

Monroe Public Schools



Educators' Evaluation and Support Plan [Administrator]

* yellow highlight indicates changes from previous plan

Monroe's Model for Educator Evaluation

Introduction

This document outlines a new model for the evaluation and development of teachers in Monroe, developed partly from the SEED model (Connecticut's System for Educator Evaluation and Development) and partly developed by the Professional Development/Evaluation Committee. It is based on the Connecticut Guidelines for Educator Evaluation, developed by a diverse group of educators in June 2012 and on best practice research from around the country.

Purpose and Rationale of the Evaluation System

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

Core Design Principles

The following principles guided the design of this model.

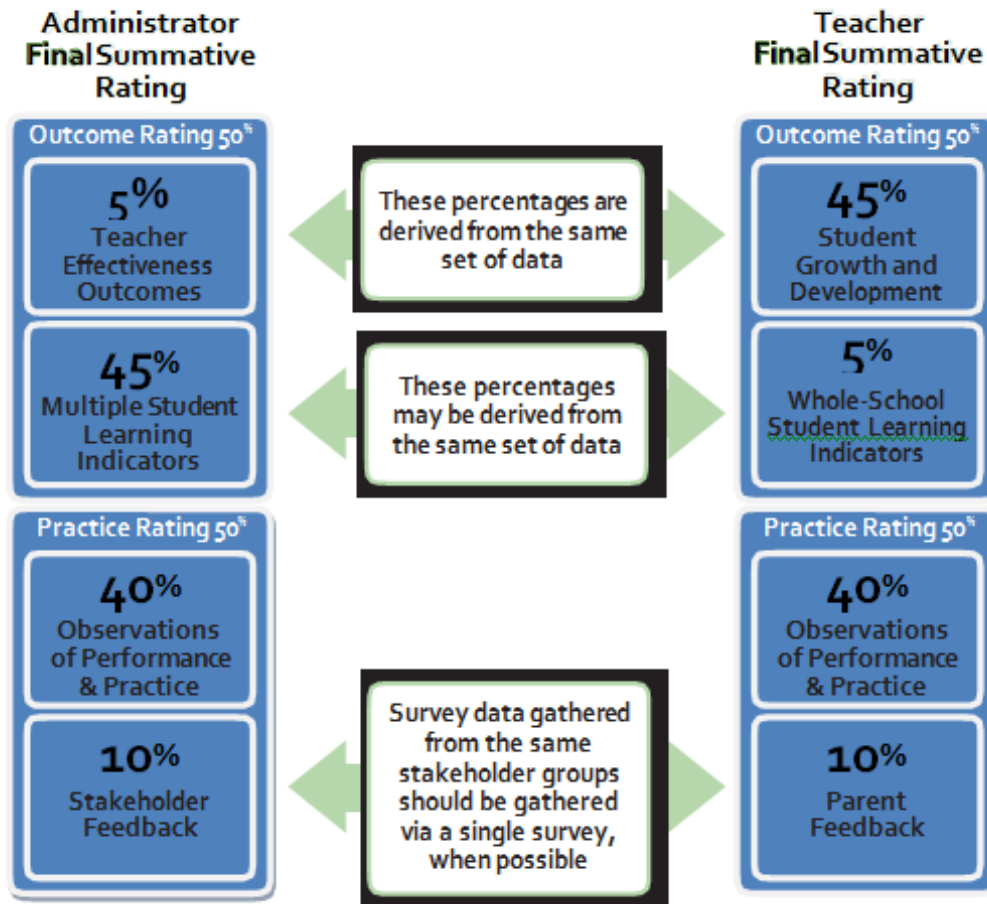
- Consider multiple, standards-based measures of performance
An evaluation and support system which uses multiple sources of information and evidence, results in a fair, accurate and comprehensive picture of an educator's performance. The new model defines four categories of teacher effectiveness: student growth and development (45%), teacher performance and practice (40%), parent feedback (10%) and whole school student learning indicators (5%).
- Emphasize growth over time
The evaluation of an educator's performance should consider his/her improvement from an established starting point. This applies to professional practice focus areas and the student outcomes they are striving to reach. Attaining high levels of performance matters—and for some educators maintaining high results is a critical aspect of their work—but the model encourages educators to pay attention to continually improving their practice. The goal setting process in this model encourages a cycle of continuous improvement over time.
- Promote both professional judgment and consistency
Assessing an educator's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how teachers and leaders interact with one another and students. Synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, educators' ratings should depend on their performance, not on their evaluators' biases. Accordingly, the model aims to minimize the variance between evaluations of classroom practice and support fairness and consistency within and across schools.
- Foster dialogue about student learning
In the quest for accuracy of ratings, there is a tendency to focus exclusively on the numbers. The Monroe model is designed to show that of equal importance to getting better results is the professional conversation between an educator and his/her supervisor

