SPRAGUE SCHOOL DISTRICT

EDUCATOR EVALUATION AND SUPPORT PLAN

2015-2016

May 2015

OVERVIEW

INTRODUCTION

The Sprague School District is comprised of one PK - 8 school. Students have several choices when they are ready to attend high school, including Norwich Free Academy, Montville High School, the New London Science and Technology Magnet High School, and the Norwich and Windham Technical High Schools. Sprague is committed to providing a deep and rich educational foundation for our students focused on preparing them for high school as well as college and career. We believe that exceptional teaching is not only required for student success, but is also a moral imperative since it is the means through which schools close the achievement gap.

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

The plan was reviewed by the Sprague Professional Development Committee, composed of members of the Sprague Teachers' League.

CORE VALUES AND BELIEFS ABOUT PROFESSIONAL LEARNING

Sprague's Professional Learning and Evaluation Program establishes high standards for the performance of teachers and administrators that ultimately lead to improved student learning. Professional standards, including *Connecticut's Common Core of Teaching (2010)*, *Connecticut's Common Core of Leading-Connecticut School Leadership Standards (2012)*, the *Standards for Professional Learning (2012)*, *Connecticut's Code of Ethics* and national standards for student support specialists provide the foundation for Sprague's Professional Learning and Evaluation Program.

We believe that deep learning and high achievement during a child's years in school transfer to enriched future learning and life experiences, as well as career and college readiness. We believe that such learning and achievement are built by the collaborative, interdependent work of teachers, administrators, students, families, school districts, and the communities they serve. Therefore, our program seeks to create a professional culture that is grounded in the following beliefs:

- An effective teaching and learning system must be grounded in the vision and core values of the district and its schools.

- An effective teaching and learning system creates coherence among the functions of supervision and evaluation of professional practice, professional learning and support, and curriculum and assessment development.

- A comprehensive evaluation process includes:
  - on-going inquiry into and reflection on practice;
  - goal-setting aligned with expectations for student learning;
  - information gathered from multiple sources of evidence;
  - analysis of data from multiple sources of evidence;
  - support structures for feedback, assistance, and professional collaboration;
  - research-based professional learning opportunities aligned with the needs of teachers.

- An effective teaching and learning system that increases educator effectiveness and student outcomes is standards-based, and promotes and is sustained by a culture of collaboration and knowledge-sharing.

PHILOSOPHY OF PROFESSIONAL EVALUATION

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

well as what current research tells us about the relationship between teaching and learning.
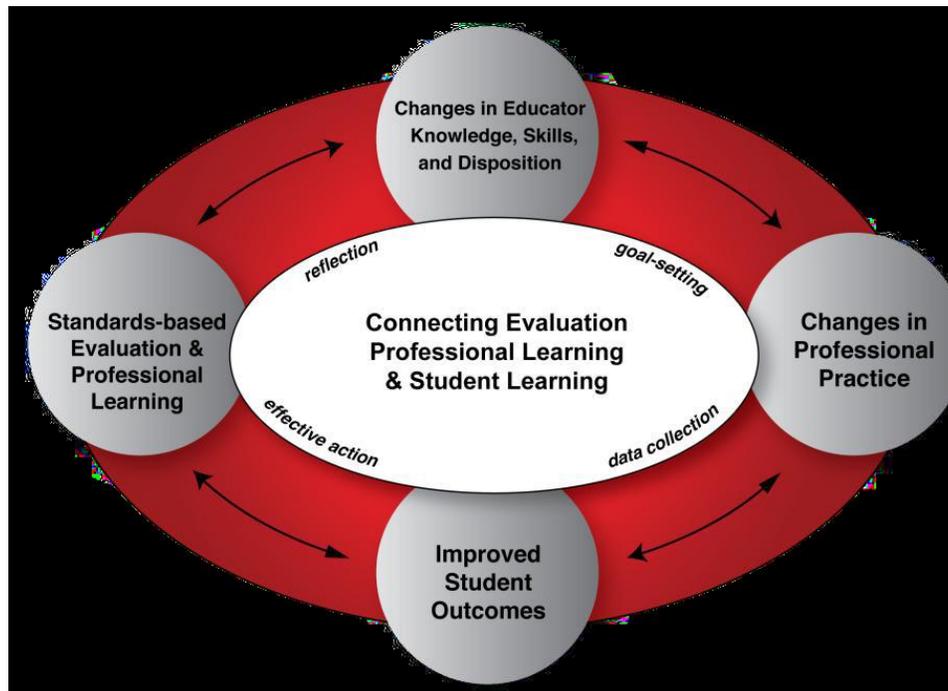
The Professional Learning Program supports the development of educators at all stages of their careers as it weaves together professional standards with expectations for student learning, and ongoing evaluation with access to professional learning and support. The program's teacher observation and evaluation instrument, the *CCT Rubric for Effective Teaching,* is designed to align with and expand the processes and professional performance profiles outlined in Connecticut's Teacher Education and Mentoring (TEAM) program, which provides differentiated professional learning for all beginning teachers. Such alignment promotes the establishment of common, consistent vocabulary and understandings about teacher practice at all levels, among administrators and teachers, throughout the district.

