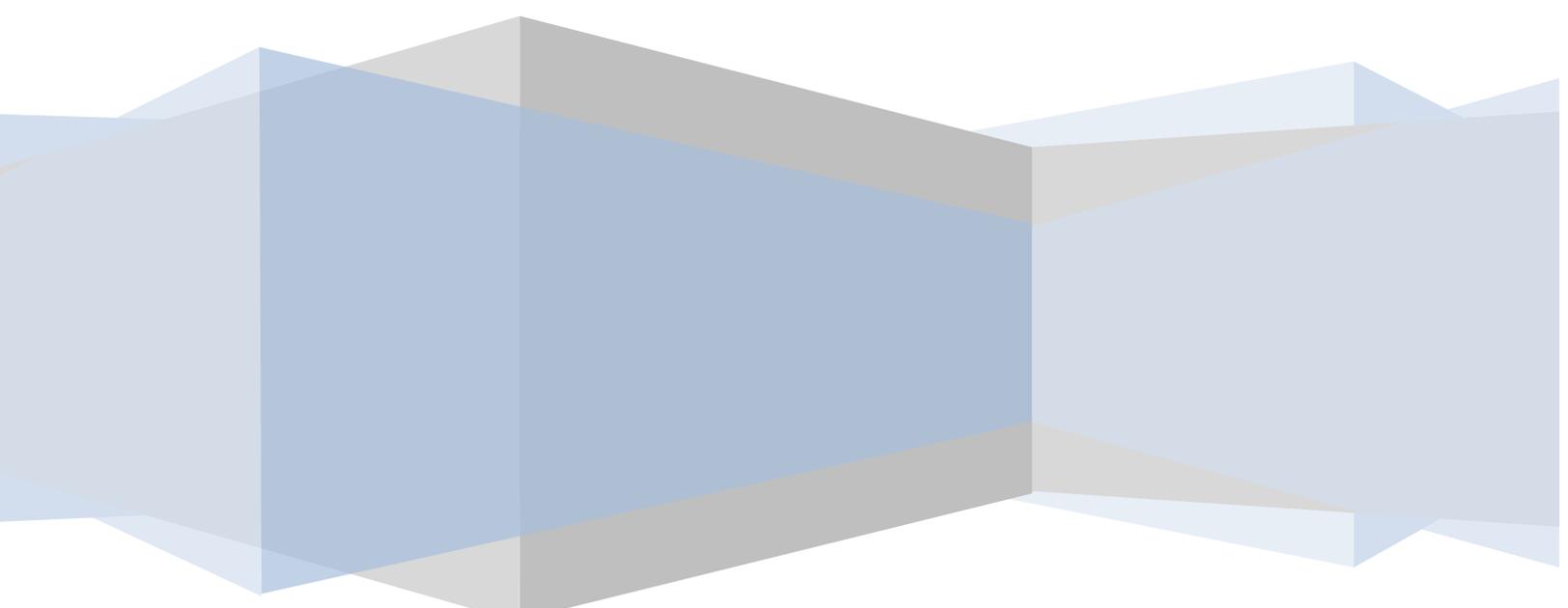




**WINDHAM PUBLIC SCHOOLS  
PROFESSIONAL LEARNING  
AND  
EVALUATION PLAN**



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# PROFESSIONAL LEARNING AND EVALUATION PROGRAM

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## OVERVIEW

### ***INTRODUCTION***

WPS's Professional Learning and Evaluation Program has been designed to create pathways for the continuous learning and advancement of educational professionals throughout their careers. The Program components are aligned with the Core Requirements of the Connecticut Guidelines for Educator Evaluation (adopted by the State Board of Education in June 2012). WPS's Professional Learning and Evaluation Program 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, schools and programs, and in the districts we serve. As such, the Program: 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 program, based on a model developed by EASTCONN, was developed and reviewed by WPS's Professional learning and Curriculum Council, comprised of representative teachers, administrators and WPS Directors.



***CORE VALUES AND BELIEFS ABOUT PROFESSIONAL LEARNING***

WPS's Professional Learning and Evaluation Program 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 WPS's Professional Learning and Evaluation Program.

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 Program 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 WPS Professional Learning and Evaluation Program addresses all of 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 Program 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 *Standards for Educator Performance and Practice (StEPP) Continuum* 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.

WPS'S professional evaluation program 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 Program 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.



## ***WPS PROFESSIONAL LEARNING AND EVALUATION PROGRAM GOALS***

### **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 WPS schools and programs.
- Ensure that only high-quality professionals are selected for tenure in WPS schools and programs.
- Provide a process for validating personnel decisions, including recommendations for continued employment of staff.

### **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.

### **Support organizational improvement through the Professional Learning and Evaluation Program.**

- 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 WPS 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 or Designee's Role in the Evaluation Process**

- Arbitrate disputes.
- Allocate and provide funds or resources to implement the plan.
- Serve as liaison between WPS's Board of Education and the evaluation process.
- The Superintendent will be responsible for ensuring that the Professional Learning and Evaluation Committee receives information regarding school and program improvement and individual professional growth goals for use in planning staff development programs.

**Responsibility for Evaluations**

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

***Superintendent and Deputy Superintendent***

- All building based administrators
- Central Office Directors

***Administrators WPS Schools and Programs***

- Teachers
- Nurses
- Social Workers
- Guidance Counselors

***Director of Pupil Services***

- Psychologists
- Speech Therapists
- Occupational Therapists/COTA
- Physical Therapists
- Adaptive Physical Therapists
- Other Related Services Personnel



## PROFESSIONAL LEARNING AND EVALUATION PLAN

### **Roles and Responsibilities 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 Connecticut's Common Core of Teaching (CCT) and associated rubrics.
- The review and understanding of Connecticut's Common Core of Leading (CCL) and the Leadership Practice Rubric.
- The review and familiarity with applicable Connecticut curriculum standards.
- Adherence to established timelines.
- Completion of required components in a timely and appropriate manner.
- Sharing of professional resources and new learning 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.
- Request clarification of questions or assistance with identification of professional resources and/or peer assistance



## ***IMPLEMENTATION OF PROFESSIONAL LEARNING AND EVALUATION PROGRAM***

### **Professional Learning and Orientation of Teachers and Administrators**

At the beginning of each new school year, the district will provide to all educators several orientation and update 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 WPS (employed during or after the first year of implementation) will be provided with copies of the Professional Learning and Evaluating Program and will engage in professional learning to ensure that they understand the elements and procedures of the Program, processes and documents. This professional learning will take place upon employment or prior to the beginning of the school year with members of WPS's Administration and/or Office of Talent and Management.

### **New Educator Support and Induction**

In the interest of supporting all educators in the implementation of the Program, each WPS site will offer localized support to staff members new to the agency or 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 will focus on domains 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, stakeholder communication, effective collaboration, classroom interventions, special education, evaluation and professional responsibilities.

### **Evaluator Orientation and Support**

Understanding of WPS's Professional Learning and Evaluation Program'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 will be provided with on-going professional learning and support in the use and application of WPS's Evaluation Program. Evaluators will review Program elements and procedures prior to the beginning



## PROFESSIONAL LEARNING AND EVALUATION PLAN

of each school year and at other appropriate intervals, to be determined. Plans for staff professional learning will be coordinated annually by WPS's Administrators and the Office of Talent and Management.

### **Resources for Program 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 Program 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 of 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. As our evaluation system is designed to ensure continuous, constructive and cooperative processes among professional educators, most disagreements are expected to be worked out between evaluators and evaluatees.

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

### **Procedures**

**NOTE:** The evaluatee shall be entitled to Collective Bargaining representation at all levels of the process.

1. Within three days of articulating the dispute in writing, the evaluatee will meet and discuss the matter with the evaluator with the object of resolving the matter.
2. If there has been no resolution, the Superintendent of Schools will review information from the evaluator and evaluatee and will meet with both parties as soon as possible. Within three days of the meeting, and review of all documentation and recommendations, the Superintendent of Schools will act as arbitrator and make a final decision.