which can be accomplished through a well-designed and well-executed evaluation and support system.

- Encourage aligned professional development, coaching and feedback to support teacher growth
Novice and veteran educators alike deserve detailed, constructive feedback and professional development, tailored to the individual needs of their classrooms and students. This plan promotes a shared language of excellence to which professional development, coaching and feedback can align to improve practice.
- Ensure feasibility of implementation
All evaluation and support plans require hard work. Educators will need to develop new skills and to think differently about how they manage and prioritize their time and resources. This model aims to balance high expectations with flexibility for the time and capacity considerations within our district.

Improving student achievement sits at the center of the work for all educators. The Monroe model recognizes that student learning is a shared responsibility between teachers, administrators and district leaders.

Categories of Teacher and Administrator Effectiveness



Administrator Evaluation and Support Plan

Administrator Evaluation and Support

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

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

This document includes following requirements:

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

Purpose and Rationale

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

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

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

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

System Overview

Administrator Evaluation and Support Framework

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

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

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

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

Process and Timeline

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

1. That evaluators prioritize the evaluation process, spending more and better time in schools observing practice and giving feedback; and

2. That both administrators and evaluators focus on the depth and quality of the interactions that occur in the process, not just on completing the steps.

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

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

This is a typical timeframe:



Step 1: Orientation and Context-Setting

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

- Student learning data are available for review by the administrator and the state has assigned the school a School Performance Index (SPI) rating⁷.
- Stakeholder survey data are available for review by the administrator.
- The superintendent has communicated his/her student learning priorities for the year.
- The administrator has developed a school improvement plan that includes student learning goals.
- 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

Before a school year starts, administrators:

- identify, at least two Student Learning Objectives (SLOs) from the school's/district's available student data,
- Identify one survey target, drawing on available data, the superintendent's priorities, their school improvement plan and prior evaluation results (where applicable).

- Determine at least one area of focus for their practice.

School and district administrators should complete the Administrator Evaluation Forms (in Bloomboard) and share the information with the teachers in August so that they can use that information for their goals. The following forms will be shared:

- Administrator's Whole School/District Learning Goals

Teacher Plan = 5%
 Admin Plan = 45%

Administrator's Whole School/District Learning Goal

Administrator's Name: _____ School: _____

1. Using the current year's School/District Performance Index (SPI, DPI), list the three areas that will be targeted for improvement with supporting data.
2. Based on the data above, develop Whole School/District Learning Goals.
3. List of the indicators of success for each goal.

- Stakeholders Feedback Goal Setting Form

Teacher Plan = 10%
 Admin Plan = 10%

Stakeholders Feedback Goal Setting Form

Administrator's Name: _____ School: _____

1. Using the climate survey/stakeholder survey results, list the three areas that will be targeted for improvement with supporting data.
2. Based on the data above, develop Stakeholders Feedback Goal.
3. List of the indicators of success for the goal.

Administrators should start with the outcomes they want to achieve when determining the SLO's. Then administrators identify the areas of focus for their practice *that will help them accomplish* their SLOs and survey targets, choosing from among the elements of the Connecticut School Leadership Standards.

While administrators are rated on all six Performance Expectations, administrators are not expected to focus on improving their practice in all areas in a given year. Rather, they should identify at least one specific focus area of growth to facilitate professional conversation about their leadership practice with their evaluator.