Sprague's professional evaluation program considers school improvement goals, curricular goals, student learning goals, and evidence of educators' contributions to the school as a whole.   Performance expectations within our program also include those responsibilities that we believe to be the key in promoting a positive school climate and the development of a professional learning community.

SPRAGUE PROFESSIONAL LEARNING AND EVALUATION PROGRAM GOALS

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

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

3. **Support organizational improvement through the Professional Learning and Evaluation Program.**
    - Align professional learning opportunities with the collective and individual needs of educators, based on data acquired through professional learning goal plans and observations of professional practice.
    - Provide educators with multiple avenues for pursuing professional learning.

- Integrate Sprague resources to support and provide professional learning opportunities.
- Create formal and informal opportunities for educators to share professional learning with colleagues.

ROLES AND RESPONSIBILITIES FOR PROFESSIONAL LEARNING AND EVALUATION

Definition of Teacher and Evaluator

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

Superintendent's Role in the Evaluation Process

- Arbitrate disputes.
- Allocate and provide funds or resources to implement the plan.
- Serve as liaison between the Sprague Board of Education and the evaluation process.
- Evaluate administrators below the rank of Superintendent

Responsibility for Evaluations

Administrators, including the Principal and Assistant Superintendent/Director of Special Education will be responsible for evaluations, including, but not limited to, personnel in the following categories:
  - Teachers
  - Social Workers
- Psychologists
- Other Related Services Personnel employed by the Sprague School District as appropriate

Roles and Responsibilities of Evaluators and Evaluatees

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

- Understanding of Connecticut's Common Core of Teaching (CCT) and associated rubrics
- Understanding of Connecticut's Common Core of Leading (CCL) and associated rubrics
- Understanding of *Connecticut's Code of Professional Ethics*
- Understanding applicable portions of national standards as appropriate, Connecticut's Common Core State Standards, Connecticut's Frameworks of K-12 Curricular Goals and

Standards, applicable sections of the Core Knowledge Sequence, and locally-developed curriculum standards
- Understanding state assessments.
- Adherence to established timelines.
- Completion of required components in a timely and appropriate manner.
- Sharing of professional resources and new learning about professional practice.

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

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

IMPLEMENTATION OF PROFESSIONAL LEARNING AND EVALUATION PROGRAM

Professional Learning and Orientation of Teachers and Administrators

At the beginning of each school year, the district will provide to all educators orientation and update sessions that provide opportunities for meeting and reviewing appropriate information and materials (through in-service sessions, staff meetings, targeted group sessions, and individual conferences) that explain the processes for professional learning planning, the protocol for evaluation and observation (including timelines and rubrics), and documents that will be used by staff.

