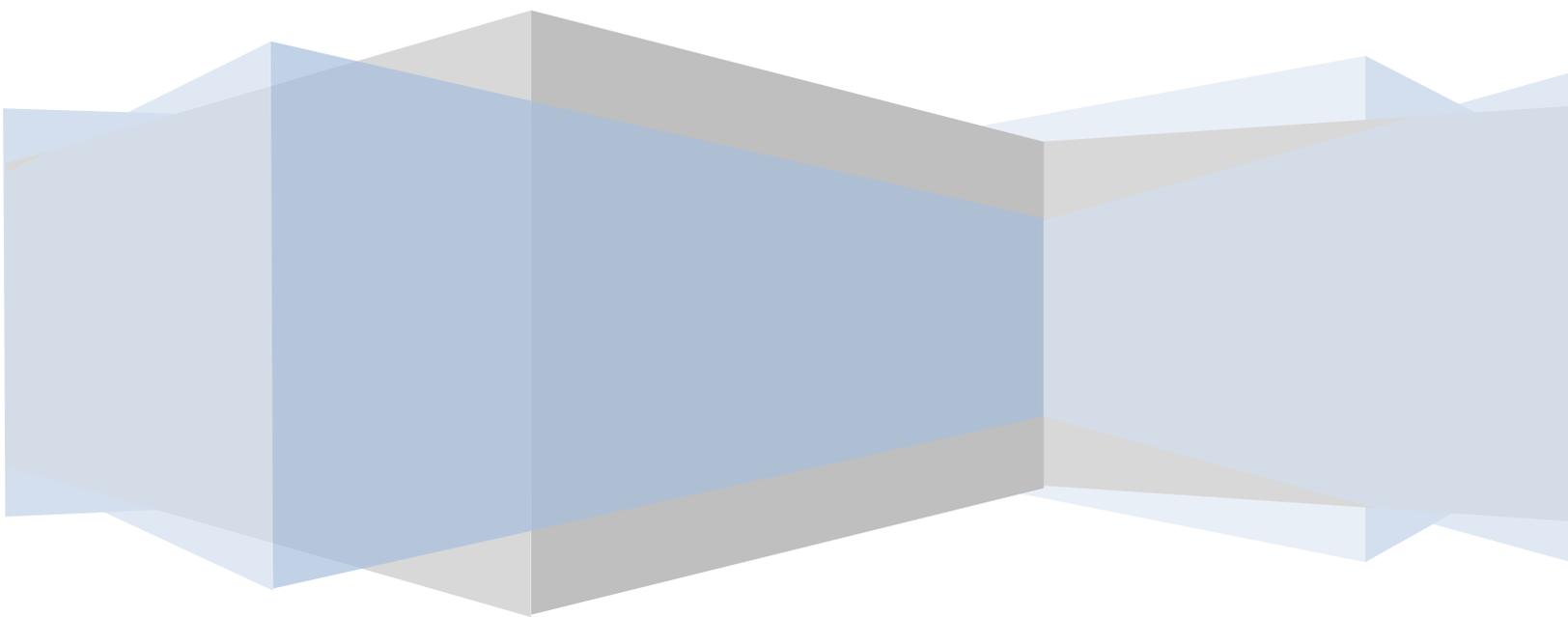# COLUMBIA SCHOOL SYSTEM

PROFESSIONAL LEARNING
AND
EVALUATION PLAN

Columbia School System's Vision and Mission

Mission
The Columbia School District is a community of learners providing rigorous programs to ensure that each student can excel as an individual.

Vision
Columbia School District is a highly regarded district which provides a safe environment where a commitment to innovation, creativity and academic excellence ensures that learning comes first. To that end:

- Students master comprehensive skills and apply what they learn
- Students are empowered to lead and demonstrate civic responsibility
- Students prepare for a lifetime of learning and engage in positive personal development
- Parents are active participants in their student's education
- The district seeks out and retains the most highly qualified administrators, teachers and staff
- Students, staff and leadership recognize the value of their individual contributions and commit to excellence
- The district values self-discipline, respect and integrity as essential to creating an effective learning environment
- The district honors the community by developing partnerships which support the educational process and build life-long relationships

The Columbia School District will provide opportunities for all students to meet their potential by developing and implementing programs which will make our schools highly competitive and our graduates exceptional.

PROFESSIONAL LEARNING AND EVALUATION PROGRAM

TABLE OF CONTENTS

ADMINISTRATOR EVALUATION

1. Administrator Evaluation Introduction
2. Categories and Category Ratings
    a. Leadership Practice (40%)
    b. Stakeholder Feedback (10%)
    c. Student Learning Indicators (45%)
    d. Teacher Effectiveness (5%)
3. Steps in Administrator Evaluation Process
4. Summative Administrator Evaluation Rating
5. Professional Assistance and Support System (PASS)

LINKING EVALUATION AND PROFESSIONAL LEARNING

1. Evaluation-based Professional Learning
2. Career Development and Professional Growth for COLUMBIA SCHOOL SYSTEM's Educators

OVERVIEW

INTRODUCTION

COLUMBIA SCHOOL SYSTEM'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). COLUMBIA SCHOOL SYSTEM'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 school's missions and values; and c) meets the educational needs of the stakeholders in our school.

CORE VALUES AND BELIEFS ABOUT PROFESSIONAL LEARNING

COLUMBIA SCHOOL SYSTEM'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 COLUMBIA SCHOOL SYSTEM'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 COLUMBIA SCHOOL SYSTEM Professional Learning and Evaluation Program addresses all these factors systemically. It is a comprehensive system that is based on clearly defined expectations that consist of domains of skills, knowledge, and disposition articulated in the *Common Core of Teaching (2010)* for teacher evaluation, the *Common Core of Leading-Connecticut's Leadership Standards (2012)* for administrator evaluation, and the national standards for the evaluation of educators in pupil services, as well as what current research tells us about the relationship between teaching and learning.

The Professional Learning 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 *Common Core of Teaching (CCT) Rubric for Effective Teaching,* 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.

COLUMBIA SCHOOL SYSTEM'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.

PROFESSIONAL LEARNING AND EVALUATION PROGRAM GOALS

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

2. **Improve the quality and focus of observation and evaluation**
- Establish collaborative examinations of instructional practice among administrators and teachers to develop shared understanding of the strengths and challenges within our schools and programs to improve student learning.

- Define and clarify criteria for evaluation and measurement of student learning, using research-based models for evaluation.
- Establish multiple measures to assess professional practice, such as: teacher portfolios; teacher-designed objectives, benchmarks, and assessments of student learning; teacher contributions to school/district level research on student learning and professional resources; mentoring and peer assistance; achievement of learning objectives for student growth, as measured by appropriate standardized assessments, where applicable, or other national or locally-developed curriculum benchmarks and expectations for student learning.
- Improve quantity and quality of feedback to those evaluated.
- Align evaluation findings with professional learning program and support systems.

3. **Support organizational improvement through the 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 COLUMBIA SCHOOL SYSTEM agency resources to support and provide professional learning opportunities.
- Create formal and informal opportunities for educators to share professional learning with colleagues.

ROLES AND RESPONSIBILITIES FOR PROFESSIONAL LEARNING AND EVALUATION

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

Superintendent's Role in the Evaluation Process
- Arbitrate disputes.
- Allocate and provide funds or resources to implement the plan.
- Serve as liaison between COLUMBIA SCHOOL SYSTEM's Board of Education and the evaluation process.

- The Superintendent or designee will be responsible for ensuring that the Professional Development Committee receives information regarding school and program improvement and individual professional growth goals for use in planning staff development programs.

Responsibility for Evaluations

The Superintendent and administrators will be responsible for evaluations, including, but not limited to, personnel in the following categories:

Superintendent
- Principal
- Director of Student Services

Principal as the Primary Evaluator:
- Teachers
- Assistant Principal/Data Coordinator

As the Secondary Evaluator:
- Guidance Counselor
- Speech Therapists

Assistant Principal/Data Coordinator as the Primary Evaluator
- Teachers
- *As the Secondary Evaluator:*
- Psychologist
- Special Education Teachers
- Social Worker

Director of Student Services as the Primary Evaluator
- Psychologist
- Speech Therapists
- Other Related Services Personnel
- Special Education Teachers
- Nurse
- Social Worker
- Guidance Counselor
- Enrichment Teacher

As the Secondary Evaluator:
- SRBI Teachers

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 *Common Core of Teaching (CCT) Rubric for Effective Teaching*
- The review and understanding of Connecticut's Common Core of Leading (CCL) and the Leadership Practice Rubric.
- The review and familiarity with applicable portions of Core Standards
- Adherence to established timelines.
- Completion of required components in a timely and appropriate manner.
- Sharing of professional resources and new learnings about professional practice.

