to support these specialists in their professional growth toward the aim of improved student outcomes.

The Plan aligns the professional standards for education specialists with outcomes for learning in evaluation of practice, while recognizing the unique responsibilities of each education specialist.

Goals of the Education Specialist Professional Learning and Evaluation Plan:

- improve learner outcomes through meaningful evaluation of practice of education specialists, aligned with professional learning;
- improve school-wide learning goal outcomes through effective collaboration among educators;
- improve the quality of instruction by ensuring accountability for learner outcomes and educational specialist effectiveness; and
- provide professional assistance and support for education specialists when and where necessary.

Who are Education Specialists

Education Specialists include non-teaching, non-administrative education professionals who provide a variety of services to students, teachers, and parents. Specialists include counselors, library/media specialists, school psychologists, social workers, speech/language pathologists, occupational therapists, physical therapists, education staff developers, and others with specialized training who offer a broad range of services. Voluntown education specialists may be located exclusively within a single school or district, or they may provide services to a number of districts.

Education Specialist Position Categories:

- Pupil Personnel services: school counselors, school psychologists, social workers
- Instructional Support services: library/media specialists, instructional or assistive technology specialists, instructional support specialists
- Related Services: occupational therapists, physical therapists, speech and language pathologists
- Education staff developers

Who Evaluates Education Specialists?

Voluntown Administration and directors are responsible for Education Specialists' evaluations, including, but not limited to, personnel in the following categories:

Principal and Director of Special Education

- ➢ Teachers
- ➢ Social Workers
- ➢ Guidance Counselors
- ➢ Psychologists
- ➢ Speech Therapists
- ➢ Occupational Therapists/COTA
- ➢ Physical Therapists
- ➢ Adaptive Physical Therapists
- ➢ Other Related Services Personnel

Performance Standards

It is expected that education specialists and their evaluators will be knowledgeable about the professional standards for each specialist they will evaluate. Those standards form the basis for goal-setting, assessment of professional practice, and alignment of professional learning opportunities with the needs of education specialists. In observations of practice, evaluators will use the domains and indicators outlined in Voluntown CCT Performance and Practice Continuum that has been adapted for evaluation of education specialists.

Links to Professional Standards Documents:

Links to standards and other informational documents related to the professional practice requirements of education specialists are provided as reference for education specialists and evaluators:

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

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

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

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

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

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

Physical Therapists: APTA Code of Ethics (2012):
http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/HOD/Ethics/CodeofEthics.pdf

APTA SIG: Pediatric Site: References for School-Based Practice of Physical Therapy:
http://www.pediatricapta.org/pdfs/References%20for%20SB%20SIG1_23.pdf

Professional Development Coordinator, Education Staff Developers: Learning Forward, Standards for Professional Learning (2012):
http://www.learningforward.org/bookstore/standards-for-professional-learning

EDUCATION SPECIALIST EVALUATION PROCESS AND TIMELINE

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

- a focus on the relationship between professional performance and its impact on educational outcomes;
- evaluation of education specialist performance based on analysis of data from multiple sources;
- observations and reviews of practice that promote professional growth; and
- a support system for providing assistance when needed.

The Education Specialist Evaluation Plan is differentiated to address differences in the roles and responsibilities between those specialists and classroom teachers. The processes and components for the specialists are as follows.

The annual evaluation process for an educational specialist will at least include, but not be limited to, the following steps, in order:

1. **Orientation by September 15**

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

   1. CCT Rubric of Effective Teaching 2014.
   2. SMART goals related to student outcomes and achievement.
   3. A goal based on whole-school indicators of student learning.
   4. A goal aligned with whole-school goal determined by the school administrator based on data from parent feedback.
   5. Self-assessment processes and purposes.
   6. Data collection, including types of data and processes for collection and analysis.
   7. Access to the online evaluation system (Bloomboard).

Evaluators and educational specialists will establish a schedule for collaboration required by the evaluation process.

2. Goal-setting Conference by October 15

Education Specialist Reflection - In advance of the Goal Setting Conference, the education specialist will examine data related to current students' needs and performance data (including, but not limited to: data from various criterion-and norm-referenced assessments, IEPs, attendance, office referrals/disciplinary records, etc.), prior year evaluation and survey results, previous professional learning goals, and the professional standards for their area.

The educational specialists will draft the following goals, specific to their assignments:

a) **two SMART Goals** to address student learning and achievement objectives, which will comprise 45% of a teacher's summative evaluation;
b) **one goal aligned with a whole-school goal** determined by the school administrator based on data from **parent feedback**, which comprises 10% of a teacher's summative evaluation; and
c) **one goal based on whole school indicators of student learning** for the school year, which comprises 5% of a teacher's summative evaluation. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.

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

Education Specialist	Evaluator
● Specialist Products or Artifacts ● Data on Learning/Achievement ● Lesson, intervention, treatment, action plans ● Artifacts from work of Learners ● Communication Logs ● Data Team Minutes ● Notes documenting reflections on practice ● Schedule of meetings/conferences	● Standardized and Non-Standardized Data (based on the education specialists' role and caseload) ● School-, District, or Agency-Level Data ● SESS Rubric Data

● Survey Data ● Attendance records ● Office Referrals/Disciplinary records	

3. Observations of practice (by November 30, January 30, and April 30)

Evaluators will observe education specialists' practice through formal in-class observations (Domain 1 and Domain 3) and non-classroom reviews of practice (Domain 2 and Domain 4) throughout the school year, with frequency based on the year of implementation of the plan and the teacher's summative evaluation rating. Observations of practice comprise 40% of a teacher's summative evaluation. Evidence collected for Domain 2 are formal lesson plans. Evidence collected for Domain 4 can be:

- 4a: Professional Learning (i.e. conferences, workshops, trainings, and council meetings), Post Observation Reflection Form/Self-Evaluation, and Response to Feedback.
- 4b: Collaboration with Colleagues (i.e. team meeting minutes/notes, data team meetings minutes/notes, committee meetings minutes/notes), Contribution to Professional Learning Environment (i.e. CT Code of Professional Responsibility), and Ethical Use of Technology.
- 4c: Positive School Climate, Family and Community Engagement, and Culturally Responsive Communications (i.e. newsletters, emails, phone calls, parent meetings, conferences, text messages, progress reports, report cards, and Powerschool).