Teachers and administrators new to Sprague (employed during or after the first year of implementation) will be provided with copies of the Professional Learning and Evaluation Plan and will engage in professional learning to ensure that they understand the elements and procedures of the program, processes and documents. This professional learning opportunity will take place upon employment or prior to the beginning of the school year with a Sprague administrator or designee.

The Professional Learning and Evaluation Plan will also be available on the school's intranet site, saylesnet.

New Educator Support and Induction

In the interest of supporting all educators in the implementation of the program, Sprague will offer support to staff members new to the school. A variety of general topics will be addressed, including:

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

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

Sprague School District will also continue to provide support for new teachers as described in the TEAM process.

Evaluator Orientation and Support

An understanding of Sprague's Professional Learning and Evaluation Program, Connecticut's Common Core of Teaching (CCT), Common Core of Leading (CCL), Common

Core State Standards, Standards for Professional Learning, and the components of professional evaluation and observation is essential to facilitating the evaluation process and promoting student growth. To that end, evaluators will be provided with on-going professional learning and support in the use and application of Sprague's Evaluation Program. Evaluators will review program elements and procedures prior to the beginning of each school year and at other appropriate intervals, to be determined.

Resources for Program Implementation

Funds to provide material and professional learning as well as time for the professional learning options and collaboration necessary to support the successful achievement of the teachers' goals, objectives and implementation of the evaluation program will be allocated annually through the school's budget process .

EDUCATOR EVALUATION PLANS

TEACHER EVALUATION PLAN

OVERVIEW

Sprague's Professional Learning and Evaluation Program supports an environment in which educators have the opportunity to regularly examine practice, to give each other feedback, and to develop teaching practices that positively affect student learning.

To help foster such an environment, we have created the Professional Learning and Evaluation Plan as a system that provides multiple opportunities and options for teachers to engage in individual and collaborative activities in which they collect, analyze, and respond to data about student learning.   Teachers and administrators are expected to provide evidence related to the effectiveness of instructional practices and their impact on student learning.   Teachers and administrators are also expected to take an active role in a cycle of inquiry into their practice, in the development, implementation and analysis of strategies employed to advance student growth, and to reflect on the effectiveness of their practice. The program includes an additional individual improvement and remediation component for those teachers and administrators in need of additional support to meet performance expectations. It also includes a resolution process should a dispute occur between evaluator and evaluate.

Standards and Indicators of Teaching Practice

The expectations for teacher practice in Sprague's Professional Learning and Evaluation Program are defined using the four domains and their indicators of the Common Core of Teaching (CCT, 2014). Connecticut's *Common Core of Teaching (CCT) Rubric for Effective Teaching*, the tool used for observing and assessing teacher practice in each of the domains, reflects the spirit and specifics of the CCT, articulates components of teaching, and establishes designations of levels of practice, including: *Below Standard; Developing; Proficient; Exemplary*.

Core Requirements of the Evaluation Plan

Sprague's Professional Learning and Evaluation Program is aligned with the Core Requirements of the State Board-approved Guidelines for Educator Evaluation, as provided in subsection (a) of Sec. 10-151b (C.G.S.), as amended by Sec. 51 of P.A. 12-116. The following is a description of the processes and components of Sprague's program for teacher evaluation, through which the core requirements of the state's guidelines will be met.