Evaluator Roles
- Review of and familiarity with evaluatees' previous evaluations.
- Participation in collaborative conferences with evaluatees.
- Assistance with development and 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

Training and Orientation of Teachers and Administrators

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

Teachers and administrators new to COLUMBIA SCHOOL SYSTEM will be provided with copies of the Professional Learning and Evaluating Program and will engage in training to ensure that they understand the elements and procedures of the Program, processes and documents. This training will take place upon employment or prior to the beginning of the school year with members of COLUMBIA SCHOOL SYSTEM's Administration.

New Educator Support and Induction

In the interest of supporting all educators in the implementation of the Program, COLUMBIA SCHOOL SYSTEM will offer localized support to new staff. 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 COLUMBIA SCHOOL SYSTEM's Professional Learning and Evaluation Program's features, Connecticut's Common Core of Teaching (CCT), Common Core of Leading (CCL), Connecticut Core 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 training and support in the use and application of COLUMBIA SCHOOL SYSTEM's Evaluation Program. Evaluators will review Program elements and procedures prior to the beginning of each school year and at other appropriate intervals, to be determined. Plans for staff training will be coordinated annually by COLUMBIA SCHOOL SYSTEM's Principal, Assistant Principal/Data Coordinator and Director of Student Services.

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 and evidence have been gathered to support accurate decisions.

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

Procedures

NOTE: The evaluatee shall be entitled to a Union 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 appropriate Administrator 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 appropriate Administrator will act as arbitrator and make a final decision.

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.

4. 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

COLUMBIA SCHOOL SYSTEM'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 COLUMBIA SCHOOL SYSTEM 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 COLUMBIA SCHOOL SYSTEM's Professional Learning and Evaluation Program are defined using the six domains and their indicators of the Common Core of Teaching (CCT, 2010). The *Common Core of Teaching (CCT) Rubric for Effective Teaching*, 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

COLUMBIA SCHOOL SYSTEM'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 description of the processes and components of COLUMBIA

SCHOOL SYSTEM'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 *Common Core of Teaching (CCT) Rubric for Effective Teaching*
     2. Administrator, school, and district priorities that should be reflected in teacher performance and practice focus areas.
     3. SMART goals related to student outcomes and achievement.
     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 (My Learning Plan-OASYS).

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

2. **Goal-setting Conference – by October 31:**
   - *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 focus areas, and the *Common Core of Teaching (CCT) Rubric for Effective Teaching*.   The teacher will draft the following:
     - a) **two SMART Goals** to address student learning and achievement objectives, which will comprise 45% of a teacher's summative evaluation;

    a. Teachers who teach a partial year course (trimester, semester, quarter, etc.) may write a SMART goal for one grading period, but the two cannot not be in the same period.

OR

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

    a. This SMART Goal must have at least two indicators for success and MUST be use standardized assessments for evaluation if the subject area is a state tested area.

    b. Teachers who teach a partial year course (trimester, semester, quarter, etc.) may write one SMART goal for one grading period, but must have at least two indicators for success and MUST be use standardized assessments for evaluation if the subject area is a state tested area.

c) **a performance and practice focus area**, based on student performance data, whole-school climate or learning data, teacher reflection or previous year's evaluator observations and review, the *Common Core of Teaching (CCT) Rubric for Effective Teaching*: Which combined with the observations will comprise of 40% of a teacher's summative evaluation;

c) **a goal aligned with a whole-school goal** determined by the school administrator based on data from **parent feedback**: which will comprise 10% of a teacher's summative evaluation;

OR

d) **a goal developed** through **peer** observation and/or teacher focus group. Goals and indicators of successful completion will be developed and mutually agreed upon with administration: which will comprise 10% of a teacher's summative evaluation; and

d) **a goal based on whole school indicators of student learning** for the school year as determined by the aggregate rating for multiple student learning indicators established for the administrator's evaluation rating: Which will comprise 5% of a teacher's summative evaluation;.

- ~~Teachers may collaborate in grade-level or subject-matter teams to support the goal-setting process where appropriate.~~
- ~~First-year beginning teachers may find it helpful to reflect on their practice goals with their mentor teachers, using the TEAM program's~~

~~Module Resources and Performance Profiles, to determine a baseline for establishing goals.~~

- *Goal-setting conference* – No later than October 30 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:

- Lesson Plans - Formative Assessment Data - Summative Assessment Data - Student Work - Parent Communication Logs - Data Team Minutes - Survey Data	- Class List - Standardized and Non-Standardized Data (based on the teacher's class) - School-Level Data - CCT Rubric fro Effective Teaching

- **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 year of implementation of the plan and the teacher's summative evaluation rating (see Observation Schedule on p. 28).

- **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 at the mid-year conference and summative review.

- **Mid-Year Conference (by March 1) :**
  a. The evaluator and teacher will hold the Mid-Year Conference by March 1. 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.

2. **End-of-year summative review:**
   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 CCT Rubric for Effective Teaching as established in the goal-setting conference.
      (1) *The self-assessment* should address all components of the evaluation plan and include what the teacher learned throughout the year supported by evidence and personal reflection. The self-assessment should also include a statement that identifies a possible future direction that is related to the year's outcomes.
   b. *End-of-year conference* - The evaluator and the teacher meet to discuss all evidence collected to date. The teacher and evaluator will discuss the extent to which students met the SMART goals and how the teacher's performance and practice focus contributed to student outcomes and professional growth. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year.
   c. *Summative Rating*—The evaluator reviews submitted evidence, self-assessments, and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating using the summative rating matrix.

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:
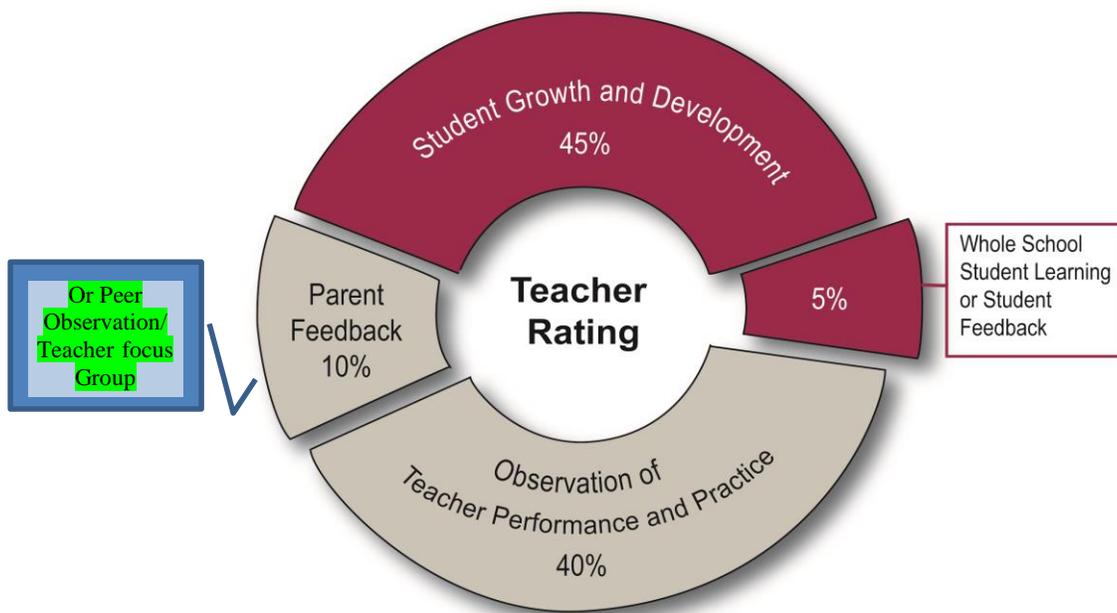
CATEGORY 1: STUDENT OUTCOMES AND ACHIEVEMENT (45%)

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

- *SMART GOAL based on Standardized indicators , where available(comprises 22.5% of teacher's evaluation rating).*
    - All Teachers in all grades and subjects will 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.
- *SMART goal based on non-standardized indicators(comprises 22.5% of teachers evaluation rating):* Sources for the development of SMART goals based on non-standardized indicators may include:

- o Benchmark assessments of student achievement of school-wide Expectations for Student Learning, measured by analytic rubrics.
- o Other curricular benchmark assessments.
- o Student portfolios of examples of work in content areas collected over time and reviewed annually.
- o Teachers who teach a partial year course (trimester, semester, quarter, etc.) may write a SMART goal for one grading period, but the two cannot not be in the same period.

