HIGHVILLE CHARTER SCHOOL

HAMDEN, CONNECTICUT

Teacher Evaluation Plan in Alignment with the State of CT Model (SEED)

School Year 2015-2016

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Highville Charter School Teacher Evaluation Overview

Teacher Evaluation and Support Framework

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

1. **Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This category is comprised of two components:

   (a) **Observation of Teacher Performance and Practice (40%)** as defined within the *CCT Rubric for Effective Teaching 2014*, which articulates four domains and twelve indicators of teacher practice

   (b) **) Parent Feedback (10%)** on teacher practice through surveys

2. **Student Outcomes Related Indicators:** An evaluation of teachers' contributions to student academic progress at the school and classroom level. There is also an option in this category to include student feedback. This area is comprised of two components:

   (a) **Student Growth and Development (45%)** as determined by the teacher's Student Learning Objectives (SLOs) and associated Indicators of Academic Growth and Development (IAGDs)

   (b) **Whole-School Measures of Student Learning** as determined by aggregate student learning indicators or **Student Feedback (5%)**

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

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

Teacher Evaluation Process and Timeline

The annual evaluation process between a teacher and an evaluator (principal or designee) is anchored by three conferences, which guide the process at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set developmental goals and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.

Goal Setting & Planning	Mid Year Conference	End of Year Review
-Orientation *-Teacher Reflection* *-Goal setting conference*	*-Review goals &performance* *-Mid year conference*	*-Teacher self assessment* *-Scoring* *-End of Year Conference*
By November 15	**January/February**	**By June 30***

If state test data may have a significant impact on a final rating, a final rating may be revised by September 15, when state test data are available.

Goal Setting and Planning

Timeframe: Target is October 15; must be completed by November 15

1. *Orientation on Process* – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice focus areas and Student Learning Objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation and support process.

2. *Teacher Reflection and Goal Setting* – The teacher examines student data, prior year evaluation and survey results and the CT Common Core of Teaching Rubric to draft performance and practice goal(s), and student learning objectives (SLOs) for the school year.

3. *Goal Setting Conference* – The evaluator and teacher meet to discuss the teacher's proposed goals and objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher's practice to support the review. The evaluator may request revisions to the proposed focus area(s), goals and objectives if they do not meet approval criteria.

Mid-Year Conference

Timeframe: January and February

1. *Reflection and Preparation* – The teacher and evaluator collect and reflect on evidence to date about the teacher's practice and student learning in preparation for the check-in.

2. *Mid-Year Conference* - The evaluator and teacher complete at least one mid-year check-in conference during which they review evidence related to the teacher practice focus area and progress towards SLOs and other goals. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators may deliver mid-year formative information on indicators of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment).They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her focus area.

End-of-Year Summative Review

Timeframe: May and June; must be completed by June 30

1. *Teacher Self-Assessment* - The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the Goal-Setting Conference.

2. *End of Year Conference* – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss component ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year and before June 30.

3. *Scoring* – The evaluator reviews submitted evidence, self-assessments and observation data and uses them to generate component ratings once the end-of-year conference has taken place. The component ratings are combined to calculate scores for Teacher Practice Related Indicators and Student Outcomes Related Indicators. These scores generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if this data would significantly change the Student Outcomes Related Indicators final rating. Such revisions should take place as soon as state test data are available and before September 15.

Complimentary Observers

The primary evaluator for most teachers will be the school principal or assistant principal who will be responsible for the overall evaluation process, including assigning summative ratings. The district may also decide to use complementary observers to assist the primary evaluator. Complementary observers are certified educators. They may have specific content knowledge, such as department heads or curriculum coordinators. Complementary observers must be fully trained as evaluators in order to be authorized to serve in this role.

Complementary observers may assist primary evaluators by conducting observations, including pre-and post-conferences, collecting additional evidence, reviewing SLOs and providing additional feedback. A complementary observer should share his/her feedback with the primary evaluator as it is collected and shared with teachers.

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

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators including complementary observers, are required to complete extensive training on the SEED evaluation and support model. The purpose of training is to provide educators who evaluate instruction with the tools that will result in evidence-based classroom observations, professional learning opportunities tied to evaluation feedback and improved educator and student performance.

The CSDE will provide districts with training opportunities to support district administrators, evaluators and teachers in implementing the model across their schools. Highville Charter School will adapt and build on these tools to provide comprehensive training and support to their schools to ensure that evaluators are proficient in conducting teacher evaluations.

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

Additionally, there is an annual audit of evaluations. "The CSDE or a third-party designated by the CSDE will audit ratings of *exemplary* and *below standard* to validate such *exemplary* or *below standard* ratings by selecting ten districts at random annually and reviewing evaluation evidence files for a minimum of two educators rated *exemplary* and two educators rates *below standard* in those districts selected at random, including at least one classroom teacher rated *exemplary* and at least one teacher rated *below standard* per district selected." [Connecticut Guidelines for Educator Evaluation 2.8(3)]

Support and Development

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

Evaluation-Informed Professional Learning

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

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

Improvement and Remediation Plans

If a teacher's performance is rated as *developing* or *below standard*, it signals the need for focused support and development. Highville Charter School has a system to support teachers not meeting the proficiency standard. Improvement and remediation are developed in consultation with the teacher and his/her evaluator. The improvement plan will be differentiated by the level of identified need and/or stage of development as follows.

1. **Structured Support:** An educator would receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short-term assistance to address a concern in its early stage.

2. **Special Assistance:** An educator would receive special assistance when he/she earns an overall performance rating of *developing* or *below standard* and/or has received structured support. An educator may also receive special assistance if he/she does not meet the goal(s) of the structured support plan. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.

3. **Intensive Assistance:** An educator would receive intensive assistance when he/she does not meet the goal(s) of the special assistance plan. This support is intended to build the staff member's competency.

Career Development and Growth

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

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

Teacher Practice Related Indicators

The Teacher Practice Related Indicators evaluate the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. Two components comprise this category:

- Teacher Performance and Practice, which counts for 40%; and
- Parent Feedback, which counts for 10%.

These two components will be described in detail below.

Component #1:Teacher Performance and Practice (40%)

The Teacher Performance and Practice component is a comprehensive review of teaching practice conducted through multiple observations, which are evaluated against a standards-based rubric. It comprises $40^\%$ of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify strong practice, to identify teacher development needs and to tailor support to meet those needs.