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### **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 working 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**

WPS's Professional Learning and Evaluation Program 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 Program 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 WPS schools and programs. 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 Program 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 WPS's Professional Learning and Evaluation Program are defined using the six domains and their indicators of the Common Core of Teaching (CCT, 2010). The *Standards for Educator Performance and Practice (StEPP) Continuum*, the tool used for observing and assessing teacher practice in 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*.

### **Core Requirements of the Evaluation Program**

WPS's Professional Learning and Evaluation Program 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 WPS's program for teacher evaluation, through which the Core Requirements of the Guidelines shall be met.



## **PROCESS AND TIMELINE OF TEACHER EVALUATION**

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. The *StEPP Continuum*.
2. administrator, school, and district priorities that should be reflected in teacher performance and practice focus areas.
3. SMART goals related to student growth and development.
4. data regarding whole-school indicators of student learning.
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.

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

### **2. Goal-setting Conference ( by October 15):**

*Teacher Reflection*—In advance of the Goal Setting Conference, the teacher will examine data related to current students' performance (including, but not limited to: standardized tests, portfolios and other samples of student work appropriate to teacher's content area, etc.), the prior year's evaluation, and survey results, previous professional learning goals, and the *StEPP Continuum*. The teacher will draft the following goals:

- a) **two SMART Goals** to address student growth and development objectives, which will comprise 45% of a teacher's summative evaluation;
- b) **a performance and practice focus area**, based on student performance data, whole-school climate or learning data, teacher reflection and previous year's evaluator observations and review of the *StEPP Continuum* which will comprise 40% of the evaluation; and
- c) **one focus area for improving outcomes** based on data from **parent feedback** determined by the school improvement team, for which leaders will indicate their strategies for achieving this school-wide goal which will comprise 10% of the evaluation

*First-year beginning teachers may find it helpful to reflect on their practice focus areas with their mentor teachers, using the TEAM program's Module Resources and Performance Profiles, to determine a baseline for establishing goals.*



## PROFESSIONAL LEARNING AND EVALUATION PLAN

### **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:*

<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Formative Assessment Data</li> <li>• Summative Assessment Data</li> <li>• Student Work</li> <li>• Parent Communication Logs</li> <li>• Data Team Minutes</li> <li>• Survey Data</li> </ul>	<ul style="list-style-type: none"> <li>• Class List</li> <li>• Standardized and Non-Standardized Data (based on the teacher’s class)</li> <li>• School-Level Data</li> <li>• StEPP Continuum</li> </ul>
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### **Observations of practice :**

Evaluators will observe teacher practice using a combination of formal and informal in-class observations and non-classroom reviews of practice throughout the school year, with frequency based on the teacher’s summative evaluation rating or years in the district. (see table with Observation Frequency)

### **Evidence collection and review (throughout school year):**

The teacher collects evidence about his/her practice and student learning that is relevant to the agreed-upon professional goals. The evaluator also collects evidence about teacher practice for discussion in the Mid-Year Formative conference and summative review.

### **Mid-Year Formative Conference (by March 15; or by April 30 to accommodate second semester in high school):**

The evaluator and teacher will hold at least one Mid-Year Formative conference near the mid-point of the evaluation cycle. 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.



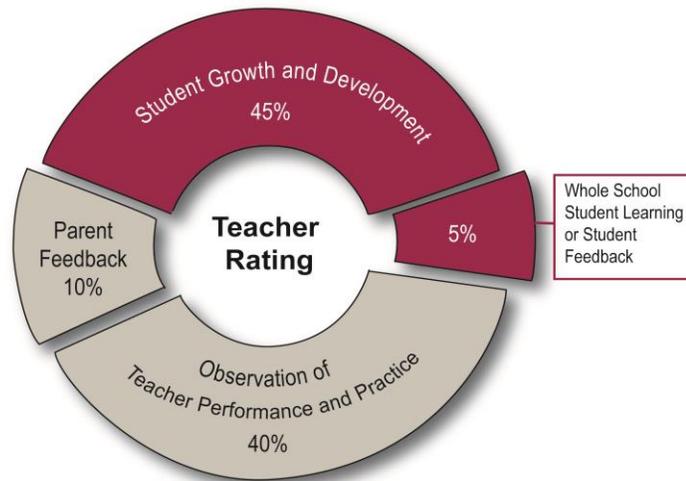
**End-of-year summative review: (by June 10)**

- a. *Teacher self-assessment* – (due to the evaluator 5 working days prior to the end-of-year conference). 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 *StEPP Continuum* and established in the goal-setting conference.
- b. *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.
- c. *End-of-year conference* - The evaluator and the teacher meet to discuss all evidence collected to date. The teacher and evaluator will review evidence that supports 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.
- d. *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.



## **COMPONENTS OF TEACHER EVALUATION AND RATING**

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 GROWTH AND DEVELOPMENT (45%)**

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

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



## WRITING SMART GOALS

SMART goals will be written incorporating both standardized and non-standardized measures as indicators; however, where feasible, *half* of the total indicators across both SMART goals must use standardized measures. This means there are two basic approaches to writing SMART goals:

**Format A:** Each of the two SMART goals incorporates both standardized and non-standardized measures as indicators. Half of each SMART goal's indicators use standardized measures, half use non-standardized.

### Example of Format A:

SMART GOAL 1: 95% of non-truant students will demonstrate improvement in reading non-fiction texts over the academic year as measured by multiple indicators.

*Indicator 1:* NWEA Reading Test, Information Text sub-scores [standardized indicator]

*Indicator 2:* School-wide CFAs assessed with grade appropriate WPS reading rubric [non-standardized indicator]

SMART GOAL 2: 95% of non-truant students will demonstrate improvement in argumentative writing over the academic year as measured by multiple indicators.

*Indicator 1:* School-wide Writing Performance Assessment, scored with grade-appropriate WPS Writing Rubric [non-standardized indicator]

*Indicator 2:* NWEA Language Test, Writing sub-score [standardized indicator]

**Format B:** One SMART goal exclusively contains standardized measures as indicators; the other contains exclusively non-standardized indicators.

### Example of Format B:

SMART GOAL 1 [standardized]: 95% of non-truant students will demonstrate improvement in reading over the academic year as measured by multiple indicators.

*Indicator 1:* NWEA Reading Test scores [standardized indicator]

*Indicator 2:* CMT Reading scores

SMART GOAL 2 [non-standardized]: 95% of non-truant students will demonstrate improvement in argumentative writing over the academic year as measured by multiple indicators.

*Indicator 1:* School-wide Writing Performance Assessment, scored according to grade-appropriate WPS Writing Rubric [non-standardized indicator]

*Indicator 2:* Writing Portfolio, scored according to grade-appropriate WPS Writing Rubric



## PROFESSIONAL LEARNING AND EVALUATION PLAN

**Standardized measures.** For those teaching tested grades and subjects, SMART goals will be developed in part based on an analysis of results over time of student achievement on an appropriate state test and/or other standardized assessments.

Teachers in non-tested grades and subjects may establish SMART goals based on student learning needs and measurable targets revealed in aggregate data from state tests or other standardized assessments where available and appropriate.

\*If no standardized assessment is viable, teachers will select, through mutual agreement, appropriate non-standardized measures.

**Non-standardized measures.** For those teaching in non-tested grades and subjects and where no standardized assessment is available or appropriate, SMART goals will be developed using non-standardized measures. Sources for the development of SMART goals based on non-standardized measures 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.

### *Goal Setting*

WPS 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.