<div align="center">***OR***</div>

- **One SMART Goal** to address student learning and achievement objectives, which will comprise 45% of a teacher's summative evaluation;
  - o This SMART Goal must have at least two indicators for success and MUST be use standardized assessments for evaluation if the subject area is a state tested area.
  - o Teachers who teach a partial year course (trimester, semester, quarter, etc.) may write one SMART goal for one grading period, but must have at least two indicators for success and MUST be use standardized assessments for evaluation if the subject area is a state tested area.

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

SMART goals will be evaluated by:

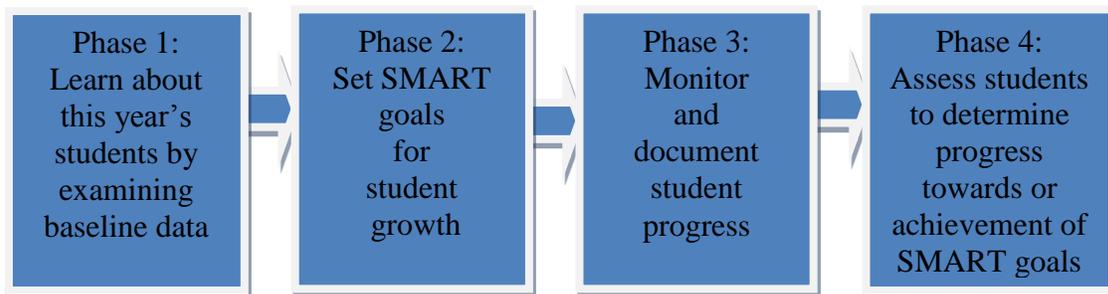| Exceeded (4)	Exceeded SMART goal(s) by 10% margin or higher.
Met (3)	Met the SMART goal(s).
Partially Met (2)	Did not meet the SMART goal(s) by 10% margin.
Did Not Meet (1)	Did not meet the SMART goals by 11% or greater.

Goal Setting

COLUMBIA SCHOOL SYSTEM 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 one (1) or 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.

Phase 1: Learn about this year's students by examining baseline data	Phase 2: Set SMART goals for student growth	Phase 3: Monitor and document student progress	Phase 4: Assess students to determine progress towards or achievement of SMART goals

Phase 1: Learn about this year's students by examining baseline data

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

- Student outcome 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.

Phase 2:
Set SMART goals
for
student
growth

Each teacher will write ONE OR TWO SMART goals. Teachers who have appropriate standardized assessments available will create one SMART goal based on that assessment and one SMART goal based on a non-standardized assessment, if the teacher is creating only one SMART goal then it must based on a standardized assessment if that teacher teachers in a tested area. All other teachers may develop their one or two SMART goals based on non-standardized assessment.

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. at least two measures of assessment are required if only setting one SMART goal. Multiple measures of assessment are highly encouraged for all SMART goals.
6. 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 goals 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 30. Evaluators will review and approve the SMART goals based on the following criteria, to ensure they are as fair, reliable, valid, and useful to the greatest possible extent:

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

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

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

Phase 3:
Monitor and
document
student
progress

Once SMART goals are approved, teachers 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.

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 Conference.

Mid-Year Conferences:

Evaluators and teachers will review progress toward the SMART goals at the Mid-Year Conference, 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 1 of the academic year.

Phase 4:
Assess students to
determine progress
towards or
achievement 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:

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.

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

The final rating for Category 1: Student Outcomes and Achievement rating for a teacher is the average of their two SMART goal scores <mark>or the rating for the one SMART goal</mark>. 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].

CATEGORY 2: TEACHER PERFORMANCE AND PRACTICE (40%)

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

The *CCT Rubric for Effective Teaching*.

The *CCT Rubric for Effective Teaching*, the observation instrument for COLUMBIA SCHOOL SYSTEM'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 *CCT Rubric for Effective Teaching*, which observers will use in conducting teacher observations and reviews of practice, was developed the State Department of Education.

The *CCT Rubric for Effective Teaching* addresses several principles that are essential components of effective teacher performance and practice. These principles are explicitly embedded in the *CCT Rubric for Effective Teaching* 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 *CCT Rubric for Effective Teaching* 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 *CCT Rubric for Effective Teaching*, so that evaluators and teachers may understand how these attributes apply in practice, observations, and evaluation. Teacher lesson plans and associated documentation, pre-observation, post-observation, and teacher self-reflection forms and related conversations, as well as non-classroom reviews of practice, such as communication with families, collaboration with colleagues, participation in data teams, professional learning presentations by faculty members, participation in mentoring, instructional rounds, PPTs and action research, all provide rich data related to the CCT standards and the effectiveness of teachers' performance and practice.

The *CCT Rubric for Effective Teaching* maintains consistency with Connecticut's TEAM program of mentorship and professional development of new teachers. TEAM's Performance Profiles, which also describe attributes of effective teaching practice along a continuum for each of its professional growth modules, apply the CCT indicators as the focus for new teacher reflection on their practice and development of differentiated professional growth plans. The *CCT Rubric for Effective Teaching* 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 Focus Area Setting for Performance and Practice

In preparation for instructional planning and Goal-Setting Conferences with evaluators, teachers will analyze their student data and use the *CCT Rubric for Effective Teaching* to reflect on their own practices and their impact on student performance. 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

COLUMBIA SCHOOL SYSTEM evaluators will use the *CCT Rubric for Effective Teaching* to guide data collection from three sources: Teacher conferences, classroom observations, reviews of practice and evidence and artifacts collected related to specific domains.

Over the course of the school year, evaluators will gather evidence for Domains of the *CCT Rubric for Effective Teaching* 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.

Data-Informed Observation of Teacher Performance and Practice (40%)		
SOURCES OF DATA	**EXAMPLES OF DATA**	**IMPORTANCE OF DATA**
Conferences	Data related to all 4 domains • Conversation and artifacts that reveal the teacher has an understanding of, content, students, strategies, and use of data • Teacher's use of data to inform instruction, analyze student performance and set appropriate learning goals	• Provides opportunities for teachers to demonstrate cause and effect thinking. • Provides opportunities for evaluator learning in content; systems effectiveness; priorities for professional learning • Provides context for observations and evaluation
In-class observations	Data related to Domains 1&3 • Teacher-student, student, student-student conversations, interactions, activities related to learning goals	• Provides evidence of teacher's ability to improve student learning and promote growth
Non-classroom reviews of practice	Data related to Domain 2 & 4 1. Teacher reflection, as evidenced in pre- and post-conference data. 2. Planning and Differentiation 3. Engagement in professional development opportunities, involvement in action research. 4. Collaboration with colleagues 5. Teacher-family interactions 6. Ethical decisions	• Provides evidence of appropriate planning for rigor, teacher as learner, as reflective practitioner and teacher as leader.

Observation of Teacher Practice

Observations, both formal and informal, provide valuable information to all professional staff about instructional practice. Data collected through observations allow school leaders to understand more about the nature of learning and instruction in our schools, and feedback from observation provides individual teachers with insights regarding the impact of their management, planning, instruction, and assessment practices on student growth.

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.

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

In addition to formal conferences for goal-setting and performance review and 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.

The table below summarizes the observation schedule.