4. Interim Conference/Mid-year Check-Ins (by February 15)

The evaluator and education specialist will hold at least one mid-year conference. The discussion should focus on processes and progress toward meeting the goals and developing one's practice. Both the education specialist and the evaluator will bring evidence about practice and student learning data to review. The education specialist and evaluator will discuss the cause and effect relationship of practice to student learning data, i.e. – how practice positively impacts student learning. During the conference, both the teacher and evaluator will make explicit connections between the 40% and the 45% components of the evaluation program. If necessary, teachers and evaluators may mutually agree to revisions to strategies

or approaches used and/or mid-year adjustment of SMART goals to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas.

5. **End-of-year summative review (by June 10)**
   ***** Subject to change based on the last day of school.**

   a. *Education Specialist self-assessment* - The teacher reviews and reflects on all information and data collected during the year related to the goals and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development, referencing the CCT Rubric of Effective Teaching 2014, and established in the goal-setting conference. The self-assessment should address all components of the evaluation plan and include what the teacher learned throughout the year supported by evidence and personal reflection. The self-assessment should also include a statement that identifies a possible future direction that is related to the year's outcomes.
   b. *End-of-year conference* - The evaluator and the teacher meet to discuss all evidence collected to date. The teacher and evaluator will discuss the extent to which students met the SMART goals and how the teacher's performance and practice focus contributed to student outcomes and professional growth. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year.
   c. *Summative Rating*—The evaluator reviews submitted evidence, self-assessments, and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating using the summative rating matrix. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data changes the student-related indicators significantly to change the final rating. Such revisions should take place as soon as state test data are available, and before August 15. The administrator and evaluatee will conference to discuss any changes in the Summative rating.

6. Summative rating revisions (by August 15)

After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data have a significant impact on a final rating. A final rating may be revised when state test data are available, before August 15 of a school year. The administrator and evaluatee will conference to discuss any changes in the Summative rating.

COMPONENTS OF EDUCATION SPECIALIST EVALUATION PLAN*

* Components of education specialists' evaluation will reflect the instructions for corresponding categories in the Teacher Evaluation Plan.

CATEGORY 1: STUDENT OUTCOMES AND ACHIEVEMENT (45%)

Forty-five percent (45%) of a specialist's evaluation will be based on achievement of student learning outcomes defined by specialist-created SMART Goals that are aligned with to both standardized and non-standardized measures. Education specialists are required to develop **two SMART goals** related to the growth and development of student assigned to their caseloads.

SMART Goal 1 is based on standardized indicators (comprises 22.5% of teacher's evaluation rating).

For specialists who are assigned to students who will take state tests in tested grades and subjects, one SMART Goal will be developed based based on an analysis of results of student achievement on the appropriate state test (SBAC) and/or other district standardardized assessments where available. Specialists may also base the standardized SMART goal on other standardized, norm- or criterion-referenced tests, where applicable and available. Requirement of student IEPs must also be reflected in the SMART goal.

Specialists who are not assigned to students in tested grades and subjects, or who do not have direct instructional responsibility for state testing, may establish common SMART goals based on student learning needs and targets revealed in aggregate data from state tests or outcomes data and/or other standardized assessments where available.

SMART Goal 2 is based on non-standardized indicators (comprises 22.5% of teacher's evaluation rating).

Sources for the development of SMART goals based on non-standardized indicators may include:

- Benchmark assessments of student achievement of school-wide Expectations for Student Learning, measured by analytic rubrics.
- Other curricular benchmark assessments.
- Student portfolios of examples of work in content areas, collected over time and reviewed annually.

SMART goals for all personnel must demonstrate alignment with school-wide student achievement priorities (see Appendix I for examples of Standardized and Non-Standardized SMART goals).

Goal Setting

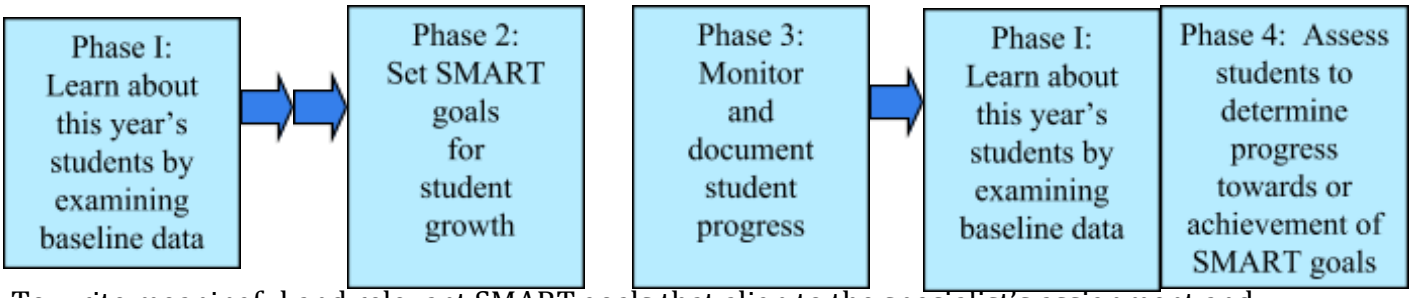
Voluntown specialist's SMART goals address the learning needs of their students and are aligned to the specialist's assignment and, where applicable, to IEP goals and objectives. The student outcome related indicators will be written to meet SMART goal criteria, i.e. Specific, Measurable, Attainable, Relevant, and Time-Bound. Education specialists will write two (2) SMART goals that will address targeted areas for student growth and/or achievement.