The evaluator and administrator also discuss the appropriate resources and professional learning needs to support the administrator in accomplishing his/her goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation and support

plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used. **The following form represents the evaluation and support plan.**

ADMINISTRATOR EVALUATION PLAN CHART

ADMINISTRATOR: _____ EVALUATOR(S): _____

Stakeholder Feedback Goal based on survey		Whole School/District Learning Goal		Leadership Practice Focus Area
Below				
Developing				
Effective				
Highly Effective		Below		Suggested observation activities/times/dates
Additional Information to gain from the next survey		Developing		
		Effective		
		Highly Effective		

Step 3: Plan Implementation and Evidence Collection

As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator’s practice. For the evaluator, this must include, at least, two school site visits (four for year 1 & 2 Administrator). Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence, and analyze the work of school leaders. Evaluators should provide timely feedback after each visit.

This administrator’s evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to his or her focus areas and goals:

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

- Conversations with staff
- Conversations with students
- Conversations with families
- Presentations at Board of Education meetings, community resource centers, parent groups etc.

State guidelines call for an administrator’s evaluation to include:

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

Step 4: Mid-Year Formative Review

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

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

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

Step 5: Self-Assessment (Administrator Review of Practice)

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

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

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

Step 6: Summative Review and Rating

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

To ensure **fairness and accuracy**, all evaluators are required to complete training on the Monroe evaluation and support plan and participate in training opportunities offered within and out of the district which will deepen understanding of the evaluation criteria. Periodically throughout the year, the evaluators will work to calibrate themselves using videos and discussion sessions.

The evaluator completes the summative evaluation report, shares it with the administrator and adds it to the administrator's personnel file with any written comments attached that the administrator requests to be added within two weeks of receipt of the report. Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not yet be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator should recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than September 15.

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

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

Support and Development

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

Rewarding highly effective performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation and support system itself and in building the capacity and skills of all leaders. The Professional Development Committee will provide a list of career opportunities for Highly Effective Administrators.

Evaluation-Informed Professional Learning

Student success depends on effective teaching, learning and leadership. Throughout this process, in mutual agreement with their evaluators all educators will identify professional learning needs that support their goal and objectives. The process may reveal areas of common need among educators,

which can then be targeted with school-wide or district wide professional development needs. The Monroe Professional Development/Evaluation Committee will use “non-identifying” goals and objectives to plan some professional development activities.

Improvement and Remediation Plans

If an administrator’s performance is rated as developing or below standard, it signals the need for focused support and development. See the Remediation Plan in the Appendices for the procedures for structured support. Improvement and remediation plans will be developed in consultation with the administrator and his/her exclusive bargaining representative and be differentiated by the level of identified need and/or stage of development.

Career Development and Growth

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

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

Leadership Practice Related Indicators

The Leadership Practice Related Indicators evaluate the administrator’s knowledge of a complex set of skills and competencies and how these are applied in leadership practice.

It is comprised of two components:

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

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

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

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

1. **Vision, Mission and Goals:** Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.
2. **Teaching and Learning:** Education leaders ensure the success and achievement of all

students by monitoring and continuously improving teaching and learning.

3. **Organizational Systems and Safety:** Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.
4. **Families and Stakeholders:** Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.
5. **Ethics and Integrity:** Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.
6. **The Education System:** Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal and cultural contexts affecting education.

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

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

- **Highly Effective:** The Highly Effective 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 Highly Effective performance from Effective performance.
- **Effective:** 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 Effective level.
- **Developing:** The Developing Level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.
- **Below Standard:** The Below Standard Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

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

Arriving at a Leadership Practice Summative Rating

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

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

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

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

Principals and Central Office Administrators:

Highly Effective	Effective	Developing	Below Standard
Highly Effective on Teaching and Learning	At least Effective on Teaching and Learning	At least Developing on Teaching and Learning	Below Standard on Teaching and Learning or
Highly Effective on at least 2 other performance expectations	At least Effective on at least 3 other performance expectations	At least Developing on at least 3 other performance expectations	Below Standard on at least 3 other performance expectations
No rating below Effective on any performance expectation	No rating below Developing on any performance expectation		

Assistant Principals and Other School Based Administrators:

Highly Effective	Effective	Developing	Below Standard
Highly Effective on at least half of measured performance expectations	At least Effective on at least a majority of performance expectations	At least Developing on at least a majority of performance expectations	Below Standard on at least half of performance expectations
No rating below Effective on any performance expectation	No rating below Developing on any performance expectation		

Given potential changes to the Leadership Rubric, this rating scale may be subject to change.