OBSERVATION SCHEDULE

PERFORMANCE DESIGNATION	NUMBER OF OBSERVATIONS	CONFERENCING AND FEEDBACK
1st and 2nd Year Teachers **Teachers Designated Below Standard or Developing** **New COLUMBIA SCHOOL SYSTEM Employees** **Teachers who experience a major assignment change**	At least three in-class formal observations of Domains 1&3.	Two of the three must have pre-conferences, all must have post-conferences.
	At least one review of practice, for Domains 2 &4	Feedback for review of practice will be verbal and/ or written.
Teachers with Three or More years and designated as Proficient or Exemplary *Teachers with proficient or exemplary designations may receive a formal in-class observation if an informal observation or review of practice in a given year results in a concern about the teacher's practice.*	At least one in-class formal observations of Domains 1&3 once every 3 years and 3 informal observations on the other two years	**Formal** observation must have pre and post-conferences.
	At least one review of practice, for Domains 2 &4	Feedback for review of practice will be verbal and/or written.

District has the right to place employee within an appropriate observation frequency cycle as determined by change in assignment and/or level of proficiency.

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 1-4, evaluators will use the *CCT Rubric for Effective Teaching* 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 (40%).

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

EVALUATOR PROFESSIONAL LEARNING AND PROFICIENCY

Formal observations of classroom practice are guided by the domains and indicators of the *CCT Rubric for Effective Teaching*. Evaluators participate in professional learning and are required to be proficient in the use of the *CCT Rubric for Effective Teaching*. Proficiency calibration is conducted annually (at a minimum) to ensure consistency, compliance, and high-quality application of the *CCT Rubric for Effective Teaching* 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 COLUMBIA SCHOOL SYSTEM evaluators will be required to demonstrate proficiency in the use of the *CCT Rubric for Effective Teaching* by displaying their ability to appropriately apply the *CCT Rubric for Effective Teaching* 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.

COLUMBIA SCHOOL SYSTEM 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 survey used both nationally and internationally, have been subjected to a rigorous vetting process that has found them to be fair, reliable, valid, and useful.

Using an *Education for the Future* Parent Survey, administered on-line and that allows for anonymous responses, COLUMBIA SCHOOL SYSTEM will collect and analyze parent feedback data that will be used for continuous improvement. Surveys will be administered one time per year, in April. The April 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.

Evaluators will review the April survey data and teacher artifacts from their practice that support and provide evidence of their contributions to the attainment of this goal. The Evaluator will assign one of four ratings: Exceeded (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point). These ratings are defined as follows:

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

OR

CATEGORY 3. PEER FEEDBACK (10%)

Ten percent (10%) of a teacher's evaluation shall be based on peer feedback, from observations and other data.

COLUMBIA SCHOOL SYSTEM schools strive to meet the needs of all of the students all of the time. In order to best meet the needs of students, COLUMBIA SCHOOL SYSTEM recognizes that seeking individualized peer feedback and support is a best practice.

If a teacher chooses to obtain Peer Feedback then the following must be identified in their goal proposal:
- At least 2 teachers who will provide feedback
- A goal aligned with the *CCT Rubric for Effective Teaching*
- Plan for feedback opportunity
- Instruments/assessments and data that will be used to evaluate the progress of the goal

Evaluators will review the data and teacher artifacts from their practice that support the attainment of this goal. The Evaluator will assign one of four ratings: Exceeded (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point). These ratings are defined as follows:

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

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

For all teachers five percent (5%) of a teacher's evaluation shall be based on whole-school learning indicators determined by the aggregate rating for multiple student learning indicators established for the administrator's evaluation rating.

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.

D*eveloping* 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 four domains of the CCT Rubric for Effective Teaching 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 his/her professional judgment and the Matrix to determine the rating.

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

In accordance with The CT Guidelines for Educator Evaluation, COLUMBIA SCHOOL SYSTEM'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, COLUMBIA SCHOOL SYSTEM evaluators will:
   - Rate teacher performance in each of the four Categories:
     1. Student Outcomes and Achievement;
     2. Observations of Teacher Performance and Practice;

3. Parent <mark>or Peer</mark> Feedback, and
4. Whole-School Student Learning Indicators.

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

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

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

PRIMARY AND COMPLEMENTARY EVALUATORS

The primary evaluator for most teachers will be the school principal, assistant principal or Director of Student Services who will be responsible for the overall evaluation process, including assigning summative ratings. Primary evaluators MUST do at least one observation of those teachers working with Complementary Evaluators and will have sole responsibility for assigning final summative ratings.
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.

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. (**See Professional Assistance and Support System, or PASS, below)**

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 involve 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 COLUMBIA SCHOOL SYSTEM 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(s) 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 the 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

Timeframe for Improvement in PASS

Rating	Timeframe for Improvement
Below Standard	180 days (one year) to achieve a developing rating and one year to achieve a proficient rating
Developing	360 days (two years) to achieve a proficient rating
Proficient	N/A
Exemplary	N/A

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. The evaluator will help the teacher outline specific goals and objectives with timelines, resources, and evaluative criteria. The evaluator and/or teacher may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. 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 *Effective* or better, the evaluator will designate placement of that teacher to a normal plan phase. If the teacher demonstrates he/she is no proficient, the evaluator will the option of either moving the Teacher into an Intensive Intervention 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 if necessary, to provide the supports necessary to meet the requirements of the position. The teacher, evaluator, and 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 *Effective* or better, the evaluator will designate placement of that teacher to the normal plan phase. If the teacher's performance is below *Effective*, the evaluator 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

COLUMBIA SCHOOL SYSTEM 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.

COLUMBIA SCHOOL SYSTEM's evaluation-based professional learning design has as its foundation the Standards for Professional Learning (Learning Forward, 2011). Each of the tenets of COLUMBIA SCHOOL SYSTEM'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 COLUMBIA SCHOOL SYSTEM PLAN:
ALIGNING STANDARDS AND PROCESSES:

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

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

- *Organizational culture matters:* The framework and outcomes of systems for the evaluation of teachers must reflect an understanding of the culture of schools as learning organizations (see Schein, 2010; Senge, 2012).
    - o 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)

o The needs of veteran and novice teachers are different, and evaluation-based professional learning is be designed to meet those needs, inspire and motivate individual and collective efficacy, and build leadership capacity in schools and districts (see Peterson, 2000). [*Standards: Learning Design; Leadership; Resources*]

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

CAREER DEVELOPMENT AND PROFESSIONAL GROWTH

COLUMBIA SCHOOL SYSTEM 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 COLUMBIA SCHOOL SYSTEM; participating in development of educator Professional Assistance and Support System plans for peers whose performance is developing or below standard; leading Professional Learning Communities for their peers; and, targeted professional development based on areas of need.

STUDENT SUPPORT SPECIALIST EVALUATION PLAN

COLUMBIA SCHOOL SYSTEM'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 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, school psychologists, social workers, and others with specialized training who offer a broad range of services. COLUMBIA SCHOOL SYSTEM'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.

Student Support Specialist Position Categories:
- Pupil Personnel services: school counselors, school nurses, school psychologists, social workers
- Instructional Support services: instructional or assistive technology specialists, instructional support specialists
- Related Services: occupational therapists, physical therapists, speech and language pathologists

Who Evaluates Student Support Specialists?

COLUMBIA SCHOOL SYSTEM administrators and directors are responsible for Education Specialists evaluations, including, but not limited to, personnel in the following categories:

Principal as the Primary Evaluator:
   - Teachers
   - Assistant Principal/Data Coordinator
   ### *As the Secondary Evaluator:*
   - Guidance Counselor
   - Speech Therapists

   ### *Assistant Principal/Data Coordinator as the Primary Evaluator*
   - Teachers
   - ### *As the Secondary Evaluator:*
   - Psychologist
   - Special Education Teachers
   - Social Worker

Director of Student Services as the Primary Evaluator
-   Psychologist
-   Speech Therapists
-   Other Related Services Personnel
-   Special Education Teachers
-   Nurse
-   Social Worker
-   Guidance Counselor
-   Enrichment Teacher
As the Secondary Evaluator:
-   SRBI Teachers

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 education 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 that has been adapted for evaluation of education specialists.