Each SMART goal will:

1. take into account the academic track record and overall needs and strengths of the students that teacher is teaching that year/semester.
2. address the most important purposes of a teacher's assignment through self-reflection.
3. align with school, district, and state student achievement objectives.
4. take into account students' learning needs vis-à-vis relevant baseline data.
5. consider Public School Information System (PSIS) factors.
6. be mutually agreed upon by teacher and their evaluator.
7. be fair, valid, reliable, and useful to the greatest extent possible.

SMART Goals and Student Progress

The following diagram illustrates the processes involved in establishing and assessing SMART goals for student learning.



To write meaningful and relevant SMART goals that align to the specialist's assignment and result from a thorough knowledge of their students, data analysis is required.
Examples of data that specialists will be required to analyze are:

1. Student outcome data (academic, IEPs)
2. Behavior data (absences, referrals, IEPs, etc.)
3. Program data (interventions, participation in programs, etc.)
4. Perceptual data (learning inventories, anecdotal)

Specialists must learn as much as they can about the students they teach, be able to document baseline data that they have used to determine their instructional focus and be able to write SMART goals on which they will, in part, be evaluated.

Analysis of these initial pieces of data on incoming students for the year should be completed by mid-September of the academic year.

Phase 2:
Set SMART goals
for
student
growth

Each specialist will write TWO SMART goals. Each SMART goal should make clear (1) what evidence was or will be examined, (2) what level of performance is targeted, (3) what assessment/indicator will be used to measure the targeted level of performance, and (4) what proportion of students is projected to achieve the targeted performance level. SMART goals can also address student subgroups, such as high or low-performing students or EL students. It is through the Phase I examination of student data that specialists will determine what level of performance to target for which students.

Education specialists will submit their SMART goal(s) to their evaluator for review and approval. The review and approval process of the SMART goal(s) will take place during the Goal-Setting conference, on or before October 15. Evaluators will review and approve the SMART goal(s) based on the following criteria, to ensure they are as fair, reliable, valid, and useful to the greatest possible extent:

- ***Priority of Content***-: SMART goal is deeply relevant to the education specialist's assignment and address a large proportion of his/her students.

- ***Rigor of SMART goal***: SMART goal is attainable, but ambitious, and represents at least one year's student growth (or appropriate growth for a shorter interval of instruction).

- ***Analysis of Student Outcome*** Data: SMART goal provides specific, measurable evidence of student outcome data analysis and demonstrates knowledge about students' growth and development.

Phase 3:
Monitor and
document
student
progress

Once SMART goals are approved, specialists must monitor students' progress toward achieving student learning SMART goals.

Specialists may monitor and document student progress through:

1. Examination of student work
2. Administration of various assessments
3. Tracking of students' accomplishments and struggles

Specialists may choose to share their interim findings with teaching colleagues during collaborative time. They may also wish to keep their evaluator apprised of progress. Artifacts related to the specialist's monitoring practices can be reviewed and discussed during the Mid-Year Conference.

Interim Conferences/Mid-year check-ins -by February 15

Evaluators and education specialists will review progress toward the goals/objectives at least once during the school year, using available information and data collected on student progress. This review may result in revisions to the instructional strategies or approaches specialists use. Specialists and evaluators may mutually agree to mid-year adjustments to SMART goals to accommodate changes (e.g., student populations, assignment).

Phase 4:
Assess students to determine progress towards or achievement of SMART goals

End-of-year review of SMART goals/ Student Outcomes and Achievement:

Education Specialist Self-Assessment – The specialist reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. Specialists will reflect on the SMART goals by responding to the following four statements:

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

End-of-Year Conference – The specialist will collect evidence of student progress toward meeting the student learning goals/objectives. This evidence will reflect student progress toward meeting SMART goals for learning. The evidence will be submitted to the evaluator, and the specialist and evaluator will discuss the extent to which the students met the learning goals/objectives. Following the conference, the evaluator will rate the extent of student progress toward meeting the student learning goals/objectives, based on criteria for the 4 performance level designations shown in the table below. If state test data may have a significant impact on a final rating, a final rating may be revised before August 15 when state test data are available.

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

Exceeded (4)	Exceeded SMART goal(s) by 10% margin or higher.
Met (3)	Met the SMART goal(s).
Partially Met (2)	Did not meet the SMART goal(s) by 10% margin.
Did Not Meet (1)	Did not meet the SMART goals by 11% or greater.

To arrive at a rating for each SMART goal, the evaluator will review the results from data collected as a body of evidence regarding the accomplishment of the goal and score the achievement of the SMART goals holistically.

The final rating for Category 1: Student Outcomes and Achievement rating for a teacher is the average of their two SMART goal scores. For example, if one SMART goal was Partially Met, for 2 points, and the other SMART goal was Met, for 3 points, the student growth and development rating would be 2.5 [(2+3)/2]. The individual SMART goal ratings and final Student Outcomes and Achievement rating will be shared and discussed with specialists during the End-of-Year Conference.

NOTE: For SMART goals that include an assessment based on state standardized tests, results may not be available in time to score the SMART goal prior to the June deadline. If this is the case, the specialist's student growth and development rating will be based only on the results of the SMART goal that is based on non-standardized indicators and other evidence to support the SMART Goal based on the state's standardized assessment.

After all data, including state test data, are available, the evaluator may adjust the final summative rating if the state's test data may have a significant impact on a final rating. A final rating may be revised when state test data are available by August 15th.