Teacher Practice Framework – CCT Rubric for Effective Teaching 2014

HCS has adopted the Connecticut Common Core of Teaching Rubric for Effectvce Teaching 2014. The *CCT Rubric for Effective Teaching 2014* represents the most important skills and knowledge that teachers need to demonstrate in order to prepare students to be career, college and civic ready. The rubric was revised through the collaborative efforts of the CSDE, representatives from the Regional Educational Service Centers (RESCs), the Connecticut Association of Schools (CAS), the two statewide teachers' unions and teachers and school leaders with experience in using the observation instrument. The *CCT Rubric for Effective Teaching 2014* is aligned with the Connecticut Core of Teaching and includes references to **Connecticut Core Standards** and other content standards. The *CCT Rubric for Effective Teaching 2014* is organized into four domains, each with three indicators. Forty percent of a teacher's final annual summative rating is based on his/her performance across all four domains. The

domains represent essential practice and knowledge and receive equal weight when calculating the summative Performance and Practice rating

CCT RUBRIC FOR EFFECTIVE TEACHING 2014 - AT A GLANCE

DOMAIN 1:
Classroom Environment, Student Engagement and Commitment to Learning*

Teachers promote student engagement, independence and inter-dependence in learning and facilitate a positive learning community by:

1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students;

1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students; and

1c. Maximizing instructional time by effectively managing routines and transitions.

DOMAIN 2:
Planning for Active Learning

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

2a. Planning instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students;

2b. Planning instruction to cognitively engage students in the content; and

2c. Selecting appropriate assessment strategies to monitor student progress.

DOMAIN 3:
Instruction for Active Learning

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

3a. Implementing instructional content for learning;

3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies; and

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

DOMAIN 4:
Professional Responsibilities and Teacher Leadership

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

4a. Engaging in continuous professional learning to impact instruction and student learning;

4b. Collaborating with colleagues to examine student learning data and to develop and sustain a professional learning environment to support student learning; and

4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

*Domain 5: Assessment *is embedded throughout the four domains*.

Observation Process

Observations in and of themselves are not useful to teachers – it is the feedback, based on observations, that helps teachers reach their full potential. All teachers deserve the opportunity to grow and develop through observations and timely feedback. In fact, teacher surveys conducted nationally demonstrate that most teachers are eager for more observations and feedback to inform their practice throughout the year.

Therefore, in the SEED teacher evaluation and support model:

Each teacher should be observed between three and eight times per year through both formal and informal observations as defined below.

- **Formal:** Observations that last at least 30 minutes and are followed by a post-observation conference, which includes timely written and verbal feedback.

- **Informal:** Observations that last at least ten minutes and are followed by written and/ or verbal feedback.

- **Non-classroom observations/reviews of practice include but are not limited to:** Observations of data team meetings, observations of coaching/mentoring other teachers, student work or other teaching artifacts.

Minimum Required Observations

Teacher Categories	SEED State Model	Guideline Requirements
First and Second Year/ Novice Teachers	3 **in-class** formal observations; 2 of which include a pre-conference and all of which include a post-conference; and 3 informal observations	At least 3 **in-class** formal observations; 2 of which include a pre-conference and all of which include a post-conference
Below Standard and *Developing*	3 **in-class** formal observations; 2 of which include a pre-conference and all of which must include a post-conference; and 5 informal observations	At least 3 **in-class** formal observations; 2 of which include a pre-conference and all of which must include a post-conference
Proficient and *Exemplary*	A combination of at least 3 formal observations/reviews of practice; 1 of which must be a formal **in-class** observation	A combination of at least 3 formal observations/reviews of practice; 1 of which must be a formal **in-class** observation

Pre-Conferences and Post-Conferences

Pre-conferences are valuable for establishing the context for the lesson, providing information about the students to be observed and setting expectations for the observation process and provide the evidence for Domain 2: Planning for Active Learning. Pre-conferences are optional for observations except where noted in the requirements described in the table above. A pre-conference can be held with a group of teachers, where appropriate.

Post-conferences provide a forum for reflecting on the observation against the *CCT Rubric for Effective Teaching 2014* and for generating action steps that will lead to the teacher's improvement. A good post-conference:

- Begins with the opportunity for the teacher to share his/her refections on the lesson;
- Cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made and where future observations may focus;
- Involves written and verbal feedback from the evaluator; and
- Occurs within a timely manner, typically five business days.

Classroom observations generally provide the most evidence for Domains 1 and 3 of the *CCT Rubric for Effective Teaching 2014*. Non-classroom observations/reviews of practice generally provide the most evidence for Domains 2 and 4. Both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

Because the evaluation and support model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the *CCT Rubric for Effective Teaching 2014*, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluation. Non-classroom observations/reviews of practice generally provide the most evidence for Domains 2 and 4 of the *CCT Rubric for Effective Teaching 2014*. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, Professional Learning Community meetings, call logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers and/or attendance records from professional learning or school-based activities/events.

Feedback

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

- Specific evidence and formative ratings, where appropriate, on observed indicators of the CCT *Rubric for Effective Teaching 2014*;
- Next steps and supports to improve teacher practice; and
- A timeframe for follow up.

Teacher Performance and Practice Focus Area

As described in the Evaluation Process and Timeline section, teachers develop one performance and practice focus area that is aligned to the *CCT Rubric for Effective Teaching 2014*. The focus area will guide observations and feedback conversations throughout the year.

Each teacher will work with his/her evaluator to develop a practice and performance focus area through mutual agreement. All focus areas should have a clear link to student achievement and should move the teacher towards *proficient* or *exemplary* on the *CCT Rubric for Effective Teaching 2014*. Schools may decide to create school-wide or grade-specific focus areas aligned to a particular indicator (e.g., 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.)

Growth related to the focus area should be referenced in feedback conversations through- out the year. The focus area and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Although performance and practice focus areas are not explicitly rated as part of the Teacher Performance and Practice component, growth related to the focus area will be reflected in the scoring of Teacher Performance and Practice evidence.

Teacher Performance and Practice Scoring

During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Once the evidence has been recorded, the evaluator can align the evidence with the appropriate indicator(s) on the *CCT Rubric for Effective Teaching 2014* and then make a determination about which performance level the evidence supports. Evaluators are **not required** to pro-vide an overall rating for each observation, but they should be prepared to discuss evidence for the rubric indicators at the performance level that was observed.

Summative Observation of Teacher Performance and Practice Rating

Primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. Within the SEED model, each domain of the *CCT Rubric for Effective Teaching 2014* carries equal weight in the final rating. The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

1. Evaluator holistically reviews evidence collected through observations, interactions and reviews of practice (e.g., team meetings, conferences) and uses professional judgment to determine indicator ratings for each of the 12 indicators.

2. Evaluator averages indicators within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.

3. Evaluator averages domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0.

The summative Teacher Performance and Practice component rating and the domain/ indicator-level ratings will be shared and discussed with teachers during the End-of-Year Conference. This process can also be followed in advance of the Mid-Year Conference to discuss formative progress related to the Teacher Performance and Practice rating.

Component #2: Parent Feedback (10%)

Feedback from parents will be used to help determine the remaining 10% of the Teacher Practice Indicators category of SEED.