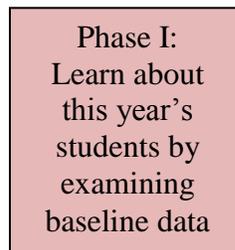
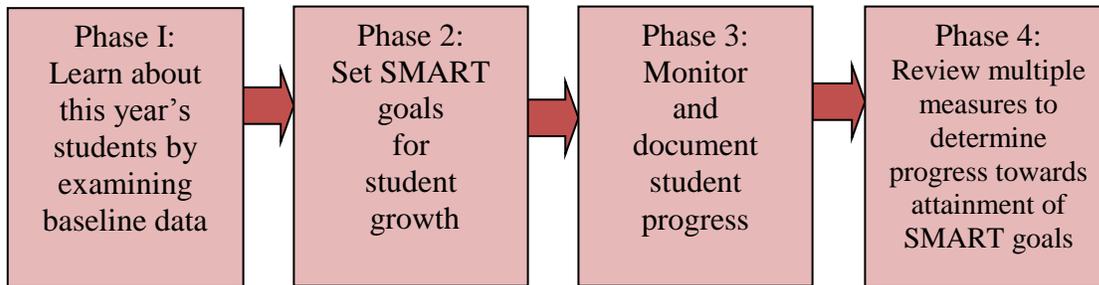
Each SMART goal will:

1. take into account the academic record and social, emotional, and behavioral 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. be aligned to state and national curriculum standards/frameworks.
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 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:

- Student growth data (academic)
- Behavior data (absences, referrals)
- Perceptual data (learning styles, results from interest inventories, anecdotal, etc.)

Teachers must 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.



## PROFESSIONAL LEARNING AND EVALUATION PLAN

Phase 2:  
Set SMART goals  
for  
student  
growth

Each SMART goal should make clear:

1. what evidence was or will be examined.
2. what level of growth is targeted.
3. strategies used to help students to reach learning targets.
4. what assessment(s)/indicator(s) will be used to measure the targeted level of growth.
5. what proportion of students is projected to achieve the targeted level of growth.

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

Teachers will submit their SMART goal(s) to their evaluator for review, mutual agreement and approval. The review and approval process of the SMART goal will take place during the Goal-Setting conference, on or before October 15.

Phase 3:  
Monitor and  
document  
student  
progress

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

Teachers may monitor and document student progress through:

- Examination of student work.
- Administration of periodic formative assessments .
- Tracking of students' accomplishments and challenges.



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Teachers may choose to share their findings from formative assessments 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 Formative Conference.

### **Mid-Year Formative Conferences:**

At the Mid-Year Formative Conference, evaluators and teachers will review progress toward the SMART goals 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 for the purpose of accommodating significant changes in student population or teaching assignment. The Mid-Year Conference will take place by March 15 of the academic year (or April 30 for second semester courses in high school).

Phase 4:  
Review multiple  
measures to determine  
progress towards  
attainment of SMART  
goals

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

*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.

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:



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<b>Exceeded (4)</b>	Exceeded SMART goal(s)
<b>Met (3)</b>	Met the SMART goal(s)
<b>Partially Met (2)</b>	Did not meet the SMART goal(s)
<b>Did Not Meet (1)</b>	Did not meet the SMART

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 Growth and Development 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 Growth and Development rating will be shared and discussed with teachers during the End-of-Year Conference. Decimal scores should be rounded in finalizing Category 1 ratings, i.e. a 2.5 would become a 3.

### ***Professional Learning for Teachers and Evaluators***

Specific professional learning will be provided to develop evaluators' and teachers' data literacy and creation of the two SMART goals by which teachers will be evaluated. The professional learning will support and/or enhance the abilities and skills of each teacher to communicate their goals for student learning outcomes and achievement. The content of the professional learning 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 professional learning to ensure a standardized approach to the documentation of student learning outcomes and achievement. Should



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additional professional learning 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 evidence of teacher practice and performance, using the *StEPP Continuum*.

#### ***The Standards for Educator Performance and Practice (StEPP) Continuum***

The *Standards for Educator Performance and Practice (StEPP) Continuum*, the observation instrument for WPS's 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.

The *StEPP Continuum*, 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 staff 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 *StEPP Continuum* represents 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 *StEPP Continuum* addresses several principles that are essential components of effective teacher performance and practice. These principles are explicitly embedded in the *StEPP Continuum* 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 of the *StEPP Continuum* 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 a pathway to 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 *StEPP Continuum*, so that evaluators and teachers may understand how



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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 *StEPP Continuum* maintains consistency with Connecticut's TEAM program of mentorship and professional learning 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 *StEPP Continuum* 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 *StEPP Continuum* to reflect on their own practices and their impact on student growth. Based on that reflection, teachers will develop a performance and practice focus area to guide their own professional learning and improvements in practice that will ultimately promote student growth and achievement of student outcome goals. Teacher practice focus areas 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***

WPS evaluators will use the *StEPP Continuum* to guide data collection from three sources: teacher conferences, classroom observations, reviews of practice and artifacts and evidence aligned to specific Domains.

Over the course of the school year, evaluators will gather evidence for all Indicators and Domains of the *StEPP Continuum* 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; how they exercise leadership skills within their classrooms, schools and district.



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### ***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, which will develop their skills in effective observation, providing meaningful, useful feedback, and engaging in productive professional conversations with teachers.

<b>Data-Informed Observation of Teacher Performance and Practice (40%)</b>		
<b>SOURCES OF DATA</b>	<b>EXAMPLES OF DATA</b>	<b>IMPORTANCE OF DATA</b>
Conferences	Data related to all 5 domains: <ul style="list-style-type: none"><li>• Conversation and artifacts that reveal the teacher has an understanding of content, students, strategies, and use of data</li><li>• Teacher's use of data to inform instruction, analyze student performance and set appropriate learning goals</li></ul>	<ul style="list-style-type: none"><li>• Provides opportunities for teachers to demonstrate cause and effect thinking.</li><li>• Provides opportunities for evaluator learning in content; systems' effectiveness; priorities for professional learning</li><li>• Provides context for observations and evaluation</li></ul>
In-class formal observations	Data related to Domains 2-5: <ul style="list-style-type: none"><li>• Teacher-student, student, student-student conversations, interactions, activities related to learning goals</li></ul>	<ul style="list-style-type: none"><li>• Provides evidence of teacher's ability to improve student learning and promote growth.</li></ul>
Non-classroom reviews of practice	Data related to all 5 Domains: <ol style="list-style-type: none"><li>1. Teacher reflection, as evidenced in pre- and post-conference data.</li><li>2. Engagement in professional learning opportunities, involvement in action research.</li><li>3. Collaboration with colleagues.</li><li>4. Teacher-family interactions.</li><li>5. Ethical decisions.</li></ol>	<ul style="list-style-type: none"><li>• Provides evidence of teacher as learner, as reflective practitioner and teacher as leader.</li></ul>

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;
3. Provide information for the on-going calibration of evaluators and evaluation practices in the district.



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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 or other teaching artifacts. The Professional Learning and Evaluation Program 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.

### ***OBSERVATION SCHEDULE***

<b>PERFORMANCE DESIGNATION</b>	<b>NUMBER OF OBSERVATIONS</b>	<b>CONFERENCING AND FEEDBACK</b>
<b>1<sup>st</sup> and 2<sup>nd</sup> Year Teachers Who Have NOT Completed TEAM</b>	3 in-class formal observations	All must have pre-conferences, all must have post-conferences.
<b>Teachers Designated Below Standard or Developing</b>	One in-class informal unannounced observation	Feedback will be verbal and documented.
	At least one review of practice, on a mutually agreed upon area of practice	
<b>Teachers Who Have Completed the TEAM program and Designated as Proficient or Exemplary, Including Teachers New to District</b>	One in-class formal observation once every three years	In-class formal observation must have pre and post- conferences.
	One annual review of practice, with a mutually agreed upon area of practice	Feedback for review of practice will be verbal and documented.
	Three informal in-class observations will occur in years in which there is not a formal observation	Feedback will be verbal and documented.
<b>*New employees with three or more years of experience in other districts must be observed during their first year of employment in Windham</b>		



***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 2-6, evaluators will use the *StEPP Continuum* to initially assign ratings of Below Standard, Developing, Proficient or Exemplary. **Ratings will be made at the Domain level only.**

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

<b>Ratings Guidelines for Observation of Teacher Performance and Practice</b>	
<b>Rating</b>	<b>Criteria</b>
<b>Exemplary</b>	Minimum of three exemplary ratings at the domain level and no ratings below proficient.
<b>Proficient</b>	Minimum of three proficient ratings at the domain level and no rating below standard.
<b>Developing</b>	Minimum of 2 proficient rating at the domain level and not more than one rating below standard.
<b>Below Standard</b>	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 the *StEPP Continuum*. Evaluators participate in extensive professional learning and are required to be proficient in the use of the *StEPP Continuum* for educator evaluation. Professional learning is conducted annually (at a minimum) to ensure consistency, compliance, and high-quality application of the *StEPP* 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 share evidence each has gathered during the year.