Training for Education Specialists and Evaluators

Specific training will be provided to develop evaluators' and specialist's data literacy and creation of the two SMART goals by which specialists will be evaluated. A full day training session will support and/or enhance the abilities and skills of each specialist to communicate their goals for student learning outcomes and achievement. The content of the training will include, but not be limited to:

SMART Goal Criteria: Specific, Measurable, Attainable, Relevant, Time-Bound

- Data Literacy as it relates to: Analyzing and Interpreting Assessment Data, Understanding Root Cause, and Decision-Making based on Inferences
- Quality of measures and indicators used to determine student growth
- Alignment of SMART goals to school and/or district goals
- Writing plans that articulate the strategies and progress monitoring tools teachers will implement to achieve their SMART goals

All specialists and evaluators will be required to attend this training to ensure a standardized approach to the documentation of student learning outcomes and achievement. Should additional training be needed, it will be decided on a case-by-case basis at the school or individual level.

CATEGORY 2: PROFESSIONAL PRACTICE (40%)

Forty percent (40%) of a specialist's evaluation will be based on observation of specialist practice and performance, using the *CCT Rubric for Effective Service Delivery 2014*.

CCT Rubric for Effective service Delivery

The Voluntown observation instrument for the Professional Learning and Evaluation Program has been developed to align with Connecticut's Common Core of Teaching (CCT) and to reflect the content of its domains and indicators. The CCT has defined for Connecticut's educators key aspects of effective teaching, correlated with student learning and achievement, that have been evidenced in professional literature.

CCT Rubric for Effective Service Delivery 2014, which observers will use in conducting education specialist observations and reviews of practice, was developed by teams of educators (including teachers, building-level administrators, central office administrators, and professional developers), who reviewed the six domains and 46 indicators that comprise the CCT, relevant research on effective instructional practices that improve student learning and achievement, and other models for observation of professional teaching practice (Danielson, 2011; Marshall, 2011; Marzano, et al., 2011). The *CCT Rubric for Effective Service Delivery* represents a distillation of each of these resources to essential elements, crucial to effective practice, that can be observed and applied in appraisals of education specialists.

The *CCT Rubric for Effective Service Delivery 2014* addresses several principles that are essential components of effective education specialist performance and practice. These principles are explicitly embedded in the adapted *CCT Rubric for Effective Service Delivery 2014* as observable practices, and specialists and evaluators are required to reflect on these practices during pre- and post-observation conferences and self evaluations. The overarching principles of are:

- *Diversity* as enrichment of educational opportunities for all students;
- *Differentiation* as a necessity for success and equal opportunities for all students;
- Purposeful use of *technology* as access to learning for all students;
- *Collaboration* as essential to producing high levels of learning for all students;
- *Data collection and analysis* as essential to informing effective planning, instruction, and assessment practices that enhance student learning; and

- *Professional learning* as integral to improved student outcomes.

Key attributes of education specialist performance and practice outlined in the CCT are reflected in the descriptors of the Indicators within Voluntown *CCT Rubric for Effective Service Delivery 2014,* so that evaluators and specialists may understand how these attributes apply in practice, observations, and evaluation. Education specialists' lesson plans, interventions, action plans, and associated documentation, pre-observation, post-observation, and specialist self-reflection forms and related conversations, as well as reviews of practice, such as communication with families, collaboration with colleagues, participation in data teams, professional learning presentations by faculty members, participation in mentoring, instructional rounds, PPTs and action research, all provide rich data related to the CCT standards and the effectiveness of education specialists' performance and practice.

In employing the CCT as its foundation, the Voluntown *CCT Rubric for Effective Service Delivery 2014* maintains consistency with Connecticut's TEAM program of mentorship and professional development of new teachers. TEAM's Performance Profiles, which also describe attributes of effective teaching practice along a continuum for each of its professional growth modules, apply the CCT indicators as the focus for new teacher reflection on their practice and development of differentiated professional growth plans. The Rubric and TEAM both rely on rich professional discussion about and reflection on professional practice to advance teacher effectiveness and student learning. Therefore, consistency between these two programs makes it possible for all educators to acquire common understandings and language about teaching and learning, with the intent of enriching collaboration, communication, and community to pave the way for school improvement and success for all students.

Education Specialist Goal Setting for Performance and Practice

In preparation for instructional planning and Goal-Setting Conferences with evaluators, specialists will analyze their student data and use the *CCT Rubric for Effective Service Delivery 2014* to reflect on their own practices and their impact on student performance. Based on that reflection, specialists will develop a performance and practice goal to guide their own professional learning and improvements in practice that will ultimately promote student growth and achievement of student outcome goals. Education specialist practice

goals will not be evaluated, but should result in improvements in specialist knowledge and skills which will be evidenced in observations of performance and practice.

Data Gathering Process

Voluntown evaluators will use the *CCT Rubric for Effective Service Delivery 2014* to guide data collection from three sources: conferences with specialists, classroom observations, and reviews of practice.

Over the course of the school year, evaluators will gather evidence for all Indicators and Domains of the *CCT Rubric for Effective Service Delivery 2014,* which will allow specialists to demonstrate: the context for their work; their ability to improve student learning and/or performance and outcomes; their ability to engage in reflective practice to improve their own knowledge and skills; and how they exercise leadership skills within their classrooms, schools, and district.

Data-Informed Observation of Education Specialist Performance and Practice (40%)		
SOURCES OF DATA	**EXAMPLES OF DATA**	**IMPORTANCE OF DATA**
Conferences	Data related Domain 4 ● Conversation and artifacts that reveal the specialist has an understanding of, content, students, strategies, and use of data ● Specialist use of data to inform instruction, analyze student performance and set appropriate goals	● Provides opportunities for specialists to demonstrate cause and effect thinking. ● Provides opportunities for evaluator learning in content; systems effectiveness; priorities for professional learning ● Provides context for observations and evaluation
Observations	Data related to Domains 1 and 3 ● Specialist-student, student-student conversations, interactions, activities related to learning goals	● Provides evidence of specialist's ability to improve student learning and promote growth
Non-classroom reviews of practice Documentation Log	Data related to Domain 2 and 4 1. Specialist reflection, as evidenced in pre- and post-conference data. 2. Engagement in professional development opportunities, involvement in action research. 3. Collaboration with colleagues 4. Specialist-family interactions 5. Ethical decisions	● Provides evidence of specialist as learner, as reflective practitioner and teacher as leader.