PROCESS AND TIMELINE OF TEACHER EVALUATION

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

1. **Orientation (by September 15):**
   To begin the annual evaluation process, evaluators meet with teachers, in groups and/or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will review and discuss the following:
   - Connecticut's *Common Core of Teaching (CCT) Rubric for Effective Teaching*
   - Administrator, school or district priorities that should be reflected in teacher performance and practice focus area(s).
   - SMART goals related to student outcomes and achievement.
   - Data regarding whole-school indicators of student learning.
   - Self-assessment processes and purposes.
   - Data collection, including types of data and processes for collection and analysis.
   - Access to the online evaluation system

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

2. **Goal-setting Conference (by October 15):**
   - *Teacher Reflection*—In advance of the Goal-Setting Conference, the teacher will examine data related to current students' performance (including, but not limited to: standardized tests, portfolios and other samples of student work appropriate to teacher's content area, etc.), prior year evaluation and survey results, previous professional learning focus areas, and Connecticut's *Common Core of Teaching (CCT) Rubric for Effective Teaching.* The teacher will draft the following goals:
     a) **two SMART Goals** to address student learning and achievement objectives, which will comprise 45% of a teacher's summative evaluation;
     b) **one performance and practice focus area**, based on data from teacher reflection and evaluator observations and review of the Connecticut's *Standards for Educator Performance and Practice (CCT Rubric), which will form the basis for 40% of the evaluation*.

c) **one focus area** for improving outcomes that is based on data from **parent feedback,** which will form the basis for 10% of the evaluation; and
d) **one focus area based on whole school indicators of student learning,** as identified in their administrator's evaluation plan for the school year, which will form the basis for 5% of the evaluation.

The teacher may collaborate in grade-level, inter-disciplinary, or subject-matter teams to support the goal-setting process.

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

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

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

• Lesson Plans	• Class Lists
• Formative Assessment Data	• Standardized and Non-Standardized Data (based on the teacher's class)
• Summative Assessment Data	
• Student Work	
• Parent Communication Logs	• School-Level Data
• Data Team Minutes	• CCT Continuum
• Survey Data	

Observations of practice Evaluators will observe teacher practice through a combination of formal and informal in-class observations and non-classroom reviews of practice throughout the school year, with frequency based on the teacher's previous summative rating and/or years in the district and the teacher's summative evaluation rating for the prior year.

4.   Evidence collection and review (throughout school year):
The teacher collects evidence about his/her practice and student learning that is relevant to the agreed-upon professional goals. The evaluator also collects evidence about teacher practice for discussion in the Mid-year Formative Conference and Summative Review.

5.   Mid-year Formative Conference/Mid-year Check-Ins
The evaluator and teacher will hold at least one Mid-year Formative Conference near the mid-point of the evaluation cycle. The discussion should focus on processes and progress toward meeting the goals and developing one's practice. Both the teacher and the evaluator will bring evidence about practice and student learning data to review. The teacher and evaluator will discuss the cause and effect relationship of practice to student learning data, i.e. – how practice positively impacts student learning.

During the conference, both the teacher and evaluator will make explicit connections between the 40% and the 45% components of the evaluation program.   If necessary, teachers and evaluators may mutually agree to revisions to strategies or approaches used and/or mid-year adjustment of SMART goals to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and any supports the evaluator can provide to promote teacher growth in his/her development areas.

If teachers have collaborated in their goals, this review may be conducted with the grade- or subject-level teams.

6.   End-of-year summative review (by June 30):
Teacher self-assessment - The teacher reviews and reflects on all information and data collected during the year related to the goals and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development, referencing Connecticut's *Common Core of Teaching (CCT) Rubric for Effective Teaching* and established in the goal-setting conference.

*The self-*assessment should address all components of the evaluation plan and include what the teacher learned throughout the year supported by evidence of student progress toward meeting the student learning goals/objectives and personal reflection. The self-assessment should also include a statement that identifies a possible future direction that is related to the year's outcomes.

End-of-year conference - The evaluator and the teacher meet to discuss all evidence collected to date. The teacher and evaluator will review evidence that supports the extent

to which students met the SMART goals and how the teacher's performance and practice focus contributed to student outcomes and professional growth.

Summative Rating—The evaluator reviews submitted evidence, self-assessments, and observation data to generate category and focus area ratings. Ratings reflect four possible levels of performance: Below Standard, Developing, Proficient and Exemplary.   The category ratings generate the final, summative rating using the summative rating matrix.