All evaluators will be required to participate in professional learning and successfully complete proficiency and calibration 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. Face-to-face professional learning that will focus on:
  - using the *StEPP Continuum* for data collection, analysis and evaluation
2. One day of online practice to be completed independently or as a collaborative learning activity at the school or district level
3. Calibration 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 *StEPP Continuum* Indicators and Domains; and gather and analyze a comprehensive set of data to assign appropriate ratings at the Domain level.
4. Follow-up face-to-face professional learning to:
  - enhance evaluator conferencing and feedback skills
  - debrief on calibration as needed

Evaluators will also participate in two support sessions during the school year:

1. Facilitated conversation in preparation for Mid-Year Formative Conferences
2. Facilitated conversation in preparation for End of Year Conferences

All evaluators new to WPS will be required to participate in the professional learning, calibration and supports sessions described above.



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All WPS evaluators will be required to demonstrate proficiency in the use of the *StEPP Continuum* for educator evaluation. 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. Evaluators will be required to calibrate their ability to appropriately apply the *StEPP 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.

Windham schools strive 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 WPS School Governance Council 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 WPS 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 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 teacher's implementation of strategies to address areas of need as identified by the survey results.



#### **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 derived from the school administrator's rating on their two SMART goals (Administrator 45%).

Windham schools will define and communicate a Whole School Learning Indicator that is based on the aggregate rating for multiple student learning indicators established for the administrator's evaluation rating. (Administrator's 45%) Certified staff will be asked to identify strategies that 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 multiple student learning indicators that comprise 45% of an administrator's evaluation.

#### **SUMMATIVE TEACHER EVALUATION RATING:**

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

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

*Exemplary* ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for teachers district-wide or even statewide.

*Proficient* ratings represent fully satisfactory performance. It is the rigorous standard expected for experienced teachers.

*Developing* ratings indicate performance that has met a level of proficiency in some indicators but not others. Improvement is necessary and expected.

*Below standard* ratings indicates performance that has been determined to be 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 teacher practice rating, (b) determining a teacher outcomes rating and (c) combining the two into an overall rating.

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

The practice rating derives from a teacher's performance on the five domains of the *StEPP 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. TEACHER OUTCOMES RATING: 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 RATING: Teacher Practice Rating (50%) + Teacher Outcomes Rating (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.

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



<i>Teacher Practice Rating</i>					
		<i>Exemplary</i>	<i>Proficient</i>	<i>Developing</i>	<i>Below Standard</i>
<i>Teacher Outcomes Rating</i>	<i>Exemplary</i>	<i>Exemplary</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Developing</i>
	<i>Proficient</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Proficient</i>	<i>Developing</i>
	<i>Developing</i>	<i>Proficient</i>	<i>Proficient</i>	<i>Developing</i>	<i>Below Standard</i>
	<i>Below Standard</i>	<i>Developing</i>	<i>Developing</i>	<i>Below Standard</i>	<i>Below Standard</i>

In accordance with The CT Guidelines for Educator Evaluation, WPS’s 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, WPS evaluators will:

Rate teacher performance in each of the four Categories:

- a. Student Growth and Development;
- b. Observations of Teacher Performance and Practice;
- c. Parent Feedback, and;
- d. Whole-School Student Learning Indicators.

3. Combine the Student Growth and Development (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.
4. 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.



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5. 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 example.

### PRIMARY AND COMPLEMENTARY EVALUATORS

The primary evaluator for most teachers will be the school principal, assistant principal or Central Office Administrator who will be responsible for the overall evaluation process, including assigning summative ratings. Primary evaluators **MUST** do at least one formal observation of those teachers working with Complementary Evaluators and will have sole responsibility for assigning final summative ratings and must achieve proficiency on the professional learning modules provided.

Complementary evaluators are certified teachers who have received 2 consecutive years of Exemplary summative ratings.

Complementary evaluators must be fully trained as evaluators in order to be authorized to serve in this role.

Complementary evaluators may assist primary evaluators by collaborating with teachers to develop smart goals, conducting observations, collecting additional evidence, reviewing student learning data and providing additional feedback. A complementary evaluator should share his/her feedback with the primary evaluator as it is collected and shared with teachers.

### 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.

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.)**



## TEACHER PROFESSIONAL ASSISTANCE AND SUPPORT SYSTEM (PASS)

Teachers who receive a summative evaluation rating of Developing or Below Standard will be notified in writing at a conference. Teachers will collaborate with their evaluator (or designee) in the development of a PASS plan. The teacher may choose to include their local association president (or designee). The plan will be created prior to the conclusion of the school year. The PASS process will identify areas of improvement needed and will include supports that WPS will provide to address the performance areas identified as in need of improvement.

Though teachers who have not received a summative rating of Developing or Below Standards will not be placed on PASS, administrators may recommend an informal support program if evidence from observations indicates a teacher would benefit from such a plan. The primary goal of this type of informal support is to help teachers who potentially could be rated Developing or Below Standard attain Proficient or Exemplary. In such cases, the program will conform in general to the PASS guidelines, though, as a less intensive intervention, it may contain fewer components than a formal PASS plan.

Participation in an informal support plan will be evaluated through Domain 6 of the StEPP Continuum.

The plan must include the following components:

1. *Areas of Improvement:* Identify area(s) of needed improvement
2. *Rationale for Areas of Improvement:* Evidence from observations that show an area needing improvement.
3. *Domain:* List domain rated “developing” or “below standard.”
4. *Indicators for Effective Teaching:* Identify exemplary practices in the area identified as needing improvement.
5. *Improvement Strategies to be Implemented:* Provide strategies that the teacher can implement to show improvement in any domain rated “developing” or “below standard.”
6. *Tasks to Complete:* Specific tasks the Teacher will complete that will improve performance in the domain.
7. *Support and Resources:* List of supports and resources the Teacher can use to improve, e.g. professional learning opportunities, peer observation, colleague mentor, books, etc. .
8. *Evidence of Progress:* How the teacher will show progress towards proficient/exemplary in identified domain(s) through observations, data, evidence, etc.
9. *Determination of Proficiency:* Assessment of proficiency rating at the end of the action plan.

### **PASS Improvement and Remediation Plan (60 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



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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. The evaluator will provide consistent supervision and monitoring as outlined in the plan. 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 phase. If the teacher demonstrates he/she is not proficient, the evaluator will have the option of either moving the teacher into an Intensive Plan (30 school days) or recommend termination of employment to the Superintendent/Board of Education. 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 (30 Days)**

The PASS Intensive Remediation Plan is the final attempt and is implemented after the Improvement and Remediation Plan to provide the supports 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. 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 phase. If the teacher's performance is below *Proficient*, the administrator will recommend termination of that teacher's employment to the Superintendent.

### **Resolution of Differences**

Should a teacher disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report, but is not obligated to do so. The teacher has the right to attach a statement to the observation report, progress report, or summative evaluation identifying the areas of concern and presenting his/her perspective. However, observation and evaluation reports are not subject to the grievance procedure. In the event that the teacher and evaluator are unable to resolve their differences, they can submit the matter to the superintendent for review and decision. Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) school days



## **EVALUATION-BASED PROFESSIONAL LEARNING**

As our core values indicate, WPS 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.

WPS's evaluation-based professional learning design has as its foundation the Standards for Professional Learning (Learning Forward, 2011). Each of the tenets of WPS's 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 WPS 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.



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- **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 to 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 LEARNING**

WPS will provide opportunities for educator career development and professional learning 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 learning opportunities would be available: observation of peers; mentoring/coaching early-career educators or educators new to WPS; 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 learning based on areas of need.