The process for determining the parent feedback rating includes the following steps:

1. The school conducts a whole-school parent survey (meaning data is aggregated at the school level);

2. Administrators and teachers determine several school-level parent goals based on the survey feedback;

3. The teacher and evaluator identify **one** related parent engagement goal and set improvement targets;

4. Evaluator and teacher measure progress on growth targets; and

5. Evaluator determines a teacher's summative rating, based on four performance

Administration of a Whole-School Parent Survey

Parent surveys should be conducted at the whole-school level as opposed to the teacher-level, meaning parent feedback will be aggregated at the school level. This is to ensure adequate response rates from parents.

Parent surveys must be administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys should be confidential, and survey responses should not be tied to parents' names. The parent survey should be administered every spring and trends analyzed from year to year.

Determining School-Level Parent Goals

Evaluators and teachers will review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals. This goal-setting process would occur between the evaluator and teachers in August or September so agreement can be reached on two to three improvement goals for the entire school.

Selecting a Parent Engagement Goal and Improvement Targets

After the school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators one related parent goal they would like to pursue as part of their evaluation. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc.

The goal should be written in SMART language format and must include specific improvement targets. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents such as sending bi-weekly updates to parents or developing a new website for their class. Part of the evaluator's job is to ensure (1) the goal is related to the overall school improvement parent goals, and (2) that the improvement targets are aligned, ambitious and attainable.

Measuring Progress on Growth Targets

Teachers and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback component. There are two ways teachers can measure and demonstrate progress on their growth targets. Teachers can:

1. Measure how successfully they implement a strategy to address an area of need (like the examples in the previous section); and/or

2. They can collect evidence directly from parents to measure parent-level indicators they generate.

For example, teachers can conduct interviews with parents or a brief parent survey to see if they improved on their growth target.

Arriving at a Parent Feedback Rating

The Parent Feedback rating should reflect the degree to which a teacher successfully reaches his/her parent goal and improvement targets. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)
Exceed the goal	*Met the goal*	*Partially met the goal*	*Did not meet the goal*

Student Outcomes and Related Indicators

Student Outcomes Related Indicators capture a teacher's impact on student growth & development and comprise half of the teacher's final summative rating. The inclusion of student outcomes indicators acknowledges that teachers are committed to the learning and growth of their students and carefully consider what knowledge, skills and talents they are responsible for developing in their students each year. As a part of the evaluation and support process, teachers document their goals of student learning and anchor them in data.

Two components comprise this category:

- Student growth and development, which counts for 45%; and
- Whole-school student learning, which counts for 5% of the total evaluation rating.

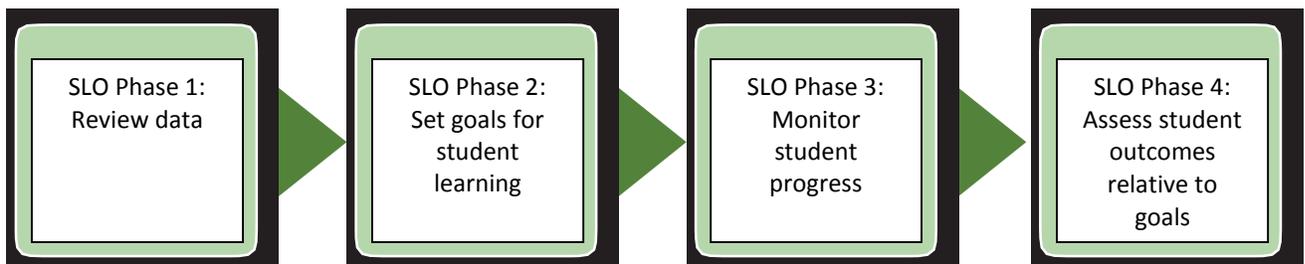These categories will be described in detail below.

Category #3: Student Growth and Development (45%)

Overview of Student Learning Objectives (SLOs)

Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation and support purposes, it is imperative to use a method that takes each teacher's assignment, students and context into account. Connecticut, like many other states and localities around the nation, has selected for the SEED model a goal-setting process grounded in Student Learning Objectives (SLOs) as the approach for measuring student growth during the school year.

SLOs are carefully planned, long-term academic objectives. SLOs should reflect high expectations for learning or improvement and aim for mastery of content or skill development. SLOs are measured by Indicators of Academic Growth and Development (IAGDs) which include specific assessments/measures of progress and targets for student mastery or progress. Research has found that educators who set high-quality SLOs often realize greater improvement in student performance.

The SLO process, as outlined within the SEED model:

SLO Phase 1: Review data	SLO Phase 2: Set goals for student learning	SLO Phase 3: Monitor student progress	SLO Phase 4: Assess student outcomes relative to goals

Phase 1: Review the Data

This first phase is the discovery phase which begins with reviewing district initiatives and key priorities, school/district improvement plans and the building administrator's goals. Once teachers know their class rosters, they should examine multiple sources of data about their students' performance to identify an area(s) of need. Documenting the "baseline" data, or where students are at the beginning of the year, is a key aspect of this step. It allows the teacher to identify where students are with respect to the grade level or content area the teacher is teaching.

Examples of Data Review

A teacher may use but is not limited to the following data in developing an SLO:

a) Initial performance for current interval of instruction (writing samples, student interest surveys, pre-assessments etc.)
b) Student scores on previous state standardized assessments
c) Results from other standardized and non-standardized assessments
d) Report cards from previous years
e) Results from diagnostic assessments
f) Artifacts from previous learning
g) Discussions with other teachers (across grade levels and content areas) who have previously taught the same students
h) Conferences with students' families
i) Individual Educational Plans (IEPs) and 504 plans for students with identified special education needs
j) Data related to English Language Learner (EL) students and gifted students
k) Attendance records
l) Information about families, community and other local contexts

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

Phase 2: Set Two SLOs

Based on a review of district and building data, teachers will develop two SLOs that address identified needs. To create their SLOs, teachers will follow these four steps:

Step 1: Decide on the SLOs

The SLOs are broad goal statements for student learning and expected student improvement. These goal statements identify core ideas, domains, knowledge and/or skills students are expected to acquire for which baseline data indicate a need. Each SLO should address a central purpose of the teacher's assignment and should pertain to a large proportion of his/her students, including specific target groups where appropriate. Each SLO statement should reflect high expectations for student learning