7.   Summative rating revisions (by September 15)

After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data have a significant impact on a final rating. A final rating may be revised when state test data are available, and before September 15.

COMPONENTS OF TEACHER EVALUATION AND RATING

The Core Requirements of the CT Guidelines for Teacher Evaluation require that districts weight the components of teacher's annual summative evaluations and ratings as follows:
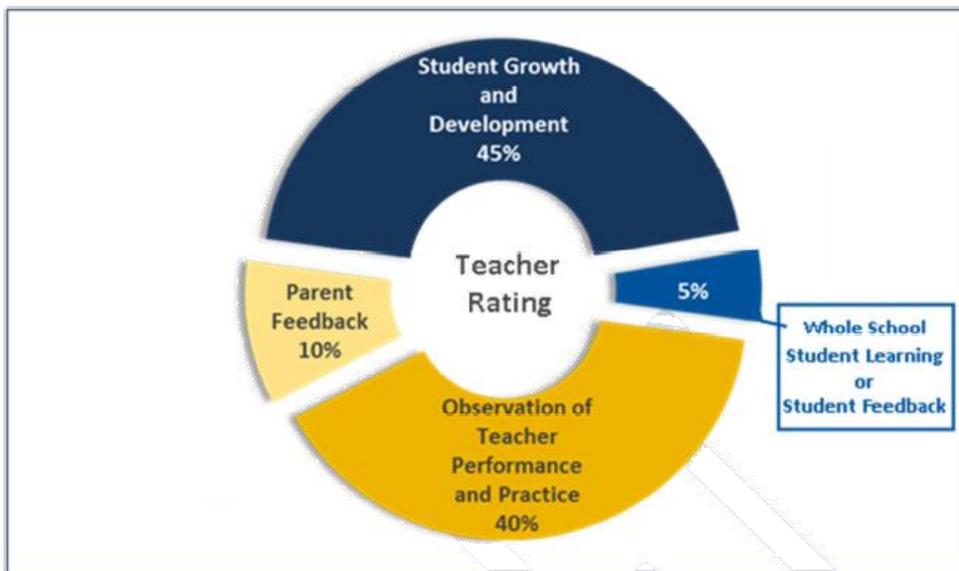
CATEGORY 1: STUDENT OUTCOMES AND ACHIEVEMENT (45%)

Forty-five percent (45%) of a teacher's evaluation will be based on achievement of student learning outcomes. The **Indicators of Academic Growth and Development (IAGD's)** will be written to meet SMART goal criteria, i.e. Specific, Measurable, Attainable, Relevant, and

Time-Bound. Teachers will write two (2) SMART goals that address targeted areas for student growth and/or achievement.

SMART Goals will be based on both standardized and non-standardized measures. Teachers are required to develop a minimum of **two SMART goals** related to student growth and development.

- *One SMART goal based on standardized indicators (comprises 22.5% of teachers evaluation rating):* For those teaching grades and subjects assessed by state tests, SMART goals will be developed based on an analysis of results of student achievement on the appropriate state test. Teachers identify multiple measures to determine student progress toward SMART goals.

- *The determination of whether a teacher has met the SMART Goal shall not be based on a single, isolated test score, but shall be determined through the comparison of data across multiple 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 the test. The results of such interim assessments shall be included in the overall score for those teaching tested grades and subjects*

- *One SMART goal based on non-standardized indicators (comprises 22.5% of teachers evaluation rating):* Sources for the development of SMART goals based on non-standardized indicators may include, but are not limited to:
    - Benchmark assessments of student achievement of school-wide Expectations for Student Learning, measured by analytic rubrics.
    - Other curricular benchmark assessments
    - Student portfolios of examples of work in content areas, collected over time and reviewed annually.