Observation of Education Specialist Practice

Observations, both formal and informal, provide valuable information to all professional staff about instructional practice. Data collected through observations allow school leaders to understand more about the nature of learning and instruction in our schools, and feedback from observation provides individual educators with insights regarding the impact of their management, planning, instruction, and assessment practices on student growth. Annually, evaluators will engage in professional learning opportunities, including online options and collaborative sessions, that will develop their skills in effective observation, providing meaningful, useful feedback, and engaging in productive professional conversations with educators.

Evaluators and instructional leaders use a combination of formal and informal, announced and unannounced observations to:

1. Gather evidence of and facilitate professional conversation regarding the quality of educator practice;
2. Provide constructive oral and written feedback of observations that is timely and useful for educators; and
3. Provide information for the on-going calibration of evaluators and evaluation practices in the district.

Administrators may differentiate the number of observations based on experience, prior ratings, or needs and goals of individual specialists.

In addition to formal conferences for goal-setting and performance review and formal observations, informal observations of education specialists by evaluators will occur periodically. Observations are for the purpose of helping specialists to gain insights about their professional practice and its impact on student learning. Formal and informal observation of teachers is considered a normal part of the evaluator's job responsibilities. More importantly, observation is essential for establishing a culture of continuous learning for educators and for understanding the nature, scope, and quality of student learning in a school as a whole.

In addition to in-class observations, where applicable, non-classroom reviews of practice will be conducted. Examples of non-classroom observations or reviews of practice include,

but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, and reviews of plans or other artifacts.
The Professional Learning and Evaluation Program also establishes opportunities for specialists to participate in informal, non-evaluative observations of practice for the following purposes: to enhance awareness of teaching and learning practices in our schools; to create opportunities for problem-based professional learning projects and action research to improve student learning; and to enhance collaboration among educators and administrators in advancing the vision and mission of their schools.

All SPECIALISTS IN YEAR ONE (2013-2014) OF IMPLEMENTATION:

- In year one of the Plan implementation, all education specialists will receive three formal observations. Each of the three observations will include a pre-conference and a post-conference with timely written and verbal feedback. One informal unannounced observation or review of practice will be conducted for all specialists.

ALL SPECIALISTS YEAR TWO AND BEYOND:

- Specialists who receive a performance evaluation designation of proficient or exemplary will receive one in-class formal observation/review of practice. This formal observation will include a pre-conference and a post-conference with written and/or verbal feedback within 5 school days. Additional observations (formal and informal) will be scheduled at the discretion of the evaluator.

OR

- Education Specialists who receive a performance evaluation designation of below standard or developing shall receive a number of observations appropriate to their individual development plan, but no fewer than three in-class formal observations. Each of the three observations will include a pre-conference and a post-conference with written and/or verbal feedback within 5 school days. Additional observations (formal and informal) will be scheduled at the discretion of the evaluator.

OBSERVATION SCHEDULE

PERFORMANCE DESIGNATION	NUMBER OF OBSERVATIONS	CONFERENCING AND FEEDBACK
***FIRST YEAR OF PROGRAM IMPLEMENTATION* (2013-2014)**		
<u>All</u> Teachers	• Two in-class formal observations. One additional, if necessary.	All must have pre-conferences, all must have post-conferences .
	• At least one in-class informal unannounced observation, if necessary	Feedback will be verbal and/or written within 5 days.
	• At least one review of practice, with a mutually agreed upon area of practice	
SECOND YEAR OF PROGRAM IMPLEMENTATION AND BEYOND		
Non-Tenured Teachers	• 3 in-class formal observations. Additional observations (formal or informal) if deemed necessary by the evaluator. • At least one non-classroom review of practice on a mutually agreed upon area.	All in-class formal observations must have a pre and post-conference. Feedback will be verbal and/or written within 5 school days.
Tenured Teachers **Teachers Designated as <u>Proficient or Exemplary</u>**	• 1 in-class formal observation. Additional observations (formal or informal) if deemed necessary by the evaluator. • At least one non-classroom review of practice on a mutually agreed upon area.	All in-class formal observations must have a pre and post-conference. Feedback will be verbal and/ or written within 5 school days.
Tenured Teachers	• 3 in-class formal observations. Additional observations (formal	All in-class formal observations must have a pre and post-conference.

Teachers Designated <u>Below Standard or Developing</u>	or informal) if deemed necessary by the evaluator. ● At least one non-classroom review of practice on a mutually agreed upon area.	Feedback for review of practice will be verbal and/or written within 5 school days.

Evaluation Ratings for Performance and Practice

Evaluation ratings will be assigned at the end of each school year. After gathering and analyzing evidence for all Indicators within each of the Domains 1-4, evaluators will use the *CCT Rubric for Effective Service Delivery 2014* to initially assign ratings of Below Standard, Developing, Proficient, or Exemplary. **Ratings will be made at the Indicator level only.**

Once Indicator ratings have been assigned, evaluators will use the *Rating Guidelines for Observation of Education Specialist Performance and Practice* to assign a rating.