at least a year's worth of growth (or a semester's worth for shorter courses) and should be aligned to relevant state, national (e.g., CT Core Standards) or district standards for the grade level or course. Depending on the teacher's assignment, an SLO statement might aim for content mastery or else it might aim for skill development.
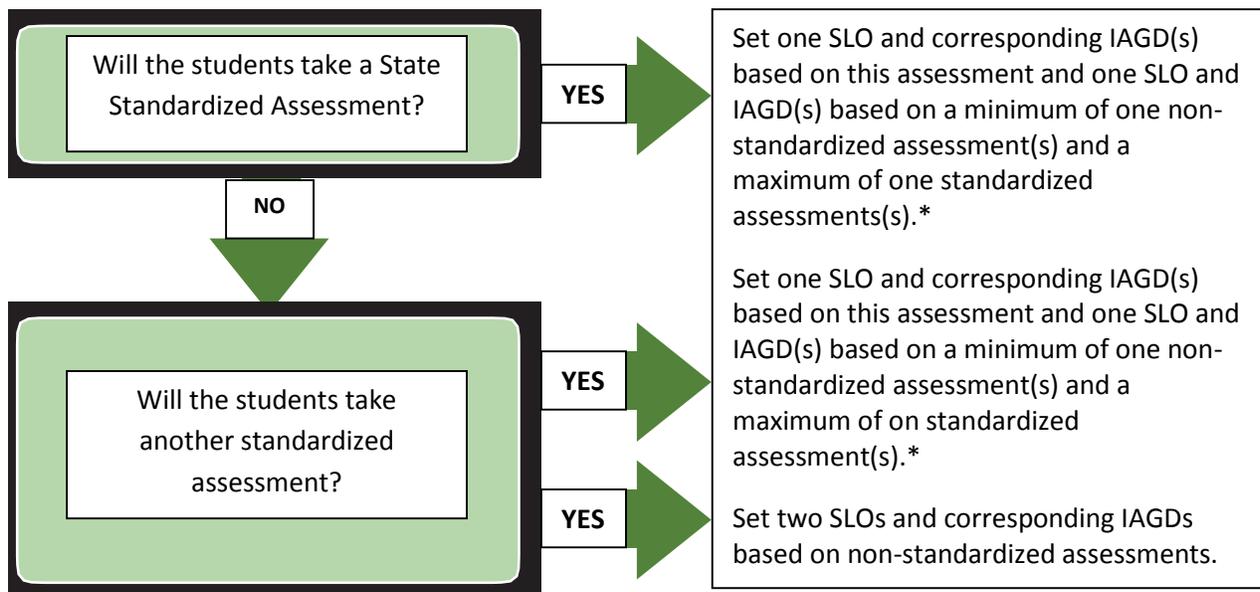
SLO broad goal statements can unify teachers within a grade level or department while encouraging collaborative work across multiple disciplines. Teachers with similar assignments may have identical SLOs although they will be individually accountable for their own students' results

The Following are examples of SLOs based on student data:

Grade/Subject	Student Learning Objective
6th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.
9th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.
11th Grade Algebra II	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.
9th Grade English/ Language Arts	Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
1st and 2nd Grade Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.

Step 2: Select Indicators of Academic Growth and Development (IAGDs)

An Indicator of Academic Growth and Development (IAGD) is an assessment/measure of progress to include a quantitative target that will demonstrate whether the SLO was met. Each SLO must include at least one IAGD but may include multiple, differentiated IAGDs where appropriate. Teachers whose students take a standardized assessment will create one SLO with an IAGD(s) using that assessment and one SLO with an IAGD(s) based on a minimum of one non-standardized measure and a maximum of one additional standardized measure. All other teachers will develop their two SLOs with IAGDs based on non-standardized measures. Use the following flow chart to determine appropriate IAGDs.

Will the students take a State Standardized Assessment?	**YES** ▶	Set one SLO and corresponding IAGD(s) based on this assessment and one SLO and IAGD(s) based on a minimum of one non-standardized assessment(s) and a maximum of one standardized assessments(s).*
↓ **NO**		
Will the students take another standardized assessment?	**YES** ▶	Set one SLO and corresponding IAGD(s) based on this assessment and one SLO and IAGD(s) based on a minimum of one non-standardized assessment(s) and a maximum of on standardized assessment(s).*
	YES ▶	Set two SLOs and corresponding IAGDs based on non-standardized assessments.

*One half (22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement subject to the local dispute-resolution process of the Guidelines for Educator Evaluation, an additional non-standardized indicator.

For the other half (22.5%) of the IAGDs, there may be:

- a maximum of one additional standardized indicator, if there is mutual agreement; and
- a minimum of one non-standardized indicator.

In the calculation to determine the summative student growth and development rating, the SLOs are weighted equally, each representing 22.5% of the final summative rating.

The SEED model uses a specific definition of "standardized assessment." As stated in the Connecticut Guidelines for Educator Evaluation, a standardized assessment is characterized by the following attributes:

- Administered and scored in a consistent – or "standard" – manner;
- Aligned to a set of academic or performance "standards;"
- Broadly-administered (e.g., nation-or statewide);
- Commercially-produced; and
- Often administered only once a year, although some standardized assessments are administered two or three times

IAGDs should be rigorous, attainable and meet or exceed district expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success). Each indicator should make clear:

1. **What evidence/measure of progress will be examined;**
2. **What level of performance is targeted; and**
3. **What proportion of students is projected to achieve the targeted performance level.**

IAGDs can also address student subgroups, such as high or low-performing students or EL students. It is through the Phase 1 examination of student data that teachers will determine what level of performance to target for which population(s) of students.

IAGDs are unique to the teacher's particular students; teachers with similar assignments may use the same assessment(s)/measure of progress for their SLOs, but it is unlikely they would have identical targets established for student performance. For example, all second grade teachers in a district might set the same SLO and use the same reading assessment (measure of progress) to measure their SLOs, but the target(s) and/or the proportion of students expected to achieve proficiency would likely vary among second grade teachers. Additionally, individual teachers may establish multiple differentiated targets for students achieving at various performance levels.

Taken together, an SLO and its IAGD(s) provide the evidence that the objective was met.

Step 3: Provide Additional Information
During the goal-setting process, teach and evaluators will document the following:

- Baseline data used to determine SLOs and set IAGDs;

- Selected student population supported by data;

- Learning content aligned to specific, relevant standards;

- Interval of instruction for the SLO;

- Assessments/measures of progress teacher plans to use to gauge students' progress;

- Instructional strategies;

- Any important technical information about the indicator evidence (like timing or scoring plans); and
- Professional learning/supports needed to achieve the SLOs.

Step 4: Submit SLOs to Evaluator for Review

SLOs are proposals until the teacher and the evaluator mutually agree upon them. Prior to the Goal-Setting Conference, the evaluator will review each SLO relative to the following criteria to ensure that SLOs across subjects, grade levels and schools are both rigorous and comparable:

- Baseline – Trend Data

- Student Population

- Standards and Learning Content

- Interval of Instruction

- Assessments/Measures of Progress

- Indicators of Academic Growth and Development (IAGDs)/Growth Targets

- Instructional Strategies and Supports

Phase 3: Monitor Students Progress

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

If a teacher's assignment changes, or if his/her student population shifts significantly, the SLOs can be adjusted during the Mid-Year Conference as mutually agreed upon by the evaluator and the teacher.

Phase 4: Assess Student Outcomes Relative to SLOs

At the end of the school year, the teacher should collect the evidence required by their IAGDs, upload artifacts to data management software system, where available and appropriate, and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self assessment, which asks teachers to reflect on the SLO outcomes by responding to the following four statements:

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

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

Exceeded (4)	All or most students met or substantially exceeded the target(s) contained in the indicator(s).
Met (3)	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
Partially Met (2)	Many students met the target(s), but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.
Did Not Meet (1)	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

For SLOs with more than one IAGD, the evaluator may score each indicator separately and then average those scores for the SLO score, or he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically.