- *Those teachers without an available standardized indicator will select, through mutual agreement, subject to the local dispute-resolution procedure, an indicator.* Teachers in non-tested grades and subjects will develop two SMART goals based on other standardized measures where applicable, or may establish SMART goals based on student learning needs and measurable targets revealed in aggregate data from state tests or other standardized assessments where available and appropriate.

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

For the 2015-2016 school year, the required use of state test data is suspended, pending federal approval.
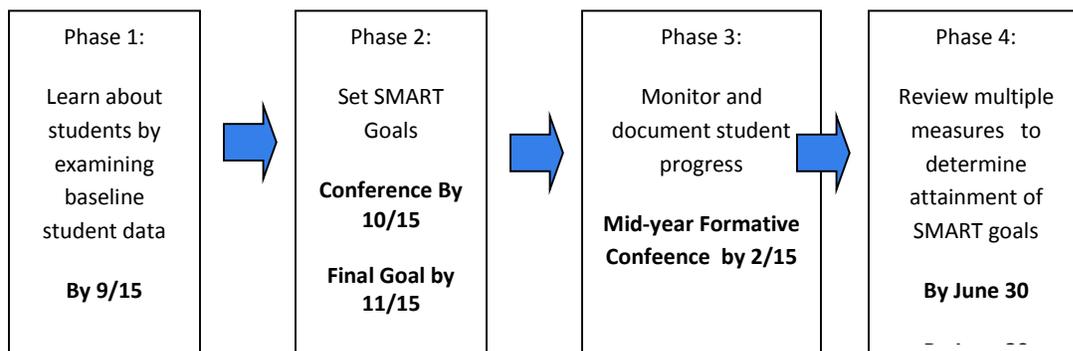
SMART Goal Setting
Sprague teachers' SMART goals address the learning needs of their students and are aligned to the teacher's assignment.

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

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

Phase 1: Learn about students by examining baseline student data **By 9/15**		Phase 2: Set SMART Goals **Conference By 10/15** **Final Goal by 11/15**		Phase 3: Monitor and document student progress **Mid-year Formative Confeence by 2/15**		Phase 4: Review multiple measures to determine attainment of SMART goals **By June 30**

Process for Each Phase

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

Data analysis is required in order to write meaningful and relevant SMART goals that align to individual teaching assignment and result from a thorough knowledge of a teacher's students.   Examples of data that teachers may be required to analyze are:
1. Student outcome data (academic)
2. Behavior data (absences, referrals, social skills development)
3. Program data (participation in-school or extracurricular activities or programs)
4. Perceptual data (learning styles and inventories, anecdotal)

Teachers document baseline data they used to determine their instructional focus and be able to write SMART goals on which they will, in part, be evaluated.

Analysis of these initial pieces of data on incoming students for the year should be completed by September 15 of the academic year.

Phase 2:
Set SMART goals for student performance targets
Conference
By 10/15
Final Goals Submitted

It is through the Phase I examination of student data that teachers will determine what level of performance to target for which students. Each SMART goal should make clear:

1. The current student performance as determined during Phase 1, including baseline data and the sources of the data
2. The performance target levels for students
3. The strategies that will be used to help students meet the performance target
4. The assessment(s) that will be used to measure student movement toward the targeted performance levels

SMART goals can also address student subgroups, such as high or low-performing students or ELL students.

Teachers will submit their SMART goal(s) to their evaluator for review, mutual agreement and approval. The review and approval process of the SMART goal will take place during the Goal-Setting Conference, on or before October 15. Grade level teams may develop collaborative goals, submit them, and confer with the evaluator during October grade level team meetings. Final SMART goals are to be submitted to the evaluator via the online evaluation system by **November 15.**

> **Phase 3:**
>
> **Monitor and document student progress toward SMARTGoals**
>
> **Mid-year Formative Conference**
>
> **By 2/15**

Mid-year Formative Conference:

At the Mid-year Formative Conference, evaluators and teachers will review progress toward the SMART Goals, using available information and data collected on student progress. This review may result in revisions to the instructional strategies or approaches teachers use. Teachers and evaluators may mutually agree to mid-year adjustments to SMART goals to accommodate changes (e.g., student populations, assignment).