Ratings Guidelines for Observation of Education Specialist Performance and Practice	
Rating	Criteria
Exemplary	Minimum of three exemplary ratings and no ratings below proficient
Proficient	Minimum of three proficient ratings and no rating below standard
Developing	Minimum of 2 proficient ratings and not more than one rating below standard
Below Standard	Two or more ratings below standard

EVALUATOR TRAINING AND PROFICIENCY

Formal observations of classroom practice are guided by the Domains and Indicators of the *CCT Rubric for Effective Service Delivery 2014*. Evaluators participate in extensive training and are required to be proficient in the use of the *CCT Rubric for Effective Service Delivery 2014* for educator evaluation. Training is conducted annually (at a minimum) to ensure consistency, compliance, and high-quality application of the *CCT Rubric for Effective Service Delivery 2014* in observations and evaluation. Formal observations include pre- and post-conferences that provide opportunities for deep professional conversations and allow evaluators and educators to set goals, allow administrators to gain insight into the educator's progress in addressing issues and working toward their goals, and share evidence each has gathered during the year.

In the first year of implementation of the Voluntown Professional Learning and Evaluation Plan, all evaluators will be required to participate in six days of initial training and successfully complete online proficiency activities. Evaluators will also attend two additional support sessions during the school year. To ensure consistency and fairness in the evaluation process, all evaluators must meet the proficiency standard prior to conducting teacher observations. Components will include the following:

1. Three days of face-to-face training that will focus on:
   - using the CCT Performance and Practice Continuum for data collection, analysis and evaluation; and
   - introducing participants to the online practice and proficiency system.
2. One day of online practice to be completed independently or as a collaborative learning activity at the school or district level.
3. One day of on-line proficiency comprised of two proficiency activities requiring evaluators to demonstrate their ability to: recognize bias; identify evidence from classroom observations, conferences and non-classroom reviews of practice that is appropriate to specific *CCT Performance and Practice Continuum* Indicators and Domains; gather and analyze a comprehensive set of data to assign appropriate ratings at the Domain level.
4. One day of follow-up face-to-face training to:
   - enhance evaluator conferencing and feedback skills; and
   - debrief on proficiency as needed.

In the first year of implementation, evaluators will also participate in two support sessions during the school year:

1. Two-hour facilitated conversation in preparation for Mid-Year Conferences
2. Two-hour facilitated conversation in preparation for End-of-Year Conferences

After the first year of implementation, all evaluators new to Voluntown Public School System will be required to participate in the training, proficiency and supports sessions described above.

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

CATEGORY 3. PARENT FEEDBACK (10%)

Ten percent (10%) of a specialist's evaluation shall be based on parent feedback, including data from surveys and may also include focus group data.

Voluntown Public School System strives to meet the needs of all of the students all of the time. To gain insight into what parents perceive about our ability to accomplish this, a school-wide parent survey will be used. The survey instrument to be used was developed by Victoria Bernhardt, *Education for the Future,* Executive Director. The surveys, used both nationally and internationally, have been subjected to a rigorous vetting process that has found them to be fair, reliable, valid, and useful. The Voluntown Board of Education will be consulted regarding the use of the appropriate survey tool.

Using an *Education for the Future* Parent Survey, administered on-line and that allows for anonymous responses, all Voluntown schools will collect and analyze parent feedback data that will be used for continuous improvement. Surveys will be administered one time per year, in March. The March survey data will be used by teachers as baseline data for the following academic year. Analysis of survey data will be conducted on a school-wide basis, with all certified staff engaged in the analysis, and will result in one school-wide goal to which all certified staff will be held accountable.

Once the school-wide parent feedback goal has been determined by the school, teachers will identify the strategies they will implement to achieve the school-wide goal.

Examples of surveys, developed by *Education for the Future,* that will be used by VOLUNTOWN are attached in the Appendix .

CATEGORY 4. WHOLE-SCHOOL STUDENT LEARNING INDICATORS (5%)

Five percent (5%) of a specialist's evaluation shall be based on whole-school student learning indicators or student feedback.

Voluntown schools will define and communicate a Whole School Learning Indicator that is based on the school performance index (SPI) to which all certified staff will be held accountable. Certified staff will be asked to articulate in writing how they will, through their instructional practice, contribute to the achievement of the Whole School Learning Indicator.

Teachers' efforts and actions taken towards achievement of the Whole School Learning Indicator will be discussed during the pre-, mid-year, and post-conferences. Teachers will be expected to bring artifacts from their practice that support and provide evidence of their contributions to the attainment of this indicator.

For education specialists not assigned to schools or specific students:

CATEGORY 1: SERVICES PROVIDED (45%)

Two SMART goals to address a target related to the provision of services in their field that will be related to helping schools and districts improve student outcomes.

- SMART Goals and subsequent evaluation of progress in this area will be developed to address Voluntown Results-Based Accountability Model (RBA).

CATEGORY 2: PROFESSIONAL PRACTICE (40%)

One professional practice goal, based on data from education specialist reflection and evaluator observations.

CATEGORY 3: AGENCY-WIDE GOAL (10%)

One goal related to VOLUNTOWN agency objectives, aligned with those of the appropriate VOLUNTOWN division Director.

SUMMATIVE EDUCATION SPECIALIST EVALUATION RATINGS

Each education specialist will receive an annual summative rating in one of four levels:

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

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

Proficient represents fully satisfactory performance. It is the rigorous standard expected for experienced teachers.

A rating of *developing* means that performance is meeting proficiency in some indicators but not others. Improvement is necessary and expected.

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

Determining Summative Ratings

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

A. PRACTICE: Education Specialists Performance & Practice (40%) + Parent Feedback (10%) = 50%

The practice rating derives from a specialist's performance on the five domains of the CCT Performance and Practice Continuum and the parent feedback target. Evaluators record a

rating for the domains that generates an overall rating for specialist practice. The Parent Feedback rating is combined with the Education Specialist Practice rating and the evaluator uses the matrix to determine an overall Education Specialist Performance & Practice Rating.