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

	Averaged Domain-Level Score
SLO 1	2
SLO 2	3
Student Growth and Development Rating	**2.5**

Component #4: Whole School Student Learning Indicator (5%)

HCS will use a whole-school student learning indicator in teacher evaluations. A teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for the administrations' evaluation rating. This will be based on the school performance index (SPI) and the administrator's progress on SLO targets, which correlate to the Student Learning rating on the administrative final rating.

Summative Teacher Evaluation Scoring

Summative Scoring

The individual summative teacher evaluation rating will be based on the four categories of performance, grouped in two major focus areas: Student Outcomes Related Indicators and Teacher Practice Related Indicators.

Highville Charter School Teacher Rating

- Student Growth and Development 45%
- Whole-School Student Learning 5%
- Observation of Teacher Performance and Practice 40%
- Parent Feedback 10%
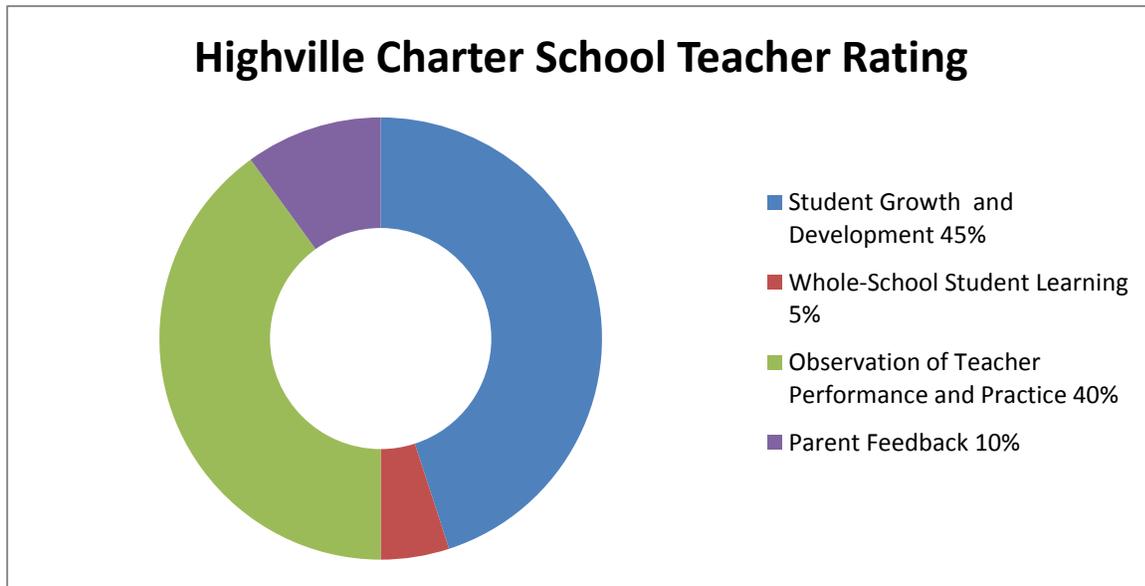
Every educator will receive one of four performance ratings:

> Exemplary – Substantially exceeding indicators of performance
> Proficient – Meeting indicators of performance
> Developing – Meeting some indicators of performance but not others
> Below Standard – Not meeting indicators of performance

The rating will be determined using the following steps:

1. Calculate a Teacher Practice Related Indicators score by combining the observation of teacher performance and practice score (40%) and the parent feedback score (10%).
2. Calculate a Student Outcomes Related Indicators score by combining the student growth and development score (45%) and the whole school learning indictor (5%).
3. Use Summative Matrix to determine Summative Rating.

Each step is illustrated below:

1) Calculate a Teacher Practice Related Indicators rating by combining the observation of teacher performance and practice score and the parent feedback score.

The observation of teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Simply multiply these weights by the component scores to get the category point. The points are then translated to a rating using the rating table below.

Component	Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice	2.8	40	112
Parent Feedback	3	10	30
Total Teacher Practice Related Indicators Points			**142**

Rating Table

Teacher Practice Related Indicators Points	Teacher Practice Related Indicators Rating
50-80	**Below Standard**
81-126	**Developing**
127-174	**Proficient**
175-200	**Exemplary**

2) Calculate a Student Outcomes Related Indicators rating by combining the student growth and development score and whole-school student learning indicator.

The student growth and development component counts for 45% of the total rating and the whole-school student learning indicator counts for 5% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

Component	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLOs)	3.5	45	157.5
Whole School Student Learning Indicator or Student Feedback	3	5	15
Total Student Outcomes Related Indicators Points			172.5 **173**

Rating Table

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-80	**Below Standard**
81-126	**Developing**
127-174	**Proficient**
175-200	**Exemplary**

Use the Summative Matrix to Determine Summative Rating

Using the ratings determined for each major category; Student Outcomes Related Indicators and Teacher Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is *proficient* and the Student Outcomes Related Indicators rating is *proficient*. The summative rating is therefore *proficient*. If the two major categories are highly discrepant (e.g., a rating of *exemplary* for Teacher Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to determine a summative rating.

		Teacher Practice Related Indicators Rating			
		4	3	2	1
Student Outcomes Related Indicators Rating	4	Rate Exemplary	Rate Exemplary	Rate Proficient	*Gather further information*
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	*Gather further information*	Rate Developing	Rate Developing	Rate Below Standard

Adjustment of Summative Rating

Summative ratings must be provided for all teachers by **June 30,** of a given school year and reported to the CSDE per state statute. Should state standardized test data not yet be available at the time of calculating a summative rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by state standardized test data, the evaluator should recalculate the teacher's summative rating when the data is available and submit the adjusted rating no later than **September 15**. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

Novice teachers shall generally be deemed effective if said educator receives at least two sequential *proficient* ratings, one of which must be earned in the fourth year of a novice teacher's career. A *below standard* rating shall only be permitted in the first year of a novice teacher's career. There should be a trajectory of growth and development as evidenced by a subsequent rating of *developing* or higher in year two and sequential *proficient* ratings in years three and four.

A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential *developing* ratings or one *below standard* rating at any time.

Dispute-Resolution Process

A panel, composed of the Executive Director and a neutral third person, shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the Executive Director.