Component #2: Stakeholder Feedback (10%)

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

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

The Monroe Schools’ School Climate Committees are working with Panorama Education to develop and administer surveys to parents. Through the goal setting conference, the administrator and their evaluator will mutually agree on surveys to other stakeholders for feedback.

Applicable Survey Types

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

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

For each administrative role, stakeholders providing feedback might include:

SCHOOL-BASED ADMINISTRATORS	CENTRAL OFFICE ADMINISTRATORS
Principals: All family members All teachers and staff members All students	Line managers of instructional staff (e.g., Assistant Superintendent): Principals Other direct reports Relevant family members
Assistant Principals and other school-based administrators: All or a subset of family members All or a subset of teachers and staff members All or a subset of students	Leadership for offices of curriculum, assessment, special services and other central academic functions: Principals Specific subsets of teachers Other specialists within the district Relevant family members

Stakeholder Feedback Summative Rating

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

Exceptions to this include:

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

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

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

Highly Effective	Effective	Developing	Below Standard
Substantially exceeded target as determined in goal setting meeting	met target as determined in the goal setting meeting	Made substantial progress, but did not meet target as determined in the goal setting meeting	Made little or no progress toward target

Student Outcomes Related Indicators includes two components:

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

Component #3: Student Learning (45%)

Student learning is assessed in equal weight by:

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

State Measures of Academic Learning

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

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

- School Performance Index (SPI) progress – changes from baseline in student achievement on Connecticut’s standardized assessments.

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

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

Yearly goals for student achievement should be based on approximately 1/12 of the growth needed to reach 88, capped at 3 points per year. The SPI reports will identify the performance goal for each school and district.

Evaluation ratings for administrators on these state test measures are generated as follows in the Bloomboard Software:

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

SPI Progress (all students and subgroups)

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

Using the chart above the following chart indicates the ratings for Component 3:

Highly Effective	Effective	Developing	Below Standard
At or above 3.5	2.5 to 3.4	1.5 to 2.4	Less than 1.5

Locally-Determined Measures (Student Learning Objectives)

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

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

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

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

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).
 - Students’ progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.
 - Students’ performance or growth on school- or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.
- The process for selecting measures and creating SLOs should strike a balance between alignment to district student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process follow a pre-determined timeline.
- First, the district establishes student learning priorities for a given school year based on

available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.

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

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

Arriving at Student Learning Summative Rating

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

		State Measures of Academic Learning			
		4	3	2	1
Locally Determined measures of Academic Learning	4	Rate Highly Effective	Rate Highly Effective	Rate Effective	Gather Further Information
	3	Rate Highly Effective	Rate Effective	Rate Effective	Rate Developing
	2	Rate Effective	Rate Effective	Rate Developing	Rate Developing
	1	Gather Further Information	Rate Developing	Rate Developing	Rate Below Standard

Component #4: Teacher Effectiveness Outcomes (5%)

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

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

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

	Effective	Developing	Below Standard
Highly Effective			
> 80% of teachers are rated proficient or exemplary on the student learning objectives portion of their evaluation	> 60% of teachers are rated proficient or exemplary on the student learning objectives portion of their evaluation	> 40% of teachers are rated proficient or exemplary on the student learning objectives portion of their evaluation	< 40% of teachers are rated proficient or exemplary on the student learning objectives portion of their evaluation

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

Summative Administrator Evaluation Rating

Every educator will receive one of four performance* ratings:

1. Highly Effective: Substantially exceeding indicators of performance
2. Effective: Meeting indicators of performance
3. Developing: Meeting some indicators of performance but not others
4. Below standard: Not meeting indicators of performance

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

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

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

Determining Summative Ratings

The rating will be determined using the following steps:

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

PRACTICE:

Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%

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

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

Leader Practice-Related Points	Leader Practice-Related Rating
50-80	Below Standard
81-126	Developing
127-174	Effective
175-200	Highly Effective

OUTCOMES:

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

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

Component	Score(1-4)	Weight	Summary Score
Student Learning (SPI Progress and SLOs)	3	45	135
Teacher Effectiveness Outcomes	2	5	10
TOTAL LEADER PRACTICE-RELATED POINTS			145

Leader Practice-Related Points	Leader Practice-Related Rating
50-80	Below Standard
81-126	Developing
127-174	Effective
175-200	Highly Effective

OVERALL:

Leader Practice + Student Outcomes

The overall rating combines the practice and outcomes ratings using the matrix below. Using the ratings determined for each major category: Student Outcomes-Related Indicators and Leader Practice-

Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. For the example provided, the Leader Practice-Related rating is developing and the Student Outcomes-Related rating is proficient. The summative rating is therefore proficient.