## ADMINISTRATOR EVALUATION PLAN

### **OVERVIEW**

WPS's Administrator Evaluation Plan means to develop a shared understanding of leader effectiveness. WPS's 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 and making progress on 2 locally developed SMART goals aligned to school and district priorities
- Having more than 65% 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 THE ADMINISTRATOR EVALUATION PLAN

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

### **CATEGORY #1: LEADERSHIP PRACTICE (40%)**

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

Leadership practice is described in the Common Core of Leading: Connecticut School Leadership Standards, 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 all principals. For assistant principals and other 092 certificate holders in administrative roles, the six Performance Expectations are weighted equally.

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

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



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- **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 other WPS 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 15 to identify focus areas for development of the administrator's leadership practice.

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



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assistant principals. Evaluators of other WPS administrators will conduct at least two observations and/or reviews of practice.

2. The administrator being evaluated and the evaluator hold a Mid-Year Formative Conference by 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.

### **Orientation and Professional Learning Programs**

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

In each academic year by August 1, WPS will provide all evaluators of administrators with professional learning focused on the administrator evaluation system.

- Day 1 – Professional learning will provide an in-depth overview and orientation of the plan including:
  - 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
  - introduction to the data management system
  - using the Leadership Practice Rubric, so that evaluators are thoroughly familiar with the language, expectations, and examples of evidence required for administrator proficiency.



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- Day 2 – Professional learning will be provided on the 45% and the 10% including the development of appropriate SMART Goals, use of survey data, and expectations for evidence and artifacts that support the goals.
- Day 3 – Professional learning will be provided to all evaluators in conducting effective observations and providing high-quality feedback.

### Principals:

Leadership Practice Matrix (40%)

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

### Assistant Principals and Other Administrators:

Leadership Practice Matrix (40%)

Exemplary	Proficient	Developing	Below Standard
<i>Exemplary on at least 3 Performance expectations</i>	At least <i>Proficient</i> on at least 4 performance expectations	At least <i>Developing</i> on 4 performance expectations	<i>Below Standard</i> on 3 performance expectations
No rating below <i>Proficient</i> on any performance expectation	No rating below <i>Developing</i> on any performance expectation		



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### **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 allows for anonymous responses. All WPS administrators will collect and analyze stakeholder 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 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*, which will be used by WPS 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



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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. By March 15, administer surveys to relevant stakeholders
4. Aggregate data and determine whether the administrator achieved the established target
5. Assign a rating, using this scale:

Exemplary (4)	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 performance and growth on two locally-determined measures, (SMART goals). Each of the SMART goals will have a weight of 22.5% and together they will account for 45% of the administrator’s 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 administrators’ assignment, WPS will use research-based learning standards appropriate for that administrators’ assignment (i.e., Standards for Professional Learning, American School Counselors Association, etc.).
- 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.



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

- Student growth on district-adopted assessments (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 WPS priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
- The principal chooses measures that best assess the priorities and develops clear and measurable goals for the chosen assessments/indicators.
- The principal shares the 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.



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Based on this process, administrators receive a rating for this portion using the WPS Administrator Evaluation Summative Rating Form (see Appendix ):

To arrive at an overall student learning rating the ratings for the two locally-determined ratings are plotted on the following matrix:

		SMART GOAL 2 (22.5%)			
		Exemplary	Proficient	Developing	Below Standard
SMART GOAL 1 (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 learning to feedback on performance – the principal evaluation model also assesses the outcomes of all of that work.

As part of WPS’s teacher evaluation plan, teachers are assessed in part on their accomplishment of their SMART goals. This is the basis for assessing principals’ contribution to teacher effectiveness outcomes.

Exemplary	Proficient	Developing	Below Standard
>80% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	>65% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	>50% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	<50% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation



## ADMINISTRATOR EVALUATION PROCESS

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. The following pages explain the annual cycle that administrators and evaluators will follow.

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

#### ***Step 1: Orientation and Context-Setting by 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
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 15***

Before a school year starts, administrators will:

- a. identify two SMART goals and
- b. identify one stakeholder feedback target.

Administrators will then identify the two specific areas of focus for their practice ***that will help them accomplish*** their SMART goals and their stakeholder feedback target, choosing from among the elements of the Connecticut School Leadership Standards. Administrators will identify these two specific focus areas of growth in order to facilitate a professional conversation about their leadership practice with their evaluator. What is critical is that the administrator can connect improvement in the practice focus areas to the growth in 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 learning 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 time line will be reviewed by the administrator's evaluator prior to the beginning work on the goals

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

### **A note on the frequency of school site observations:**

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



***Step 3: Mid-Year Formative Conference:***

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.

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.

***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 themselves on track or not.

The administrator being evaluated submits his/her self-assessment to his/her evaluator.



***Step 5: Summative Review and Rating:***

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

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

Summative ratings must be completed for all administrators by June 30 of a given school year.

**SUMMATIVE ADMINISTRATOR EVALUATION RATING**

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

4. **Exemplary:** Exceeding indicators of performance
3. **Proficient:** Meeting indicators of performance
2. **Developing:** Meeting some indicators of performance but not others
1. **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 and making progress on 2 SMART goals aligned to school and district priorities
- Having more than 65% 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.

A rating of *developing* means that performance is meeting proficiency in some components but not others. Improvement is necessary and expected. Two consecutive years at the *developing* level is, for an experienced administrator, a cause for concern.

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

### ***Determining Summative Ratings***

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

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

The practice rating derives from an administrator's performance on the six performance expectations of the leader evaluation rubric and the stakeholder feedback target. As shown in the Summative Rating Form in the Appendix 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 (see Appendix) to determine an overall Practice Rating.

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

The outcomes rating derives from the two SMART goals and the teacher effectiveness outcomes. The Teacher Effectiveness rating is combined with the SMART goals rating and the evaluator uses the matrix (see Appendix) to determine an overall Outcomes Rating.

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



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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	Developing
	Developing	Proficient	Proficient	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, 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.

Any administrator 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. **(See description of PASS, PASS Improvement and Remediation Plan, and PASS Intensive Remediation Plan that follows.)**

## ADMINISTRATOR PROFESSIONAL ASSISTANCE AND SUPPORT SYSTEM (PASS)

Administrators who receive a summative evaluation rating of Developing or Below Standard will be notified in writing at a conference. Administrators will collaborate with his/her evaluator (or designated PASS Administrator Performance Remediation Plan Developer) to develop a PASS plan. The plan will be created within 30 days following completion of the summative evaluation rating. The PASS process will identify areas of improvement needed and will include supports that WPS will provide to address the performance areas identified as in need of improvement.

The plan must include the following components:

1. *Areas of Improvement:* Identify area(s) of needed improvement.
2. *Rationale for Areas of Improvement:* Evidence from observations that show an area needing improvement.
3. *Domain:* List domain rated “developing” or “below standard.”
4. *Improvement Strategies to be Implemented:* Provide strategies that the administrator can implement to show improvement in any domain rated “developing” or “below standard.”
5. *Tasks to Complete:* Specific tasks the administrator will complete that will improve performance within the domain.
6. *Support and Resources:* List of supports and resources the administrator can use to improve, e.g. professional learning opportunities, peer observation, colleague mentor, books, etc. .
7. *Evidence of Progress:* How the administrator will show progress towards proficient/exemplary in identified domain(s) through observations, data, evidence, etc.
8. *Determination of Proficiency:* Assessment of proficiency at the end of the action plan.



### **PASS Improvement and Remediation Plan (60 Days)**

The PASS Remediation Plan is a further step in the attempt to provide an administrator 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 leadership. Based on a determination by the appropriate evaluator, the evaluator will help the administrator outline specific goals and objectives with timelines, resources, and evaluative criteria. The evaluator and/or administrator may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. The evaluator will provide consistent supervision and monitoring as outlined in the plan.

At the end of the intervention period, the evaluator will issue a recommendation. If the administrator demonstrates that he/she is *Proficient* or better, the evaluator will designate placement of that administrator to a normal plan phase. If the administrator demonstrates he/she is not proficient, the evaluator will have the option of moving the administrator into a 30 School day intensive intervention plan or recommend termination to the Superintendent/Board of Education. Specific written reports of the intervention plan with reports of observations and a final determination on progress will become part of the administrator's personnel file.