APPENDIX A: CCT Rubric for Effective Teaching 2014

http://www.connecticutseed.org/wp-content/uploads/2014/05/CCT_Rubric_for_Effective_Teaching-May_2014.pdf

APPENDIX B: TEACHER EVALUATION TIMELINE

	Novice Teachers (Years 1-2)	Unsatisfactory/Need Improvement	Meets /Exceeds Expectations
Goal Setting/ Planning	11/15	11/15	11/15
Self Evaluation	5/1	5/1	5/1
Formal/Informal Observations	1st by 11/1 2nd and 3rd before 3/1 All by 5/15	1st by 11/1 2nd and 3rd before 3/1 All by 5/15	1st and 2nd by 5/15 Total 2 w/ reviews
Observation Pre-Conference	1 required	1 required	1 required
Review of Practice	1 required	1 required	1 required
Mid Year Conference	By Feb.	By Feb.	By Feb.
End of Year Review	By 5/25	By 5/25	By 5/25
Final Evaluation	6/1	6/1	6/1

APPENDIX C: SLO SAMPLE – HIGHVILLE CHARTER SCHOOL

APPENDIX D: SLO SAMPLE – PERFORMANCE AND PRACTICE GOAL

APPENDIX E: GOAL SAMPLES – PARENT FEEDBACK

APPENDIX C

Student Learning Objective - Samples

- 22.5 % - Student Learning Objective (SLO) based on one standardized Indicator of Academic Growth and Development (IAGD).
    - *SLO - "All students will demonstrate growth and/or achieve mastery of grade level literacy skills."*
        - *IAGD – "88% of students will perform at a level of 4 or higher on the CMT"*
        - *IAGD (non Standardized) - "88% of students will reach grade level performance standard on DRA."*

- 22.5% - Student Learning Objective (SLO) based on one non-standardized IAGD.
    - *SLO – "All students will demonstrate growth and/or achieve mastery of grade level mathematics skills."*
        - *IAGD – "88% of students will demonstrate mastery of the CCSS grade level algebraic or geometric skills by May."*

    - *SLO (Grade 7/8: LA/SS) – "Students will improve their expository writing based upon the Six Traits of Writing (content/ideas, organization, voice, word choice, sentence fluency and conversations)."*
        - *IAGD – "88% of students will meet or exceed expectations (a rubric score of 4+) on at least 4 out of 6 traits by May. A writing prompt will be given to establish a baseline for the students. The scoring will be based on a rubric based upon the Six Traits of Writing."*

    - *SLO (Grade 7/8:   Science) – "Students will master critical concept of science inquiry."*
        - *IAGD – "Students will create an experiment that demonstrates the key principles of science inquiry. 88% will score a three or a four on a scoring rubric focused on the key factors of science inquiry by May."*

APPENDIX D

Performance and Practice Goal - Sample

This goal should be SMART Goals: Specific and Strategic, Measurable, Aligned, Results –Oriented and Time-Bound

- *SMART – "By April, teacher will use higher order thinking and discussion techniques to actively engage at least 88% of my students in discussions that promote understanding of content, interaction among students and opportunities for extended thinking."*

APPENDIX E

Parent Feedback Goal - Sample

- 10% - Parent Feedback Goal based on survey results.
  - *Goal – "Improve communication with parents."*
    - *Measurement – "Teacher will create, distribute, collect and review parent survey at the end of each trimester. The survey will be created by using the questions provided in school-wide parent survey.*

HIGHVILLE CHARTER SCHOOL
HAMDEN, CONNECTICUT

Administrator Evaluation Plan in Alignment with the State of CT Model (SEED)

School Year 2015-2016

TABLE OF CONTENTS

<u>**Highville Charter School Administrator Evaluation Overview**</u>

Administrator Evaluation and Support Framework

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

1. **Leadership Practice Related Indicators:** An evaluation of the core leadership practices and skills that positively affect student learning. This category is comprised of two components:

   (a) **Observation of Teacher Performance and Practice (40%)** as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards.

   (b) **) Stakeholder Feedback (10%)** on leadership practice through surveys.

2. **Student Outcomes Related Indicators:** An evaluation of administrators' contributions to student academic progress, at the school and classroom level. There is also an option in this category to include student feedback. This area is comprised of two components:

   (a) **Student Learning (45%)** assessed in equal weight by: (a) progress on academic learning measures in the state's accountability system for schools; and (b) performance and growth on locally-determined measures.

   (b) **Teacher Effectiveness Outcomes (5%)** as determined by an aggregation of teachers' success with respect to Student Learning Objectives (SLOs).

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

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

Process and Timeline

The annual evaluation process between an administrator and an evaluator is anchored by three conferences, which guide the process at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each administrator on his/her performance, set developmental goals and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the administrator in order to be productive and meaningful.

Goal Setting & Planning

-Orientation on Process
-Goal-setting and plan development

Prior to School Year

Mid Year Conference

-Review goals &performance
-Mid year conference

Mid-Year

End of Year Review

-Teacher self assessment
-Scoring
-End of Year Conference

Spring/End-of-Year

*Summative assessment to be finalized in August

Step 1: Orientation and Context-Setting

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

Before a school year starts, administrators identify three Student Learning Objectives (SLOs) and one survey target, drawing on available data, the superintendent's priorities, their school improvement plan and prior evaluation results (where applicable). They also determine two areas of focus for their practice. This is referred to as "3-2-1 goal-setting."

Figure 2:

Administrators should start with the outcomes they want to achieve. This includes setting three SLOs and one target related to stakeholder feedback.

Then administrators identify the areas of focus for their practice **that will help them accomplish** their SLOs and survey targets, choosing from among the elements of the Connecticut School Leadership Standards. While administrators are rated on all six Performance Expectations, administrators are not expected to focus on improving their practice in all areas in a given year. Rather, they should identify two specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluator. It is likely that at least one and perhaps both, of the practice focus areas will be in instructional leadership, given its central role in driving student achievement. What is critical is that the administrator can connect improvement in the practice focus areas to the outcome goals and survey targets, creating a logical through-line from practice to outcomes.

Next, the administrator and the evaluator meet to discuss and agree on the selected out- come goals and practice focus areas. This is an opportunity to discuss the administrator's choices and to explore questions such as:

- Are there any assumptions about specific goals that need to be shared because of the local school context?

- Are there any elements for which proficient performance will depend on factors beyond the control of the principals? If so, how will those dependencies be accounted for in the evaluation process?

- What are the sources of evidence to be used in assessing an administrator's performance?

The evaluator and administrator also discuss the appropriate resources and professional learning needs to support the administrator in accomplishing his/her goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation and support plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used. The completed form on page 7 represents a sample evaluation and support plan.

The focus areas, goals, activities, outcomes and time line will be reviewed by the administrator's evaluator prior to beginning work on the goals. The evaluator may suggest additional goals as appropriate.