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

The outcomes rating derives from the two student outcome & achievement measures – 2 SMART goals – and whole-school learning indicators outcomes. As shown in the Summative Rating Form, evaluators record a rating for the SMART goals agreed to in the beginning of the year. The Whole-School Student Learning Indicator Rating is combined with the SMART goals rating and the evaluator uses the matrix to determine an overall Outcomes Rating

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

The Summative rating combines the practice and outcomes ratings using the matrix below.

If the two areas in any Matrix are highly discrepant (e.g., a rating of exemplary for Teacher Practice and a rating of below standard for Student Outcomes), then the evaluator and the evaluatee will re-examine the data and/or gather additional information in order to determine the rating for the Matrix.

Education Specialist Practice Rating					
Education Specialist Outcomes Rating		***Exemplary***	***Proficient***	***Developing***	***Below Standard***
	Exemplary	***Exemplary***	***Exemplary***	***Proficient***	***Developing***
	Proficient	***Exemplary***	***Proficient***	***Proficient***	***Below Standard***

	Developing	***Proficient***	***Developing***	***Developing***	***Below Standard***
	Below Standard	***Developing***	***Developing***	***Below Standard***	***Below Standard***

In accordance with The CT Guidelines for Educator Evaluation, The Voluntown Professional Learning and Evaluation Plan employs a 4-level matrix rating system, as follows:

1. Annual summative evaluations must provide each education specialist with a summative rating aligned to one of four performance evaluation designations: Exemplary, Proficient, Developing, or Below Standard**.**

2. In order to determine summative rating designations for each education specialist, Voluntown evaluators will:
   A. Rate specialist's performance in each of the four Categories:
      a. Student Outcomes and Achievement;
      b. Observations of Performance and Practice;
      c. Parent Feedback; and
      d. Whole-School Student Learning Indicators.

   B. Combine the Student Outcomes and Achievement (Category 1, above) and Whole-School Student Learning Indicator rating (Category 4, above) into a single rating, taking into account their relative weights. This will represent an overall "**Outcomes Rating**" of Exemplary, Proficient, Developing, or Below Standard.

   C. Combine the Observations of Performance and Practice rating (Category 2, above) and the Parent Feedback rating (Category 3, above) into a single rating, taking into account their relative weights; this will represent an overall "**Practice Rating**" of Exemplary, Proficient, Developing, or Below Standard.

   D. Combine the **Outcomes Rating** and **Practice Rating** into a **final rating**. In undertaking this step, education specialists will be assigned a summative rating category of **Exemplary, Proficient, Developing, or Below Standard.** See Appendix C of this document for example.

DEFINITION OF EDUCATION SPECIALIST EFFECTIVENESS AND INEFFECTIVENESS

Specialist effectiveness will be based upon a pattern of summative teacher ratings collected over time. In order to be deemed effective, specialists will need to have a summative rating of Proficient or Exemplary. Specialists are required to be effective within two years of being evaluated using this plan. Specialists who are not deemed effective by these criteria will be deemed ineffective.

PASS ~ PROFESSIONAL ASSISTANCE AND SUPPORT SYSTEM (1 YEAR)
PASS IMPROVEMENT AND REMEDIATION PLAN (30 DAYS)
PASS INTENSIVE REMEDIATION PLAN (60 DAYS)

Any specialist having a summative rating of Developing or Below Standard after one year of being evaluated with this plan may be placed on an individual improvement plan. PASS is a 3 tiered approach to teacher support. (**See descriptions of PASS, PASS Improvement and Remediation Plan, and PASS Intensive Remediation Plan that follow.)**

After one year of participating in PASS, a specialist receiving such support will be expected to have a summative rating of Proficient or Exemplary. Specialists who do not receive a summative rating of Proficient or Exemplary after one year of participation in PASS may be placed on the **PASS Improvement and Remediation Plan** for 30 days. After 30 days, the teacher may be placed on the **PASS Intensive Remediation Plan** for 60 days. (See description of **PASS**, **PASS Improvement and Remediation Plan, and PASS Intensive Remediation Plan**, below). **No specialists will participate in PASS for more than two consecutive school years.**

PASS PROFESSIONAL ASSISTANCE AND SUPPORT SYSTEM (1 YEAR)

Specialists who receive a summative evaluation rating of Developing or Below Standard may work with their local association president (or designee) in the development of a PASS plan, in collaboration with the evaluator (or designee). The plan will be created prior to the beginning of the next school year. The PASS process will identify areas of improvement needed and will include supports that Administration will provide to address the performance areas identified as in need of improvement. A specialist's successful completion of participation in PASS is determined by a summative final rating of Proficient or Exemplary at the conclusion of the school year.

The plan must include the following components:

1. Areas of Improvement: Identify area of needed improvement.
2. Rationale for Areas of Improvement: Evidence from observations that show an area needing improvement.
3. Performance Expectation: List performance expectation rated "developing" or "below standard".

4. Indicators for Effective Leading: Identify exemplary practices in the area identified as needing improvement.
5. Improvement Strategies to be Implemented: Provide strategies the specialist can implement to show improvement in performance expectations rated "developing" or "below standard".
6. Tasks to Complete: Specific tasks the specialist will complete that will improve the performance expectation.
7. Support and Resources: List of supports and resources the specialist can use to improve (e.g.: professional learning opportunities, peer observation, colleague mentor, books, etc.).
8. Indicators of Progress: How the specialist will show progress towards proficient/exemplary in domain through observations, data, evidence, etc.

The plan will be designed and written in a collaborative manner, which focuses on the development of a professional learning community supporting colleagues within this level. The specialist, local association president or designee, and evaluator or designee will sign the plan. Copies will be distributed to all those who will be involved in the implementation of the plan as well as the Administration. The contents of the plan will be confidential.