If teachers collaborated in their SMART goal, the mid-year check-in may occur at the appropriate grade- or subject-level meetings.

The Mid-Year Conference will take place by **February 15.**

> **Phase 4:**
>
> **Review multiple measures to determine progress towards or attainment of SMART goals**
>
> **By June 30**
>
> **Revisions Based on State Test Results As Needed by 8/15**

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

End of Year Conference
The teacher will collect evidence of student progress toward meeting the student learning goals/objectives. This evidence will reflect student progress toward meeting SMART goals. The evidence will be submitted to the evaluator, and the teacher and evaluator will discuss the extent to which the students met the goals/objectives. Following the conference, the evaluator will rate the extent of student progress toward meeting the student learning goals/objectives, based on criteria for the 4 performance level designations shown in the table below.
Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to each SMART goal: Exceeded (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point).

Exceeded	All or most students met or substantially exceeded the target(s) contained in the indicator(s).
Met	Most students met the target(s) contained in the indicators within a few points on either side of the target(s)
Partially Met	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	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

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

The final rating for **Category 1: Student Outcomes and Achievement** is the average of their two SMART goal scores. For example, if one SMART goal was Partially Met, for 2 points, and the other SMART goal was Met, for 3 points, the student growth and development rating would be 2.5 [(2+3)/2].

NOTE: For SMART goals that include an assessment based on state standardized tests, results may not be available in time to score the SMART goal prior to the June 30 deadline. If this is the case, the teacher's student growth and development rating will be based only on the results of the SMART goal that is based on non-standardized indicators by

September 15 until assessment results become available, at which time the rating will be modified based on results**.**

PROFESSIONAL LEARNING FOR TEACHERS AND EVALUATORS

Specific professional learning will be provided to develop/enhance evaluators' and teacher's data literacy and creation of the SMART goals by which teachers will be evaluated.   The content of the professional learning will include, but not be limited to:

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

- Data literacy as it relates to analyzing and interpreting assessment data, understanding root cause, and decision-making based on inferences
- Quality of measures and indicators used to determine student growth
- Alignment of SMART goals to school and/or district goals
- Writing plans that articulate the strategies and progress monitoring tools teachers will implement to achieve their SMART goals

 All teachers and evaluators will be required to attend this professional learning to ensure a standardized approach to the documentation of student learning outcomes and achievement. Should additional professional learning be needed, it will be provided on a case-by-case basis.

CATEGORY 2: TEACHER PERFORMANCE AND PRACTICE (40%)

Forty percent (40%) of a teacher's evaluation will be based on evidence of teacher practice and performance, using Connecticut's *Standards for Educator Performance and Practice (CCT Rubric)*.

Connecticut's *Standards for Educator Performance and Practice (CCT Rubric)*

Connecticut's *Common Core of Teaching (CCT) Rubric for Effective Teaching* is Sprague's observation instrument for the Professional Learning and Evaluation Program. Connecticut's *Common Core of Teaching (CCT) Rubric for Effective Teaching* aligns with Connecticut's Common Core of Teaching (CCT) and reflects the content of its domains and indicators.   The CCT defines key aspects of effective teaching that correlate with student learning and achievement as evidenced in professional literature. It provides a continuum of performance descriptors across levels, ranging from Below Standard to Exemplary, and provides insight into educators' daily practice and reflects the complexity of the actions and decisions they make.