Sample Evaluation and Support Plan

Key Findings from Student Achievement and Stakeholder Survey Data	Outcome Goals – 3 SLOs and 1 Survey	Leadership Practice Focus Areas (2)	Strategies	Evidence of Success	Additional Skills, Knowledge and Support Needed	Timeline for Measuring Goal Outcomes
EL Cohort Graduation Rate is 65% and the extended graduation rate is 70%.	**SLO 1:** Increase EL cohort graduation rate by 2% and the extended graduation rate by 3%.	**Focus Area 1:** Use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress, close achievement gaps and communicate progress. (PE: 2, E: C)	Develop Support Service SLOs to address intervention needs and strategies.	EL graduation rate increases by 2% over last year and the extended graduation rate increases by 3%.	Support needed in reaching out to the EL student population and families to increase awareness of the graduation requirements and benefits.	Credit status will be determined after summer school.
80% of students complete 10th grade with 12 credits.	**SLO 2:** 90% of students complete 10th grade with 12 credits.	**Focus Area 2:** Improve instruction for the diverse needs of all students; and collaboratively monitor and adjust curriculum and instruction. (PE: 2, E B) Use current data to monitor EL student progress and to target students for intervention.	Develop content teacher SLOs to address CT Core standards reading strategies and expectations	90% of students have at least 12 credits when entering the 11th grade.	Work with school counselors to ensure students are enrolled in credit earning courses in 9th and 10th grades and that deficient students are contacted re: summer remedial offerings.	
87% of 10th graders are proficient in reading, as evidenced by STAR assessment scores (if available).	**SLO 3:** 95% of students are reading at grade level at the end of 10th grade.		Provide teacher PL experiences as needed to target skills in differentiation of instruction.	STAR assessments indicate that 95% of students are reading on grade level at the end of 10th grade.		
75% of students report that teachers present material in a way that is easy for them to understand and learn from. EL Cohort Graduation Rate is 65% and the extended graduation rate is 70%.	**Survey 1:** 90% of students report that teachers present material in a way that makes it easy for them to understand and learn.			90% of students report by survey response that teachers present material in a way they can understand and learn from.		

Step 3: Plan Implementation and Evidence Collection

As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator's practice. For the evaluator, this must include at least two and preferably more, school site visits. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence and analyze the work of school leaders. At a minimum, fall, winter and spring visits to the school leader's work site will provide invaluable insight into the school leader's performance and offer opportunities for ongoing feedback and dialogue.

Unlike visiting a classroom to observe a teacher, school site visits to observe administrator practice can vary significantly in length and setting. It is recommended that evaluators plan visits carefully to maximize the opportunity to gather evidence relevant to an administrator's practice focus areas. Further, central to this process is providing meaningful feedback based on observed practice. Evaluators should provide timely feedback after each visit.

Besides the school site visit requirement, there are no prescribed evidence requirements. The model relies on the professional judgment of the administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence.

Building on the sample evaluation and support plan on page 7, this administrator's evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to his or her focus areas and goals:

- Data systems and reports for student information
- Artifacts of data analysis and plans for response
- Observations of teacher team meetings
- Observations of administrative/leadership team meetings
- Observations of classrooms where the administrator is present
- Communications to parents and community
- Conversations with staff
- Conversations with students
- Conversations with families
- Presentations at Board of Education meetings, community resource centers, parent groups etc.

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

State guidelines call for an administrator's evaluation to include:
- observations for each administrator.
- observations for any administrator new to their district, school, the profession or who has received a summative rating of *developing* or *below standard* in the previous year.

School visits should be frequent, purposeful and adequate for sustaining a professional conversation about an administrator's practice.

Step 4: Mid-Year Formative Review

Midway through the school year (especially at a point when interim student assessment data are available for review) is an ideal time for a formal check-in to review progress. In preparation for meeting:
- The administrator analyzes available student achievement data and considers progress toward outcome goals.
- The evaluator reviews observation and feedback forms to identify key themes for discussion.

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

Step 5: Self-Assessment

In the spring, the administrator takes an opportunity to assess his/her practice on all 18 elements of the CCL: Connecticut School Leadership Standards. For each element, the administrator determines whether he/she:
- Needs to grow and improve practice on this element;
- Has some strengths on this element but needs to continue to grow and improve;
- Is consistently effective on this element; or
- Can empower others to be effective on this element.

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

In some evaluation systems, self-assessment occurs later in the process after summative ratings but before goal setting for the subsequent year. In this model the administrator submits a self-assessment prior to the end-of-year summative review as an opportunity for the self-reflection to inform the summative rating.

Step 6: Summative Review and Rating

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

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

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

The CSDE will provide districts with training opportunities to support evaluators of administrators in implementation of the model across their schools. Highville Charter School will adapt and build on these tools to provide comprehensive training and support to ensure that evaluators are proficient in conducting administrator evaluations.

Highville Charter School evaluators will engage in the CSDE-sponsored multi-day training. This comprehensive training will give evaluators the opportunity to: Understand the various components of the SEED administrator evaluation and support system;
- Understand sources of evidence that demonstrate proficiency on the CCL Leader Evaluation Rubric;
- Establish a common language that promotes professionalism and a culture for learning through the lens of the CCL Leader Evaluation Rubric;
- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of leadership practice; and
- Collaborate with colleagues to deepen understanding of the content.

Participants in the training will have opportunities to interact with colleagues and engage in practice and *optional* proficiency exercises to:
- Deepen understanding of the evaluation criteria;
- Define proficient leadership;
- Collect, sort and analyze evidence across a continuum of performance; and
- Determine a final summative rating across multiple indicators.

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

receipt of the report.

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not yet be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness outcomes ratings, the evaluator should recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than September 15.

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

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

Support and Development

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

Evaluation-Informed Professional Learning

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

Throughout the process of implementing Connecticut's SEED model, in mutual agreement with their evaluators, all administrators will identify professional learning needs that support their goals and objectives. The professional learning opportunities identified for each administrator should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among administrators,

which can then be targeted with school-wide or district-wide professional learning opportunities.

Improvement and Remediation Plans

If an administrator's performance is rated as *developing* or *below standard*, it signals the need for focused support and development. Highville Charter School has a system to support administrators not meeting the proficiency standard. Improvement and remediation plans should be developed in consultation with the administrator and his/her evaluator. The improvement plan will be differentiated by the level of identified need and/or stage of development as follows.

1. **Structured Support:** An administrator would receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short- term assistance to address a concern in its early stage.
2. **Special Assistance:** An administrator would receive special assistance when he/she earns an overall performance rating of *developing* or *below standard* and/or has received structured support. An educator may also receive special assistance if he/she does not meet the goal(s) of the structured support plan. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.
3. **Intensive Assistance:** An administrator would receive intensive assistance when he/she does not meet the goal(s) of the special assistance plan. This support is intended to build the staff member's competency.

Career Development and Growth

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

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

Leadership Practice Related Indicator

The Leadership Practice Related Indicators evaluate the administrator's knowledge of a complex set of skills and competencies and how these are applied in leadership practice. It is comprised of two components:

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

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

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

Leadership practice is described in the Common Core of Leading (CCL) Connecticut School Leadership Standards, which define effective administrative practice through six performance expectations.

1. **Vision, Mission and Goals:** Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.
2. **Teaching and Learning:** Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.
3. **Organizational Systems and Safety:** Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.
4. **Families and Stakeholders:** Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.
5. **Ethics and Integrity:** Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.
6. **The Education System:** Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal and cultural contexts affecting education.