Links to Professional Standards Documents:

Links to standards and other informational documents related to the professional practice requirements of student support specialists are provided as reference for student support 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

STUDENT SUPPORT SPECIALIST EVALUATION PROCESS

The process for the evaluation of student support specialists is consistent with that of COLUMBIA SCHOOL SYSTEM'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 Student Support Specialist Evaluation Plan is differentiated to address differences in the roles and responsibilities between those specialists who are based in schools and districts and those who provide services to a range of customers and districts. Some of the processes and components for the two categories of specialists are differentiated, as follows:

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:**
   a. To begin the annual evaluation process, evaluators meet with student support 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:
      i. The CCT-SESS
      ii. School, district or COLUMBIA SCHOOL SYSTEM agency priorities that should be reflected in specialists' performance and practice goals.
      iii. SMART goals related to learner needs.
      iv. Data regarding whole-school indicators of student learning (for specialists assigned to schools) or data related to Results-Based Accountability questions (for specialists responsible for providing agency services to a range of customers), .
      v. Self-assessment processes and purposes.

      vi.   Data collection, including types of data and processes for collection and analysis.

     vii.   Access to the online evaluation system (My Learning Plan-OASYS)

2. **Goal-setting Conference – by October 30:**

- *Student Support Specialist Reflection*—In advance of the Goal Setting Conference, the student support 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, 504's etc.), prior year evaluation and survey results, previous professional learning goals, and the professional standards for their area of practice and The CCT-SESS.   The student support 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 outcome and achievement objectives for those specialists with student caseloads, which will comprise 45% of the education specialist summative evaluation;
   OR
   one SMART Goal to address student learning and achievement objectives, which will comprise 45% of a specialist's summative evaluation;
   - This SMART Goal must have at least two indicators for success and MUST be use standardized assessments for evaluation if the subject area is a state tested area.

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;
   OR
   a goal developed through **peer** observation and/or teacher focus group. Goals and indicators of successful completion will be developed and mutually

<mark>agreed upon with administration: which will comprise 10% of a teacher's summative evaluation; and</mark>

4. **one focus area based on whole school indicators of student learning** for the school year, which will comprise 5% of their evaluation.

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

Education Specialist	Evaluator
• Specialist Products or Artifacts • Data on Learning or Achievement of Learners • Lesson, intervention, treatment, or customer action plans and records • Artifacts from work of Learners • Client Communication Logs • Data Team Minutes • Journals/notes documenting reflections on practice • Schedule of meetings/conferences • Survey Data	• Data from multiple sources(based on the education specialist's role) • School- , District- or Agency-Level Data • Observation data/Review of Practice based on *CCT-SESS* and professional standards documents

Observations of practice
- o Evaluators will observe student support specialists' practice using a combination of formal and informal observations/ reviews of practice throughout the school year, with the frequency schedule based on the year of implementation of the plan or the specialist's previous year's summative evaluation rating, where available.

- **Evidence collection and review (throughout school year)**:
  - o 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 conference and summative review.

- **Mid-year Conference (by March 1) :**
  - o The evaluator and specialist will hold a mid-year conference. The conference should focus on processes and 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 outcomes data, e.g. – how practice positively impacted student achievement, how practice affected agency-related outcomes. 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 :**
  - o *Student 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 conference.

  - o *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.

  - o *Rating*—The evaluator reviews submitted evidence, self-assessments, and observation data to generate category and focus area ratings. The category ratings are combined to determine the final, summative rating.

COMPONENTS OF STUDENT SUPPORT SPECIALIST EVALUATION

CATEGORY 1: STUDENT OUTCOMES AND GROWTH(45%)

One or **Two SMART goals,** addressing student growth will comprise 45% of the student support specialist summative evaluation;

Forty-five percent (45%) of a specialist's evaluation will be based on-attainment of agreed upon measures of student outcomes defined the SMART Goals that are aligned to multiple measures of student growth. Student support specialists are required to develop **one or two SMART goals** related to the growth and development of student assigned to their caseloads. For the **one SMART Goal option, the goal** must have at least two indicators for success.

- Sources for the development of SMART goals
  - o Norm or criterion-referenced assessments
  - o Benchmark assessments of student achievement of school-wide Expectations for Student Learning, measured by analytic rubrics.
  - o Other curricular benchmark assessments.
  - o Student portfolios of examples of work in content areas,
  - o Other indicators of student growth as appropriate to the specialist's role

Goal Setting
COLUMBIA PUBLIC SCHOOL 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 one (1) or 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 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.

Phase 1: Learn about this year's students by examining baseline data	Phase 2: Set SMART goals for student growth	Phase 3: Monitor and document student progress	Phase 4: Review multiple measures to determine progress towards attainment of SMART goals

Phase 1:
Learn about this year's students by examining baseline data
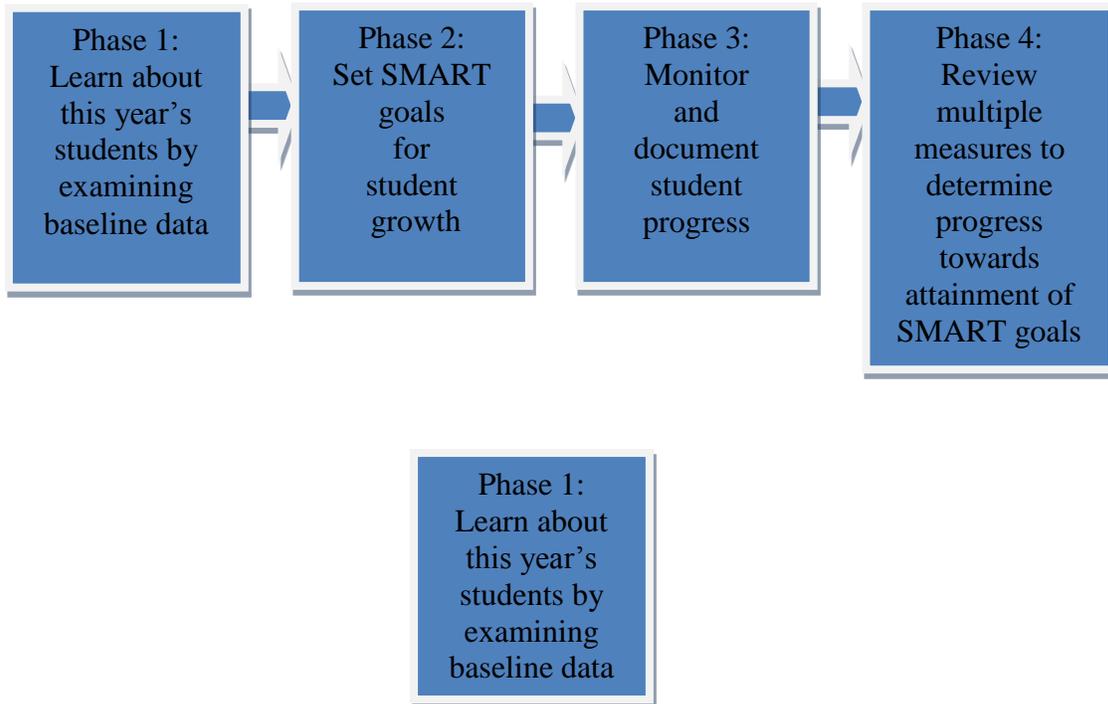
To write meaningful and relevant SMART goals that align to the specialist's assignment and result from a thorough knowledge of their students, data analysis is required.
Examples of data that specialists will be required to analyze are:

- Student outcome data (academic, IEPs, 504's, etc.)
- Behavior data (absences, referrals, IEPs, 504's, 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
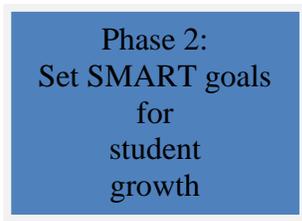
Each SMART goal should make clear (1) what evidence was or will be examined, (2) what level of growth is targeted, and (3) what proportion of students is projected to achieve the targeted growth level. It is through the Phase I examination of student data that specialists will determine what level of 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, on or before October30. Evaluators will review and approve the SMART goals based on the following criteria, to ensure they are as fair, reliable, valid, and useful to the greatest possible extent:

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

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

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

Phase 3:
Monitor and
document
student
progress

Once SMART goals are approved, specialists monitor students' progress as it impacts attainment of the SMART goals

Mid-Year Conferences:

The Mid-Year Formative Conference will take place by March 1 of the academic year. student 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. Specialists and evaluators may mutually agree to mid-year adjustments to SMART goals to accommodate changes (e.g., student populations, assignment).

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 the specialist met their SMART Goals. Following the conference, the evaluator will rate the SMART goals, based on criteria for the 4 performance level designations shown in the table below.