PASS Improvement and Remediation Plan (30 Days)

The PASS Remediation Plan is a further step in the attempt to provide a specialist with the support, supervision, and resources needed to foster positive growth in situations when an individual is having considerable difficulty implementing the professional responsibilities of teaching. Based on a determination by the appropriate administrator, the administrator and/or evaluator will help the teacher outline specific goals and objectives with timelines, resources, and evaluative criteria. The evaluator and/or specialist may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. Consistent supervision and, at minimum, a weekly observation followed by timely feedback, will be provided by the evaluator. This intervention will operate for a period of time that the evaluator determines to be appropriate, but will normally conclude within 30 school days. At the end of the intervention period, the evaluator will issue a recommendation. If the specialist demonstrates that he/she is *Proficient* or better, the evaluator will designate placement of that specialist to a normal plan. In situations when progress is unacceptable, the teacher will move into Intensive Remediation Plan. Specific written reports of the intervention

plan with reports of observations and a final determination on progress will become part of the specialist's personnel file.

PASS Intensive Remediation Plan (60 Days)

The PASS Intensive Remediation Plan is the final attempt and is implemented after the Improvement and Remediation Plan if necessary, and based on the judgment of the administrator, to provide the help necessary to meet the requirements of the position. The specialist, evaluator, and/or another appropriate administrator will develop a plan that includes specific goals, timelines, resources, and evaluative criteria. The specialist may choose to include their bargaining representative. The evaluator and/or the teacher may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. The plan will be in operation for a period of time that the evaluator determines to be appropriate, but will normally conclude after 60 school days. Weekly observations followed by feedback will be provided during this phase. At the conclusion of this phase, the evaluator will make a recommendation as to whether the intensive supervision will be terminated or extended. If the specialist demonstrates that he/she is *Proficient* or better, the evaluator will designate placement of that teacher on the normal plan. If the teacher's performance is below *Proficient*, the administrator will recommend termination of that teacher's employment to the superintendent.

EVALUATION-BASED PROFESSIONAL LEARNING

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

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

Voluntown's evaluation-based professional learning design has as its foundation the Standards for Professional Learning (Learning Forward, 2011). Each of the tenets of the Voluntown Professional Learning and Evaluation Program is aligned with at least one, and often several, of the seven Standards for Professional Learning, as follows.

TENETS OF THE VOLUNTOWN PLAN: ALIGNING STANDARDS AND PROCESSES:

- ***Evaluation is an educator-centered process:*** We believe that, for evaluation to improve professional practice, it is essential to "make evaluation a task managed by an educator and not a thing done to a worker" (Peterson, 2000, p. 5).
    - Educator reflection on aspects of their instructional practice and its effect on student achievement, on other facets of responsibility to the school community, and on their professional contributions to their field is critical to improved practice for both veteran and novice educators. *[Standards: Learning Communities; Data; Outcomes]*
        - ➢ Educator self-reflection represents the initiation and culmination of the cycle of professional praxis and procedures for evaluation.
        - ➢ Educators collect and assemble relevant data related to student outcomes and their professional contributions, and determine how their data can be used in evaluation.

- ***Organizational culture matters:*** The framework and outcomes of systems for the evaluation of educators must reflect an understanding of the culture of schools as learning organizations (see Schein, 2010; Senge, 2012).
    - It is vitally important to examine the core beliefs that underpin organizational processes such as professional learning and evaluation, as well as teachers' and administrators' perception of their roles and effectiveness, to effect positive changes in student learning, growth, and achievement. Further, it is important to evolve the role of principals and administrators from the sole judges and evaluators of educators and teaching to emphasize their role as instructional leaders who collaborate with all educators.
        - ➢ Educators support each other in the pursuit of individual and collective professional growth and student success through rich professional conferences and conversations. *[Standards: Leadership; Resources]*
        - ➢ Each school's core beliefs about student learning are the foundation for evaluation and support systems and provide a focus for individual and collaborative reflections on personal practice and organizational functioning. [*Standards: Learning Communities; Implementation*]
        - ➢ Educators collaborate to observe instructional practices in their school and to analyze data on instruction and student performance. [*Standards: Data; Outcomes*]
        - ➢ Educators collaborate to plan, assess, and evaluate professional learning. [*Standards: Leadership; Learning Communities; Implementation; Learning Designs*]

- ***Evaluation and professional learning must be differentiated to increase organizational effectiveness:*** There is a growing research base that demonstrates that individual and collective educator efficacy (defined by Bandura, 1997, as "the group's shared belief in its conjoint capabilities to organize and execute courses of action required to produce given levels of attainments"), is positively associated with and predictive of student achievement. (Allinder, 1995; Goddard, et al., 2000; Moolenaar, et al., 2012; Tschannen-Moran and Barr, 2004)
    - The needs of veteran and novice educators are different, and evaluation-based professional learning is be designed to meet those needs, inspire and motivate individual and collective efficacy, and build leadership capacity in schools and

districts (see Peterson, 2000). [*Standards: Learning Design; Leadership; Resources]*

- The development of such structures as career ladders, personal professional portfolios, and opportunities are provided for educators to share their learning from professional activities, findings from their own research or from research-based practices they have applied, classroom-level, and professional accomplishments and/or challenges. [*Standards: Data; Outcomes: Learning Communities; Leadership]*

CAREER DEVELOPMENT AND PROFESSIONAL GROWTH

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

For educators rated Exemplary, the following career development and professional growth opportunities would be available: observation of peers; mentoring/coaching early-career educators or educators new to VOLUNTOWN; participating in development of educator Professional Assistance and Support System plans for peers whose performance is developing or below standard; leading Professional Learning Communities for their peers; and, targeted professional development based on areas of need.

For educators rated as Developing or Below Standard, professional growth opportunities will be recommended by the administration based on identified areas of need.

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