### **PASS Intensive Remediation Plan (30 Days)**

The PASS Intensive Remediation Plan is the final attempt and is implemented after the Improvement and Remediation Plan to provide the supports necessary to meet the requirements of the position. The evaluator and/or another appropriate administrator will develop a plan that includes specific goals, timelines, resources, and evaluative criteria. The evaluator and/or the administrator may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. 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 administrator demonstrates that he/she is *Proficient* or better, the evaluator will designate placement of that administrator on the normal plan phase. If the administrator's performance is below *Proficient*, the evaluator will recommend termination of that administrator's employment to the superintendent.



### **Resolution of Differences**

Should an administrator disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report, but is not obligated to do so. The administrator has the right to attach a statement to the observation report, progress report, or summative evaluation identifying the areas of concern and presenting his/her perspective. In the event that the administrator and evaluator are unable to resolve their differences, they will submit the matter to the Superintendent of schools for review and a final decision. Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) school days.

## **EVALUATION-BASED PROFESSIONAL LEARNING**

As our core values indicate, WPS 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.

WPS's evaluation-based professional learning design has as its foundation the Standards for Professional Learning (Learning Forward, 2011). Each of the tenets of WPS's 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 WPS 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



## PROFESSIONAL LEARNING AND EVALUATION PLAN

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 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

WPS 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 WPS; 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 learning based on areas of need.



## STUDENT SUPPORT SPECIALIST EVALUATION PLAN

WPS's 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 Student Support 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 student support specialists with outcomes for learning in evaluation of practice, while recognizing the unique responsibilities of each education specialist.

### ***Goals of the Student Support Specialist Professional Learning and Evaluation Plan:***

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

### ***Who are Student Support Specialists?***

Student Support Specialists include non-teaching, non-administrative education professionals who provide a variety of services to students, teachers, and parents. Specialists include counselors, nurses, certified library/media specialists, school psychologists, social workers, and others with specialized training who offer a broad range of services. WPS's student support specialists may be located exclusively within a single school or district, or they may provide services to a number of schools or districts.



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Student Support Specialist Position Categories:

- Pupil Personnel services: school counselors, school nurses, 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

### ***Who Evaluates Student Support Specialists?***

WPS administrators and directors are responsible for Student Support Specialists evaluations, including, but not limited to, personnel in the following categories:

#### Administrators and Program Directors of WPS schools and programs

- Nurses
- Social Workers
- Guidance Counselors
- Speech and Language Pathologists
- Occupational Therapists
- Physical Therapists
- Assistive Technology specialists
- Related Services Personnel
- Psychologists

### ***Performance Standards***

It is expected that student support specialists and their evaluators will be knowledgeable about the appropriate professional standards in evaluation and assessment of performance. Those standards form the basis for goal-setting, assessment of professional practice, and alignment of professional learning opportunities with the needs of student support specialists. In observations of practice, evaluators will use the domains and indicators outlined in the Common Core of Teaching Rubric for Effective Teaching: Student and Educator Support Specialists (CCT-SESS) as appropriate.



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### ***Links to Professional Standards Documents:***

Links to standards and other informational documents related to the professional practice requirements of student support specialists are provided as reference for 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](http://www.pediatricapta.org/pdfs/References%20for%20SB%20SIG1_23.pdf)



**STUDENT SUPPORT SPECIALIST EVALUATION PROCESS**

The process for the evaluation of student support specialists is consistent with that of WPS's teacher and administrative evaluation processes, and includes the following characteristics:

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

The annual evaluation process for a student support 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 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:

- a. The CCT-SESS.
- b. School, district or WPS agency priorities that should be reflected in specialists' performance and practice goals.
- c. SMART goals related to learner needs.
- d. Data regarding whole-school indicators of student learning
- e. Self-assessment processes and purposes.
- f. Data collection, including types of data and processes for collection and analysis.
- g. Access to the online evaluation system

**2. Goal-setting Conference – by October 15:**

- *Student Support Specialist Reflection*—In advance of the Goal Setting Conference, the 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, 504s, etc.), prior year evaluation and survey results, previous professional learning goals, and the professional standards for their area of practice and CCT-SESS. The specialists will draft the following goals, specific to their assignments:



***For student support specialists assigned to schools and/or districts:***

1. **two SMART goals** to address student growth and development objectives for those specialists with student caseloads, which will comprise 45% of the education specialist summative evaluation;
2. **one professional practice focus area**, based on data from student support specialist reflection and evaluator observations, which will comprise 40% of their evaluation;
3. **one goal for improving outcomes based on data from parent feedback**, determined by the school administrator, for which specialists will indicate their strategies for achieving this school-wide goal, which will comprise 10% of their evaluation; and
4. **one focus area based on whole school indicators of student learning as identified in their administrator’s evaluation plan** for the school year, which will comprise 5% of their evaluation. The student support specialist may collaborate with other educators or teams to support the goal-setting process.

- **Goal-setting conference** – No later than October 15 of the school year, the evaluator and student support specialist will meet to discuss the specialist’s proposed goals in order to arrive at mutual agreement about them. The goals for the year must be informed by data and evidence collected by the specialist **and** evaluator about the specialist’s practice. The evaluator collects evidence about specialist 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 that may be included in the goal-setting conference:*

Student Support Specialist	Evaluator
<ul style="list-style-type: none"> <li>• Specialist Products or Artifacts</li> <li>• Data on Learning or Achievement of Learners</li> <li>• Lesson, intervention, treatment, or custom action plans and records</li> <li>• Artifacts from work of Learners</li> <li>• Client Communication Logs</li> <li>• Data Team Minutes</li> <li>• Journals/notes documenting reflections on practice</li> <li>• Schedule of meetings/conferences</li> <li>• Survey Data</li> </ul>	<ul style="list-style-type: none"> <li>• Data from multiple sources (based on the education specialist’s role)</li> <li>• School-, District- or Agency-Level Data</li> <li>• Observation/review of practice data based on CCT-SESS and professional standards documents</li> </ul>

- **Observations of practice:**



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- Evaluators will observe specialists' practice using a combination of formal and informal in-class observations and/or non-classroom reviews of practice throughout the school year, with the frequency schedule based on the specialist's previous year's summative evaluation rating, where available.
- **Evidence collection and review (throughout school year):**
  - The student support specialist collects evidence about his/her practice and outcomes related to the SMART goals that are relevant to the agreed-upon professional goals. The evaluator also collects evidence about specialist's practice for discussion in the Mid-Year Formative conference and summative review.

### **Mid-Year Formative Conference:**

- The evaluator and specialist will hold a mid-year formative conference. The conference should focus on the progress toward meeting the goals established in the goal-setting conference. Both the specialist and the evaluator will bring evidence about practice, learning and/or outcomes data to be reviewed at this conference. During this conference, the specialist and evaluator will discuss the cause and effect relationship of practice to growth data, e.g. – how practice positively impacted student growth, how practice affected development. If necessary, specialists 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 specialist can take and support the evaluator can provide to promote the specialist's growth in his/her development areas.

### **End-of-year summative review:**

- *Education Support specialist self-assessment* - The specialist reviews and reflects on all information and data collected during the year related to the goals and focus areas identified by the specialist and completes a self-assessment and reflection for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference and mid-year formative conference.
- *End-of-year conference* - The evaluator and the student support specialist meet to discuss all evidence collected to date. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year.
- *Rating* -The evaluator reviews submitted evidence, self-assessments, and observation data to generate category ratings. The category ratings are combined to determine the final, summative rating.



**COMPONENTS OF STUDENT SUPPORT SPECIALIST EVALUATION**

**CATEGORY 1: STUDENT GROWTH AND DEVELOPMENT (45%)**

At least **two SMART goals** addressing student growth will comprise 45% of the student support specialist summative evaluation.