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

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

The final rating for Category 1: Student Outcomes and Achievement rating for a teacher is the average of their two SMART goal ratings or the rating for the one SMART goal. 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

Specific 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 their 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 teachers 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 their 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 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.

Student Support Specialist Focus Area Setting for Performance and Practice

In preparation for instructional planning and Goal-Setting Conferences with evaluators, specialists will analyze their student data and use the CCT-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 area to guide their own professional learning and improvements in practice that will ultimately promote student growth and achievement of student outcome goals.   Student Support specialist practice focus area 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

COLUMBIA SCHOOL SYSTEM 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 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.

Evaluators and instructional leaders use a combination of formal and informal, observations, and reviews of practice 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.

Data-Informed Observation of Education Specialist Performance and Practice (40%)		
SOURCES OF DATA	**EXAMPLES OF DATA**	**IMPORTANCE OF DATA**
Conferences	Data related domains 2-6 • 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&4 • 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 Domains 3,5&6 • Specialist reflection, as evidenced in pre- and post-conference data. • Engagement in professional development 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.

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 teachers is considered a normal part of the evaluator's job responsibilities. More importantly, observation is essential for establishing a culture of continuous learning for educators and for understanding the nature, scope and quality of student learning in a school as a whole. In addition to in-class observations, where applicable, non-classroom reviews of practice will be conducted. Examples of non-classroom observations or reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, 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 on the following page summarizes the frequency of observations of practice for Student Support Specialists

OBSERVATION SCHEDULE

PERFORMANCE DESIGNATION	NUMBER OF OBSERVATIONS	CONFERENCING AND FEEDBACK
1st and 2nd Year Teachers **Teachers Designated Below Standard or Developing** **New COLUMBIA SCHOOL SYSTEM Employees** **Teachers who experience a major assignment change**	At least three in-class formal observations of Domains 2&4.	Two of the three must have pre-conferences, all must have post-conferences.
	At least one review of practice, for Domains 3,5&6	Feedback for review of practice will be verbal and/ or written.
Teachers with Three or More years and designated as Proficient or Exemplary *Teachers with proficient or exemplary designations may receive a formal in-class observation if an informal observation or review of practice in a given year results in a concern about the teacher's practice.*	At least one formal observations of Domains 2&4 **once every 3 years and 3 informal observations on the other two years.**	**Formal** observation must have pre and post-conferences.
	At least one review of practice, for Domains 3,5&6	Feedback for review of practice will be verbal and/or written.

District has the right to place employee within an appropriate observation frequency cycle as determined by change in assignment and/or level of proficiency.

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.

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

EVALUATOR PROFESSIONAL LEARNING AND PROFICIENCY

Formal observations of classroom practice are guided by the Domains and indicators of the *CCT-SESS* . Evaluators participate in professional learning and are required to be proficient in the use of the *CCT-SESS* . Proficiency calibration is conducted annually (at a minimum) to ensure consistency, compliance, and high-quality application of the *CCT-SESS* 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 Student Support Specialist's progress in addressing issues and working toward their goals, and share evidence each has gathered during the year.

 All COLUMBIA SCHOOL SYSTEM evaluators will be required to demonstrate proficiency in the use of the *CCT-SESS* by displaying their ability to appropriately apply the *CCT-SESS* by participating in district update/calibration sessions.

CATEGORY 3. PARENT FEEDBACK (10%)

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

COLUMBIA SCHOOL SYSTEM 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 survey used both nationally and internationally, have been subjected to a rigorous vetting process that has found them to be fair, reliable, valid, and useful.

Using an *Education for the Future* Parent Survey, administered on-line and that allows for anonymous responses, COLUMBIA SCHOOL SYSTEM will collect and analyze parent feedback data that will be used for continuous improvement. Surveys will be administered one time per year, in April. The April survey data will be used by Student Support Specialists 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, Student Support Specialists will identify the strategies they will implement to achieve the school-wide goal.

Evaluators will review the April survey data and Student Support Specialist artifacts from their practice that support and provide evidence of their contributions to the attainment of this goal. The Evaluator will assign one of four ratings: Exceeded (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point). These ratings are defined as follows:

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

OR

CATEGORY 3. PEER FEEDBACK (10%)

Ten percent (10%) of a specialist's evaluation shall be based on peer feedback, from observations and other data.

COLUMBIA SCHOOL SYSTEM schools strive to meet the needs of all of the students all of the time. In order to best meet the needs of students, COLUMBIA SCHOOL SYSTEM recognizes that seeking individualized peer feedback and support is a best practice.

If a specialist chooses to obtain Peer Feedback then the following must be identified in their goal proposal:
- At least 2 teachers who will provide feedback
- A goal aligned with the *CCT-SESS*
- Plan for feedback opportunity
- Instruments/assessments and data that will be used to evaluate the progress of the goal

Evaluators will review the data and specialist artifacts from their practice that support the attainment of this goal. The Evaluator will assign one of four ratings: Exceeded (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point). These ratings are defined as follows:

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

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

For all Student Support Specialists five percent (5%) of a Student Support Specialist's evaluation shall be based on whole-school learning indicators determined by the aggregate rating for multiple student learning indicators established for the administrator's evaluation rating.

SUMMATIVE STUDENT SUPPORT SPECIALIST EVALUATION RATING:

Each Student Support Specialist 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 Student Support Specialists district-wide or even statewide.

Proficient ratings represent fully satisfactory performance. It is the rigorous standard expected for experienced Student Support Specialists.

D*eveloping* 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.

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

A. STUDENT SUPPORT SPECIALIST PRACTICE RATING: Student Support Specialist Performance & Practice (40%) + Parent Feedback (10%) = 50%

The practice rating derives from a Student Support Specialist's performance on the four domains of the CCT-SESS and the parent feedback target. Evaluators record a rating for the domains that generates an overall rating for Student Support 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. STUDENT SUPPORT SPECIALIST 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: Student Support Specialist Practice Rating (50%) + Student Support Specialist 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 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 his/her professional judgment and the Matrix to determine the rating.

Student Support Specialist Practice Rating				
	Exemplary	**Proficient**	**Developing**	**Below Standard**
Exemplary	*Exemplary*	*Exemplary*	*Proficient*	*Developing*
Proficient	*Exemplary*	*Proficient*	*Proficient*	*Developing*
Developing	*Proficient*	*Proficient*	*Developing*	*Below Standard*
Below Standard	*Developing*	*Developing*	*Below Standard*	*Below Standard*

(The left axis of the matrix is labeled: Student Support Specialist Outcomes Rating)

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

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

4. In order to determine summative rating designations for each Student Support Specialist, COLUMBIA SCHOOL SYSTEM evaluators will:
    - Rate Student Support Specialist performance in each of the four Categories:
        5. Student Outcomes and Achievement;
        6. Observations of Student Support Specialist Performance and Practice;
        7. Parent Feedback, and
        8. Whole-School Student Learning Indicators.
    E. Combine the Student Outcomes and Achievement (Category 1, above) and Whole-School Student Learning Indicator rating (Category 4, above) into a single rating, taking into account their relative weights. This will represent an overall "**Outcomes Rating**" of Exemplary, Proficient, Developing, or Below Standard.
    F. Combine the Observations of Student Support Specialist 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.
    G. 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.** See Appendix C of this document for example.

PRIMARY AND COMPLEMENTARY EVALUATORS

The primary evaluator for most Student Support Specialists will be the school principal, assistant principal or Director of Student Services who will be responsible for the overall evaluation process, including assigning summative ratings. Primary evaluators MUST do at least one observation of those Student Support Specialists working with Complementary Evaluators and will have sole responsibility for assigning final summative ratings.

Complementary evaluators are certified Student Support Specialists 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 Student Support Specialists 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 Student Support Specialists.

DEFINITION OF STUDENT SUPPORT SPECIALIST EFFECTIVENESS AND INEFFECTIVENESS

Student Support Specialist effectiveness will be based upon a pattern of summative Student Support Specialist ratings collected over time.   In order to be deemed effective, Student Support Specialists will need to have a summative rating of Proficient or Exemplary. Student Support Specialists are required to be effective within two years of being evaluated using this plan.

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

STUDENT SUPPORT SPECIALIST PROFESSIONAL ASSISTANCE AND SUPPORT SYSTEM (PASS)

Student Support Specialists who receive a summative evaluation rating of Developing or Below Standard will be notified in writing at a conference. Student Support Specialists will collaborate with their evaluator (or designee) in the development of a PASS plan. The Student Support Specialist may choose to involve 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 COLUMBIA SCHOOL SYSTEM will provide to address the performance areas identified as in need of improvement.