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

		Overall Leader Practice Rating			
		4	3	2	1
Overall Student Rating Outcome	4	Rate Highly Effective	Rate Highly Effective	Rate Effective	Gather Further Information
	3	Rate Highly Effective	Rate Effective	Rate Effective	Rate Developing
	2	Rate Effective	Rate Effective	Rate Developing	Rate Developing
	1	Gather Further Information	Rate Developing	Rate Developing	Rate Below Standard

Definition of Effectiveness and Ineffectiveness

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

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

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

Dispute-Resolution Process

A panel composed of the superintendent or designee, teacher union president or designee, and a neutral third person, as mutually agreed upon between the superintendent and the collective bargaining unit,

shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice or final summative rating. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue shall be made by the superintendent. In the event that the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding.

Appendices

Appendix 1 - *REMEDIATION PLAN*

Administrator

Who & When

- Tenured/Non Tenured Staff
- Initiated by Evaluator

Purpose

- Respond to unresolved or serious concerns about certified staff performance
- Correct performance areas of concerns or deficiencies through assistance and focused administrators effort
- Provide data for decision regarding continued employment

Documents

- Common Core of Teaching (CCT)
- CCT *Framework & Rubric for Teaching*
- *Common Core of Leading (CCL) Connecticut School Leadership Standards*
- Common Core State Standards
- CT Code of Professional Responsibility for School Teachers
- District Goals
- Feedback from observations and goal setting (SLO/IAGD & Focus Areas)

Comprehensive Evaluation Plan

- Administrator Support Phase is a formal plan of intervention which is used to respond to unresolved or serious concerns about teacher performance.

The Primary Evaluator will:

- Schedule a conference with the teacher for the purpose of discussing performance concerns and notify the teacher in advance of the purpose of the conference.
- Notify MASA and inform administrator of the notification to the MASA.
- Clearly identify the areas of concern or deficiency referencing the specific data collected and review the performance expected.
- Offer specific suggestions and resources to assist the administrator in meeting these expectations.
- Establish a time frame and a plan for monitoring the administrator performance during corrective assistance. The plan will include specific meeting times with the evaluator to discuss progress.
- Plan improvement strategies cooperatively with the administrator.
- Provide the administrator with a copy of the minutes of the meetings and plan, maintaining a copy in the administrator's personal file in Central Office.
- Monitor the administrator's performance as indicated in the plan.
- Schedule a follow-up meeting(s) to review the administrator's progress in meeting the expectation as described in the minutes and assess the effectiveness of the support plan.
- At the end of the designated time frame, prepare a formal written assessment which includes:
 - A record of the assistance provided
 - A record of observations and conferences and other data which documents monitoring of performance.
 - An assessment of performance of the area(s) of identified concerns or deficiencies
 - A clear statement of the status of the area(s) of concern, whether resolved or requiring further action.
- Identification of next step(s) such as extension of the terms and timeframes of the existing plan, revision of the plan to include other strategies, and other administrative actions up to and including recommendation of termination of employment.

The administrator will:

- Respond promptly to the request to the meeting to discuss performance concerns.
- Invite MASA representation to the meeting if s/he desires.
- Plan improvement strategies and timeframe cooperatively with the evaluator.
- Schedule classroom observations or other opportunities for the evaluator to observe the administrator's progress in meeting expectations.

REMEDIATION PLAN

Administrator

Administrator's Name: _____ MASA Representative: _____

Evaluator's Name: _____

Date of Meeting: _____

Areas of Concern or Deficiency:

Suggestions or Resources to assist teacher in meeting expectations:

Time Frame for Plan:

Improvement Strategies:

The process to measure progress:

Scheduled Follow-up Meeting Date(s):

Failure to meet the established goal(s) within a reasonable period may result in the recommendation of non-renewal of the teacher's contract for the following year.

Signature of administrator

Signature of evaluator