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

These weightings should be consistent for all principals. For assistant principals and other school or district-based 092 certificate holders in non-teaching roles, the six performance expectations are weighed equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers. While assistant principals' roles and responsibilities vary from school to school, creating a robust pipeline of effective principals depends on adequately preparing assistant principals for the principalship.

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

- *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 leader- ship 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 leader- ship practices and general inaction on the part of the leader.

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

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

Arriving at a Leadership Practice Summative Rating

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

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

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

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

Principals and Central Office Administrators:

Exemplary	Proficient	Developing	Below Standard
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 *Below Standard* on at least 3 other performance expectations

Assistant Principals and Other School-Based Administrators:

Exemplary	Proficient	Developing	Below Standard
Exemplary on at least half of measured performance expectations + No rating below *Proficient* on any performance expectation	At least *Proficient* on at least a majority of performance expectations + No rating below *Developing* on any performance expectation	At least *Developing* on at least a majority of performance expectations	*Below Standard* on at least half of performance expectations

Component #2: Stakeholder Feedback (10$^{\%}$)

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

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

Applicable Survey Types

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

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

The survey(s) selected by Highville Charter School for gathering feedback must be valid and reliable. The surveys chosen need not be implemented exclusively for purposes of administrator evaluation, but may have broader application as part of teacher evaluation systems, school-or district-wide feedback and planning or other purposes. Any survey selected must align to some or all of the CCL: Connecticut School Leadership Standards, so that feedback is applicable to measuring performance against those standards. In most cases, only a subset of survey measures will align explicitly to the Leadership Standards, so administrators and their evaluators are encouraged to select relevant portions of the survey's results to incorporate into the evaluation and support model.

Stakeholder Feedback Summative Rating

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

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

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

Step 1 - Select appropriate survey measures aligned to the CCL: Connecticut School Leadership Standards.
Step 2 - Review baseline data on selected measures, which may require a fall administration of the survey in year one.
Step 3 - Set 1 target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high).
Step 4 - Later in the school year, administer surveys to relevant stakeholders.
Step 5 - Aggregate data and determine whether the administrator achieved the established target.
Step 6 - Assign a rating, using this scale:

Exemplary	Proficient	Developing	Below Standard
Substantially exceeded target	Met target	Made substantial progress but did not meet target	Made little or no progress against target

Establishing what results in having "substantially exceeded" the target or what constitutes "substantial progress" is left to the discretion of the evaluator and the administrator being evaluated in the context of the target being set. However, more than half of the rating of an administrator on stakeholder feedback must be based on an assessment of improvement over time.

Student Outcomes Related Indicators includes two components:

- Student Learning, which counts for 45$^{\%}$; and
- Teacher Effectiveness Outcomes, which counts for 5$^{\%}$.

Component #3: Student Learning (45$^{\%}$)

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

State Measures of Academic Learning

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

The state's accountability system includes two measures of student academic learning:

1. **School Performance Index (SPI) progress –** changes from baseline in student achievement on Connecticut's standardized assessments.*
2. **SPI progress for student subgroups –** changes from baseline in student achievement for subgroups on Connecticut's standardized assessments.

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

Yearly goals for student achievement should be based on approximately 1/12 of the growth needed to reach 88, capped at 3 points per year.

Locally-Determined Measures (Student Learning Objectives)

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

- All measures must align to Connecticut Core Standards and other Connecticut content standards. In instances where there are no such standards that apply to

- a subject/grade level, districts must provide evidence of alignment to research-based learning standards.
- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in the State's approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.
- For administrators assigned to a school in "review" or "turnaround" status, indicators will align with the performance targets set in the school's mandated improvement plan.

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

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

The process for selecting measures and creating SLOs should strike a balance between alignment to district student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process follow a pre-determined timeline.
- First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
- The administrator uses available data to craft an improvement plan for the school/area. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The administrator chooses student learning priorities for her/his own evaluation that are
  - (a) aligned to district priorities (unless the school is already doing well against those priorities) and
  - (b) aligned with the school improvement plan.
- The administrator chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators.

- The administrator shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:
  - The objectives are adequately ambitious.
  - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
  - The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
  - The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The administrator and evaluator collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

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

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

Arriving at a Student Learning Summative Rating

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

		State Measures of Academic Learning			
		4	3	2	1
Locally Determined Measures of Academic Learning	4	Rate Exemplary	Rate Exemplary	Rate Proficient	*Gather further information*
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	*Gather further information*	Rate Developing	Rate Developing	Rate Below Standard

Component #4: Teacher Effectiveness Outcomes (5%)

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

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

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

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

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

SummativeAdministrator EvaluationRating

Summative Scoring

Every educator will receive one of four performance ratings:
1. *Exemplary***:** Substantially exceeding indicators of performance
2. *Proficient***:** Meeting indicators of performance
3. *Developing***:** Meeting some indicators of performance but not others
4. *Below standard***:** Not meeting indicators of performance

A rating of *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 3 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 3 student learning objectives aligned to school and district priorities; and
- Having more than 60% of teachers proficient on the student growth portion of their evaluation.

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

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

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

Determining Summative Ratings

The rating will be determined using the following steps:
1. Determining a Leader Practice Rating;
2. Determining an Student Outcomes Rating; and
3. Combining the two into an overall rating using the Summative Matrix.

Each step is illustrated below:

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

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

Component	Score (1-4)	Weight	Summary Score
Observation of Leadership Practice	2	40	80
Stakeholder Feedback	3	10	30

TOTAL LEADER PRACTICE-RELATED POINTS   **110**

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

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

The outcomes rating is derived from student learning – student performance and progress on academic learning measures in the state's accountability system (SPI) and student learning objectives – and teacher effectiveness outcomes. As shown in the **Summative Rating Form**, state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table page 25.

Component	Score (1-4)	Weight	Points
Student Learning (SPI Progress and SLOs)	3	45	135
Teacher Effectiveness Outcomes	2	5	10

TOTAL STUDENT OUTCOMES-RELATED POINTS   **145**

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

C. Overall: Leader Practice + Student Outcomes

The overall rating combines the practice and outcomes ratings using the matrix below. Using the ratings determined for each major category: Student Outcomes-Related Indicators and Leader Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. For the example provided, the Leader Practice-Related rating is developing and the Student Outcomes-Related rating is *proficient*. The summative rating is therefore *proficient*.

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

		Overall Leader Practice Rating			
		4	3	2	1
Overall Student Outcomes Rating	4	Rate Exemplary	Rate Exemplary	Rate Proficient	*Gather further information*
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	*Gather further information*	Rate Developing	Rate Developing	Rate Below Standard

Adjustment of Summative Rating:

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not yet be available at the time of a summative rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly affected by state standardized test data, the evaluator should recalculate the administrator's final summative rating when the data is available and submit the adjusted rating not later than September 15. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

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

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

Dispute-Resolution Process

A panel, composed of the Executive Director and a neutral third person, shall resolve disputes where the evaluator and administrator cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the Executive Director.