The plan must include the following components:

10. *Areas of Improvement*: Identify area(s) of needed improvement
11. *Rationale for Areas of Improvement*: Evidence from observations that show an area(s) needing improvement.
12. *Domain*: List domain rated "developing" or "below standard."
13. *Indicators for Effective Teaching*: Identify exemplary practices in the area identified as needing improvement.
14. *Improvement Strategies to be Implemented*: Provide strategies that the Student Support Specialist can implement to show improvement in any domain rated "developing" or "below standard."
15. *Tasks to Complete*: Specific tasks the Student Support Specialist will complete that will improve the performance in the domain.
16. *Support and Resources*: List of supports and resources the Student Support Specialist can use to improve, e.g. professional learning opportunities, peer observation, colleague mentor, books, etc. .
17. *Evidence of Progress*: How the Student Support Specialist will show progress towards proficient/exemplary in identified domain(s) through observations, data, evidence, etc.
18. *Determination of Proficiency:* Assessment of proficiency rating at the end of the action pla

Timeframe for Improvement in PASS

Rating	Timeframe for Improvement
Below Standard	180 days (one year) to achieve a developing rating and one year to achieve a proficient rating
Developing	360 days (two years) to achieve a proficient rating
Proficient	N/A
Exemplary	N/A

PASS Improvement and Remediation Plan (60 Days)

The PASS Remediation Plan is a further step in the attempt to provide a Student Support Specialist with the support, supervision, and resources needed to foster positive growth in situations when an individual is having considerable difficulty implementing the professional responsibilities of teaching. The evaluator will help the Student Support Specialist outline specific goals and objectives with timelines, resources, and evaluative criteria. The evaluator and/or Student Support Specialist 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 Student Support Specialist demonstrates that he/she is *Effective* or better, the evaluator will designate placement of that Student Support Specialist to a normal plan phase. If the Student Support Specialist demonstrates he/she is no proficient, the evaluator will the option of either moving the Student Support Specialist into an Intensive Intervention 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 Student Support 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 supports necessary to meet the requirements of the position. The Student Support Specialist, evaluator, and another appropriate administrator will develop a plan that includes specific goals, timelines, resources, and evaluative criteria. The Student Support Specialist may choose to include their bargaining representative. The evaluator and/or the Student Support Specialist 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 Student Support Specialist demonstrates that he/she is *Effective* or better, the evaluator will designate placement of

that Student Support Specialist to the normal plan phase. If the Student Support Specialist's performance is below *Effective*, the evaluator will recommend termination of that Student Support Specialist's employment to the superintendent.

Resolution of Differences

Should a Student Support 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 Student Support 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 Student Support Specialist 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

COLUMBIA SCHOOL SYSTEM 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.

COLUMBIA SCHOOL SYSTEM's evaluation-based professional learning design has as its foundation the Standards for Professional Learning (Learning Forward, 2011). Each of the tenets of COLUMBIA SCHOOL SYSTEM'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 COLUMBIA SCHOOL SYSTEM PLAN: *ALIGNING STANDARDS AND PROCESSES:*

- *Evaluation is a Student Support Specialist-centered process:* We believe that, for evaluation to improve professional practice, it is essential to "make evaluation a task managed by a Student Support Specialist, and not a thing done to a worker" (Peterson, 2000, p. 5).
    - Student Support Specialist 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 Student Support Specialists. *[Standards: Learning Communities; Data; Outcomes]*
        - Educator self-reflection represents the initiation and culmination of the cycle of professional praxis and procedures for evaluation.
        - Student Support Specialists 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 Student Support Specialists 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 Student Support Specialists' 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 Student Support Specialists and teaching to emphasize their role as instructional leaders who collaborate with Student Support Specialists.

> ➢ Evaluators and Student Support Specialists 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*]
> ➢ Student Support Specialists and administrators collaborate to observe instructional practices in their school and to analyze data on instruction and student performance. [*Standards: Data; Outcomes*]
> ➢ Student Support Specialists 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 Student Support Specialist 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)
  - o The needs of veteran and novice Student Support Specialists 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]*
  - o The development of such structures as career ladders, personal professional portfolios, and opportunities are provided for Student Support Specialists 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

COLUMBIA SCHOOL SYSTEM 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 COLUMBIA SCHOOL SYSTEM; participating in development of educator Professional Assistance and Support System plans for peers whose performance is developing or below standard; leading Professional Learning Communities for their peers; and, targeted professional development based on areas of need.

ADMINISTRATOR EVALUATION PLAN

OVERVIEW
COLUMBIA SCHOOL SYSTEM's Administrator Evaluation Plan means to develop a shared understanding of leader effectiveness. COLUMBIA SCHOOL SYSTEM'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 70% 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 COLUMBIA SCHOOL SYSTEM's Principal and Director of Student Services. 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.

- **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.

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 25 (prior to the first day of school) to identify focus areas for development of the administrator's leadership practice.

- At the goal meeting, the administrator and evaluator will identify the specific indicators for each performance expectation that will be evaluated throughout the year and will identify where in the administrator's practice evidence can found to support the indicator.

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.
   a. 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*.
   b. Evaluators of assistant principals will conduct at least four observations of the practice, two of the four can be reviews of practice of assistant principals, for the first two years, if a rating of developing or below standard was achieved, or until tenure is achieved. Thereafter, at least two observations/reviews of practice will be conducted.
   c. Evaluators of other COLUMBIA SCHOOL SYSTEM 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

Each year, COLUMBIA SCHOOL SYSTEM 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 COLUMBIA SCHOOL SYSTEM administrators with access to resources and to connect with colleagues to deepen their understanding of the Evaluation Program.

COLUMBIA SCHOOL SYSTEM will provide all evaluators of administrators with training focused on the administrator evaluation system. Training will include:
- An in-depth overview and orientation of the 4 categories that are part of the plan, the process and timeline for plan implementation, the process for arriving at a summative evaluation, and use of My Learning Plan OASYS.
- Training will be provided on using the Leadership Practice Rubric, so that evaluators are thoroughly familiar with the language, expectations, and examples of evidence required for administrator proficiency.
- Additional training will be provided to all evaluators in conducting effective observations and providing high-quality feedback.
- Two additional days of training will be provided on the three other categories in the plan and in the use of My Learning Plan OASYS.

Principal and Director of Student Services:

Leadership Practice Matrix (40%)

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

Assistant Principal and Other Administrators:

Leadership Practice Matrix (40%)

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

CATEGORY #2: STAKEHOLDER FEEDBACK (10%)

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

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

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

The surveys will be administered on-line and allows for anonymous responses. All COLUMBIA SCHOOL SYSTEM administrators will collect and analyze stakeholder feedback data that will be used for continuous improvement. Surveys will be administered one time per year, in-April. The April survey data will be used by administrators as baseline data for the following academic year.

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

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

ARRIVING AT A STAKEHOLDER FEEDBACK SUMMATIVE RATING

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

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

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

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

1. Review baseline data on selected measures,
2. Set 1 target for growth on a selected measure (or performance on a selected measure when growth is not feasible to assess or performance is already high)
3. By April 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, COLUMBIA SCHOOL SYSTEM will use research-based learning standards appropriate for that administrators' assignment (i.e., Standards for Professional Learning, American School Counselors Association, etc.).
- At least one of the measures will focus on student outcomes from subjects and/or grades not assessed on state-administered assessment.
- If the school is in "review" or "turnaround" status, indicators will align with the performance targets set out in the school's mandated Improvement Plan.

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

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).

- Students' 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 COLUMBIA SCHOOL SYSTEM 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:

  o The SMART goals are attainable.

  o There is adequate data that can be collected to make a fair judgment about whether the administrator met the established SMART goals.

  o 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.

  o The professional resources are appropriate to supporting the administrator in meeting the performance targets.

- The administrator being evaluated and the evaluator collect interim data on the SMART goals to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

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

To arrive at an overall student learning rating, the ratings for the state assessment and the locally-determined ratings are plotted on 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 development to feedback on performance – the principal evaluation model also assesses the outcomes of all of that work.