As per the Guidelines, because of the unique nature of the roles fulfilled by Student Support Specialists, districts shall be granted flexibility in applying the Core Requirements of teacher evaluation in the following ways:

Districts shall be granted flexibility in using Indicators of Academic Growth and Development to measure attainment of goals and/or objectives for student growth. The Goal-setting conference for identifying the IAGD shall include the following steps:

- The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.
- The educator and evaluator will determine if the indicator will apply to the individual teacher, a team of teachers, a grade level or the whole school.
- The educator and evaluator should identify the unique characteristics of the population of students which would impact student growth (i.e. high absenteeism, highly mobile population in school).
- The educator and evaluator will identify the learning standard to measure: the assessment, data or product for measuring growth; the timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve his/her learning to support the areas targeted.

Forty-five percent (45%) of a specialist's evaluation will be based on attainment of agreed upon measures of student outcomes defined by the SMART Goal(s) that are aligned to multiple measures of student growth. Student support specialists are required to develop at least **two SMART goals** related to the growth and development of students assigned to their caseloads.

Sources for the development of SMART goals may include:

- Norm or criterion-referenced assessments
- 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
- Other indicators of student growth as appropriate to the specialist's role



**Goal Setting**

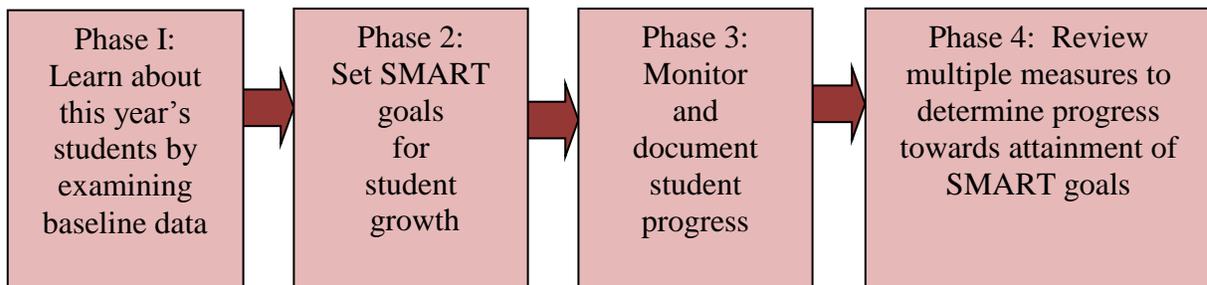
WPS student support specialist’s SMART goals address the needs of their students and are aligned to the specialist’s assignment and, where applicable, to IEP goals and objectives. The student outcome related indicators will be written to meet SMART goal criteria, i.e. Specific, Measurable, Attainable, Relevant, and Time-Bound. Student support 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 records and overall needs and strengths of the students assigned to the education specialist that year/semester.
2. address the most important purposes of a specialist’s assignment through self-reflection.
3. align with school, district, and state student achievement objectives.
4. take into account students’ needs upon analysis of relevant baseline data.
5. consider Public School Information System (PSIS) factors.
6. be mutually agreed upon by the specialist and his/her 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.





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

To write meaningful and relevant SMART goals that align to the specialist's assignment and result from a thorough knowledge of his/her students, data analysis is required.

Examples of data that specialists will be required to analyze are:

- Student outcome data (academic, IEPs, 504s, etc.)
- Behavior data (absences, referrals, IEPs, 504s, etc.)
- Program data (interventions, participation in programs, etc.)
- Perceptual data (learning inventories, anecdotal)

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 SMART goal should make clear (1) what evidence was or will be examined, (2) what level of growth is targeted, and (3) what proportion of students is projected to achieve the targeted growth level. It is through the Phase I examination of student data that specialists will determine what level of growth to target for which students.

Student support specialists will submit their SMART goal(s) to their evaluator for review, mutual agreement and approval. The review and approval process of the SMART goals will take place during the Goal-Setting conference.



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Phase 3:  
Monitor and  
document  
student  
progress

Once SMART goals are approved, specialists monitor students' progress as it impacts attainment of the SMART goals. Specialists and evaluators may mutually agree to mid-year adjustments to SMART goals to accommodate changes (e.g., student populations, assignment).

### Mid-Year Formative Conference:

The Mid-Year Formative conference will take place by March 15. Support specialists will review progress toward the goals/objectives 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.

Phase 4:  
Review multiple  
measures to  
determine progress  
towards attainment  
of SMART goals

### End-of-year review of SMART goals:

The specialist will collect evidence of student progress toward meeting the SMART goals. The evidence will be submitted to the evaluator, and the specialist and evaluator will discuss the extent to which met his/her SMART goals. Following the conference, the evaluator will rate the SMART goals using the 4 performance level designations shown in the table below.

<b>Exceeded (4)</b>	Exceeded SMART goal(s)
<b>Met (3)</b>	Met the SMART goal(s)
<b>Partially Met (2)</b>	Did not meet the SMART goal(s)
<b>Did Not Meet (1)</b>	Did not meet the SMART goals



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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 rate the attainment of the SMART goals holistically.

The final rating for Category 1: Student Growth and Development rating for an education specialist is the average of their two SMART goal ratings. 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  $[(2+3)/2]$ .

### ***Professional Learning for Student Support Specialists and Evaluators***

***Professional learning*** will be provided to develop evaluators' and specialist's data literacy and development of the two SMART goals by which specialists will be evaluated. Professional learning will support and/or enhance the abilities and skills of each specialist to communicate his/her goals for students. The content of the professional learning 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 education specialists will implement to achieve their SMART goals

Should additional professional learning be needed, it will be decided on a case-by-case basis at the school or individual level.

### **CATEGORY 2: PROFESSIONAL PRACTICE (40%)**

**A professional practice focus area** based on data from the student support specialist's reflection and evaluator's observations, where available, will comprise 40% of his/her evaluation.

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. Key attributes of student support specialist performance and practice outlined in the CCT are reflected in the descriptors of the Indicators within the CCT-SESS so that evaluators and specialists may understand how these attributes apply in practice, observations, and evaluation. Student support specialists' 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



## PROFESSIONAL LEARNING AND EVALUATION PLAN

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.

<b>Data-Informed Observation of Student Support Specialist Performance and Practice (40%)</b>		
<b>SOURCES OF DATA</b>	<b>EXAMPLES OF DATA</b>	<b>IMPORTANCE OF DATA</b>
Conferences	Data related to 65 domains 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 2-5 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 6  Specialist reflection, as evidenced in pre- and post-conference data.  Engagement in professional learning opportunities, involvement in action research. Collaboration with colleagues.  Specialist-family interactions.  Ethical decisions.	Provides evidence of specialist as learner, as reflective practitioner and teacher as leader.

### ***Student Support Specialist Focus Area 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-SESS to reflect on their own practices and their impact on student performance. Based on that reflection, specialists will develop a performance and practice focus areas 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 focus areas 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***

WPS evaluators will use the CCT-SESS 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 Indicators and Domains of the *CCT-SESS* 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; how they exercise leadership skills within their classrooms, schools and district.

### ***Observation of Student Support 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. On an ongoing basis evaluators will engage in professional learning opportunities, including online options and collaborative sessions, designed to develop their skills in effective observation, providing meaningful, useful feedback, and engaging in productive professional conversations with educators.

As per the Guidelines, because some Student Support Specialists do not have a classroom and may not be involved in direct instruction of students, the educator and evaluator shall agree to appropriate venues for observations and an appropriate rubric for rating practice and performance at the beginning of the school year. The observations will be based on standards when available. Examples of appropriate venues include but are not limited to: observing Student Support Specialist staff working with small groups of children, working with adults, providing professional development, working with families, participation in team meetings or Planning and Placement Team meetings.

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

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



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In addition to formal conferences for goal-setting and performance review and formal observations, informal observations of student support 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 education specialists 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 education specialists, review 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.