As part of COLUMBIA SCHOOL SYSTEM'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 *proficient* or *exemplary* on the student growth portion of their evaluation	>70% of teachers are rated *proficient* or *exemplary* on the student growth portion of their evaluation	>60% of teachers are rated *proficient* or *exemplary* on the student growth portion of their evaluation	<60% of teachers are rated *proficient* or *exemplary* 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	Summative rating

Step 1: Orientation and Context-Setting by July 30

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

1. Student learning data are available for review by the administrator and the state has assigned the school a School Performance Index (SPI) rating.

2. Stakeholder survey data are available for review by the administrator.

3. The superintendent has communicated his/her student learning priorities for the year.

4. The administrator has developed a school improvement plan that includes student learning goals.

5. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process.

Step 2: Goal-Setting and Plan Development by August 25(or First day of School)

Before a school year starts, administrators will:
1. identify a target for growth on the SPI (When applicable),
2. identify two SMART goals and
3. identify one stakeholder feedback target.

Administrators will then identify the two specific areas of focus for their practice ***that will help them accomplish*** their SPI targets (when applicable), 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 SPI, the SMART goals and the stakeholder feedback target, creating a logical through-line from practice to outcomes.

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

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

The goal-setting form 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 may suggest additional goals as appropriate.

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

A note on the frequency of school site observations:

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

Step 3: Mid-Year Conference:

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

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

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

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

Step 4: Self-Assessment:

By May 30, the administrator being evaluated completes a self-assessment on his/her practice on all 18 elements of the Connecticut Leadership Standards. For each element, the administrator being evaluated determines whether he/she:

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

The administrator being evaluated will also review his/her focus areas and determine if s/he 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 principal's personnel file with any written comments attached that the principal requests to be added within two weeks of receipt of the report.

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not be available at the time of a final rating, a

rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator may recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than August 15. This adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

SUMMATIVE ADMINISTRATOR EVALUATION RATING

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

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

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

- Meeting expectations as an instructional leader

- Meeting expectations in at least 2 other areas of practice

- Meeting and making progress on 1 target related to stakeholder feedback

- Meeting state accountability growth targets on tests of core academic subjects

- Meeting and making progress on 2 SMART goals aligned to school and district priorities

- Having more than 70% 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.

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

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

Determining Summative Ratings

The process for determining summative evaluation ratings has three steps: (a) determining 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 student learning measures – 2 SMART goals – and teacher effectiveness outcomes. The Teacher Effectiveness rating is combined with the SMART goals rating and the evaluator uses the matrix to determine an overall Outcomes Rating.

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

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

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

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

Definition of 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 2 years of being evaluated using this plan.

 Any administrator having a summative rating of Developing or Below Standard after 1 year of being evaluated with this plan may be placed on an individual improvement plan. (**See Professional Assistance and Support System, or PASS, below)**

ADMINISTRATOR PROFESSIONAL ASSISTANCE AND SUPPORT PLAN (PASS) (INDIVIDUAL IMPROVEMENT AND REMEDIATION PLAN)

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 an administrator performance remediation plan. The plan will be created within 30 days after the completion of the summative evaluation rating conference. The PASS process will identify areas of improvement needed and will include supports that EASTCONN 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. *Performance Expectation*: List performance expectation rated "developing" or "below standard."
4. *Improvement Strategies to be Implemented*: Provide strategies the administrator can implement to show improvement in performance expectations rated "developing" or "below standard."
5. *Tasks to Complete*: Specific tasks the administrator will complete that will improve the 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/exemplar in domain through observations, data, evidence, etc.
8. *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 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 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 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 can submit the matter to the appropriate division director or Executive Director 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 the mission and vision imply, COLUMBIA SCHOOL SYSTEM 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.

COLUMBIA SCHOOL SYSTEM's evaluation-based professional learning design has as its foundation the   Standards for Professional Learning (Learning Forward, 2011). Each of the tenets of COLUMBIA SCHOOL SYSTEM'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 COLUMBIA SCHOOL SYSTEM PLAN: ALIGNING STANDARDS AND PROCESSES:

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

- ***Organizational culture matters:*** The framework and outcomes of systems for the evaluation of administrators must reflect an understanding of the culture of schools as learning organizations (see Schein, 2010; Senge, 2012).
  - It is vitally important to examine the core beliefs that underpin organizational processes such as professional learning and evaluation, as well as teachers' and administrators' perception of their roles and effectiveness, to effect positive changes in student learning, growth, and achievement. Further, it is important to evolve the role of principals and administrators from the sole judges and evaluators of teachers and teaching to emphasize their role as instructional leaders who collaborate with teachers.
    - Evaluators and administrators support each other in the pursuit of individual and collective professional growth and student success

through rich professional conferences and conversations. *[Standards: Leadership; Resources]*

➢ Each school's core beliefs about student learning are the foundation for evaluation and support systems, and provide a focus for individual and collaborative reflections on personal practice and organizational functioning. [*Standards: Learning Communities; Implementation*]

➢ Teachers and administrators collaborate to observe instructional practices in their school and to analyze data on instruction and student performance. [*Standards: Data; Outcomes*]

➢ Teachers and administrators collaborate to plan, assess, and evaluate professional learning. [*Standards: Leadership; Learning Communities; Implementation; Learning Designs*]

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

  o 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]*

  o 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

COLUMBIA SCHOOL SYSTEM 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 COLUMBIA SCHOOL SYSTEM; participating in development of administrator improvement and remediation plans for peers whose performance is developing or below standard; leading Professional Learning Communities for their peers; and, targeted professional development based on areas of need.

References and Resources

Allinder, R.M. (1995). An examination of the relationship between teacher efficacy and curriculum-based measurement and student achievement. *Remedial and Special Education, 16*(4), 247-254. doi:10. 177/07493259501600408.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: MacMillan.

Butler, D.L., & Schnellert, L. (2012). Collaborative inquiry in teacher professional development. *Teaching and Teacher Education (28)*2, 1206-1220.

Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives, 8(1).* Retrieved October 20, 2012 from http://epaa.asu.edu/ojs/issue/view/8.

Darling-Hammond, L., & Bransford, J. (Eds.) (2005). *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do.* San Francisco, CA: Jossey-Bass.

Goddard, R.D., Hoy, W.K., and Woolfolk , Hoy, A. (2000). Collective teacher efficacy: Its meaning, measure, and effect on student achievement. *American Educational Research Journal*, *37*(2), 479-507.

Goe, L., & Stickler, L. (2008). *Teacher quality and student achievement: Making the most of recent research*. Washington, DC: National Comprehensive Center for Teacher Quality.

King, J. (2003). *Teacher quality: Understanding the effectiveness of teacher attributes*. Washington, DC: Economic Policy Institute.

Moolenaar, N.M., Sleegers, P.C., & Daly, A.J. (2012). Teaming up: Linking collaboration networks, collective efficacy, and student achievement. *Teaching & Teacher Education, 28*(2), 251-262.

Peterson, K.D. (2000). *Teacher evaluation: A comprehensive guide to new directions and practices.* Thousand Oaks, CA: Corwin Press

Rice, J. K. (2003). *Teacher quality: Understanding the effectiveness of teacher attributes*. Washington, DC: Economic Policy Institute.

Schein, E.H. (2010).*Organizational culture and leadership*. San Francisco: Jossey-Bass.

Senge, P.M., Cambron-McCabe, N., Lucas, T., Smith, B., & Dutton, J. (2012). *Schools that learn: A Fifth Discipline fieldbook for educators, parents, and everyone who cares about education.* New York: Crown.

Tschannen-Moran, M., & Barr, M. (2004). Fostering student learning: The relationship of collective teacher efficacy and student achievement. *Leadership & Policy in Schools, 3*(3), 189-209.

Tschannen-Moran, M., Woolfolk Hoy, A.W., & Hoy, W.K. (1998). Teacher efficacy: Its meaning and measure. *Review of Education Research, 68,* 202-248.

Tschannen-Moran, M, & Woolfolk Hoy, A.W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education, 17*, 783-805.

Tschannen-Moran, M, & Woolfolk Hoy, A.W. (2001). *The influence of resources and support on teachers' efficacy beliefs.* Paper presented at the annual meeting of the American Educational Research Association, Session 13:82, *An exploration of beliefs related to academic achievements.* New Orleans, LA.