*The table below summarizes the frequency of observations of practice for Student Support Specialists.*

### **OBSERVATION FREQUENCY**

<b>PERFORMANCE DESIGNATION</b>	<b>NUMBER OF OBSERVATIONS</b>	<b>CONFERENCING AND FEEDBACK</b>
<b>1<sup>st</sup> and 2<sup>nd</sup> Year Student Support Specialists Who Have NOT Completed TEAM</b>	3 in-class formal observations	All must have pre-conferences, all must have post-conferences.
<b>Student Support Specialists Designated Below Standard or Developing</b>	One in-class informal unannounced observation	Feedback will be verbal and documented.
	At least one review of practice, on a mutually agreed upon area of practice	
<b>Student Support Specialists Who Have Completed the TEAM program and Designated as Proficient or Exemplary, Including Teachers New to District</b>	One in-class formal observation once every three years	In-class formal observation must have pre and post- conferences.
	One annual review of practice, with a mutually agreed upon area of practice	Feedback for review of practice will be verbal and documented.
	<b>*New employees with three or more years of experience in other districts must be observed during their first year of employment in Windham</b>	Three informal in-class observations will occur in years in which there is not a formal observation



**Evaluation Ratings for Performance and Practice**

Evaluation ratings will be assigned at the end of each school year. After gathering and analyzing evidence for Indicators within each of the Domains 2-6, evaluators will use the *CCT-SESS* to initially assign ratings of Below Standard, Developing, Proficient or Exemplary. Ratings will be made at the Domain level only.

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

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

**EVALUATOR TRAINING AND PROFICIENCY**

Formal observations of practice are guided by the Domains and indicators of the *CCT-SESS* rubric. Evaluators participate in extensive training and are required to be proficient in the use of the *CCT-SESS rubric* for educator evaluation. Training is conducted annually (at a minimum) to ensure consistency, compliance, and high-quality application of the *CCT-SESS rubric* in observations and evaluation. Formal observations include pre- and post-conferences that provide opportunities for deep professional conversations that 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.

WPS’s evaluators will be required to participate in professional learning and successfully complete calibration activities. Evaluators will also attend 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. face-to-face training that will focus on:
  - using the *CCT-SESS rubric* for data collection, analysis and evaluation



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2. online practice to be completed independently or as a collaborative learning activity at the school or district level
3. on-line calibration comprised of two calibration 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-SESS rubric* Indicators and Domains; gather and analyze a comprehensive set of data to assign appropriate ratings at the Domain level.
4. follow-up face-to-face training to:
  - enhance evaluator conferencing and feedback skills.
  - debrief on calibration as needed.

Evaluators will also participate in two support sessions during the school year:

- facilitated conversation in preparation for Mid-Year Formative Conferences
- facilitated conversation in preparation for End of Year Conferences

All evaluators new to WPS will be required to participate in the training, proficiency, calibration and support sessions described above.

All WPS evaluators will participate in ongoing calibration activities in the use of the CCT-SESS rubric for educator evaluation. 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.

### **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.

Windham schools strive 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 WPS School Governance Councils 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 Windham 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



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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, education specialists 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 WPS 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 derived from the school administrator's rating on their two SMART goals (Administrator 45%).

Windham schools will define and communicate a Whole School Learning Indicator (based on the administrator's two SMART goals) to which all specialists will be held accountable. Specialists will be asked to articulate in writing how they will, through their practice, contribute to the achievement of the Whole School Learning Indicator.

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

### **SUMMATIVE STUDENT SUPPORT SPECIALIST EVALUATION RATING:**

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

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

*Exemplary* ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for education specialists district-wide or even statewide.

*Proficient* ratings represent fully satisfactory performance. It is the rigorous standard expected for experienced teachers.

*Developing* ratings indicate that performance has met proficiency in some indicators but not others. Improvement is necessary and expected.



*Below standard* ratings indicate that performance that has been designated as 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 an overall practice rating, (b) determining an overall outcomes rating and (c) combining the two into an overall summative evaluation rating.

#### **A. PRACTICE RATING: Student Support Specialists Performance & Practice (40%) + Parent Feedback (10%) = 50%**

The practice rating derives from a specialist's performance on the five domains of the *CCT-SESS rubric* and the parent feedback target. Evaluators record a rating for the domains that determines an overall rating for specialist practice. The Parent Feedback rating is combined with the Student Support Specialist Practice rating and the evaluator uses the matrix to determine an overall Student Support Specialist Performance & Practice Rating.

#### **B. OUTCOMES RATING: 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 the 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 Student Support Specialist 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. If upon re-examination of the data, the ratings do not change, the evaluator will use the Matrix to determine the rating.*



<i>Student Support Specialist Practice Rating</i>					
<i>Student Support Specialist Outcomes Rating</i>		<i>Exemplary</i>	<i>Proficient</i>	<i>Developing</i>	<i>Below Standard</i>
	<i>Exemplary</i>	<i>Exemplary</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Developing</i>
	<i>Proficient</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Proficient</i>	<i>Below Standard</i>
	<i>Developing</i>	<i>Proficient</i>	<i>Developing</i>	<i>Developing</i>	<i>Below Standard</i>
	<i>Below Standard</i>	<i>Developing</i>	<i>Developing</i>	<i>Below Standard</i>	<i>Below Standard</i>

In accordance with The CT Guidelines for Educator Evaluation, WPS’s 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 and Below Standard.
2. In order to determine summative rating designations for each student support specialist, WPS evaluators will:
  - Rate specialist’s performance in each of the four Categories:
    - Student Growth and Development (45%);
    - Observations of Performance and Practice(40%);
    - Parent Feedback (10%), and
    - Whole-School Student Learning Indicators (5%).
  - Combine the Student Growth and Development (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.



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- 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.
- Combine the **Outcomes Rating** and **Practice Rating** into a **final rating**. In undertaking this step, student support specialists will be assigned a summative rating category of **Exemplary, Proficient, Developing, or Below Standard**.

### **DEFINITION OF STUDENT SUPPORT SPECIALIST EFFECTIVENESS AND INEFFECTIVENESS**

Student Support specialist effectiveness will be based upon a pattern of summative 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.

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

After 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 an additional year of PASS. No specialist will be placed on PASS for more than two consecutive years.

### **STUDENT SUPPORT SPECIALISTS PROFESSIONAL ASSISTANCE AND SUPPORT PLAN (PASS)**

Student support specialists who receive a summative evaluation rating of “Developing” or “Below Standard” will work with their local association president (or designee) in the development of a PASS plan, in collaboration with the evaluator (or designees). The plan will be created within 30 days after the completion of the summative evaluation rating conference. 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 WPS 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:



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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/exemplar in domain through observations, data, evidence, etc.

The plan will be designed and written in a collaborative manner, which focused on the development of a professional learning community supporting colleagues within this level. The specialist, local association president or designees, 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 Central Office Administration and the Superintendent. The contents of the plan will be confidential.

### **PASS Improvement and Remediation Plan (60 Days)**

The PASS Remediation Plan is a further step in the attempt to provide student support specialist with the support, supervision, and resources needed to foster positive growth in situations when an individual is having considerable difficulty implementing his/her professional responsibilities. The evaluator will help the specialist 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 appropriate growth, the evaluator will designate placement of that specialist to a normal plan phase. In situations when progress is unacceptable, the specialist 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 (30 Days)**

The PASS Intensive Remediation Plan is the final attempt and is implemented after the Improvement and Remediation Plan if necessary, to provide the help necessary to meet the requirements of the position. The specialist, evaluator, and another appropriate administrator will develop a plan that includes specific goals, timelines, resources, and evaluative criteria. The specialist may choose to include his/her bargaining representative. The evaluator and/or the specialist 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 30 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 *Effective* or better, the evaluator will designate placement of that specialist to the normal plan phase. If the specialist's performance is below *Effective*, the evaluator will recommend termination of that specialist's employment to the superintendent.

### **Resolution of Differences**

Should a specialist disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report, but is not obligated to do so. The specialist has the right to attach a statement to the observation report, progress report, or summative evaluation identifying the areas of concern and presenting his/her perspective. However, observation and evaluation reports are not subject to the grievance procedure. In the event that the specialist and evaluator are unable to resolve their differences, they may submit the matter to the Superintendent of Schools for review and decision. Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) school days.



## **EVALUATION-BASED PROFESSIONAL LEARNING**

As our core values indicate, WPS 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.

WPS's evaluation-based professional learning design has as its foundation the Standards for Professional Learning (Learning Forward, 2011). Each of the tenets of WPS's 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 WPS 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



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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**

WPS 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 WPS; 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 learning based on areas of need.



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