Connecticut's *Common Core of Teaching (CCT) Rubric for Effective Teaching* addresses several principles which are essential components of effective teacher performance and practice. These principles are explicitly embedded in the CCT rubric as observable practices, and teachers and evaluators are required to reflect on these practices during pre- and post-observation conferences and self -evaluations. The overarching principles of Sprague's Performance and Practice Continuum are:

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

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

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

Setting a Focus Area for Performance and Practice

SOURCES OF DATA	EXAMPLES OF DATA	IMPORTANCE OF DATA
Evaluator/Evaluatee Conferences	Data related to all Domains • Conversation and artifacts that reveal the teacher has an understanding of, content, students, strategies, and use of data • Teacher's use of data to inform instruction, analyze student performance and set appropriate learning goals	• Provides opportunities for teachers to demonstrate cause and effect thinking. • Provides opportunities for evaluator learning in content; systems effectiveness; priorities for professional learning • Provides context for observations and evaluation
In-class observations	Data related to Applicable Domains • Teacher-student, student, student-student conversations, interactions, activities related to learning goals	• Provides evidence of teacher's ability to improve student learning and promote growth
Non-classroom reviews of practice	Data related to all Domains 1. Participation in data team meetings 2. Coaching/mentoring other teachers 3. Review of lesson plans 4. Teacher-family interactions 5. Ethical decisions	• Provides evidence of teacher as learner, as reflective practitioner and teacher as leader.

In preparation for instructional planning and Goal-Setting Conferences with evaluators, teachers will analyze their student data and use Connecticut's *Common Core of Teaching (CCT) Rubric for Effective Teaching* to reflect on the impact of their own practices on student performance. Based on that reflection, teachers will develop a performance and practice focus area to guide their own professional learning and improvements in practice that will ultimately promote student growth and achievement of student outcome goals. Teacher practice focus areas will result in improvements in teacher knowledge and skills which will be evidenced in observations of teacher performance and practice.

Data Gathering Process
Sprague evaluators will use Connecticut's *Common Core of Teaching (CCT) Rubric for Effective Teaching* to guide data collection from three sources: teacher conferences, classroom observations and reviews of practice. Over the course of the school year, evaluators will gather evidence for all Domains of the Connecticut's *Common Core of*

Teaching (CCT) Rubric for Effective Teaching, which will allow teachers to demonstrate: the context for their work; their ability to improve student learning and performance; their ability to engage in reflective practice to improve their own knowledge and skills; and how they exercise leadership skills within their classrooms, school and district.

Observation of Teacher Practice

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

Evaluators and other instructional leaders use a combination of formal and informal, announced and unannounced observations to:
1. Gather evidence of and facilitate professional conversation regarding the quality of teacher practice;
2. Provide constructive oral and written feedback of observations that is timely and useful for educators;
3. Provide information for the on-going calibration of evaluators and evaluation practices in the district.

In addition to formal conferences and observations for goal and performance review, informal observations of teachers by evaluators will occur periodically. The purpose of observations is to help teachers gain insights into their professional practice and its impact on student learning. Formal and informal observation of teachers is considered a normal part of the evaluator's job responsibilities. More importantly, observation is essential for establishing a culture of continuous learning for educators and for understanding the nature, scope and quality of student learning in a school as a whole. In addition to in-class observations, non-classroom reviews of practice will be conducted. Examples of non-classroom observations or reviews of practice include, but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, review of lesson plans, or other teaching artifacts. The Professional Learning and Evaluation Program also establishes opportunities for teachers to participate in informal, non-evaluative observations of teacher practice for the following purposes: to enhance awareness of teaching and learning practices in our schools; to create opportunities for problem-based professional learning projects and action research to improve student

learning; and to enhance collaboration among teachers and administrators in advancing the vision and mission of their schools.

OBSERVATION SCHEDULE

PERFORMANCE DESIGNATION	NUMBER OF OBSERVATIONS	CONFERENCING AND FEEDBACK
1ST AND 2ND Year Teachers **Teachers Who Have Not Completed TEAM** **Teachers New to Sprague** **Teachers In Their First Year of a New Assignment within Sprague**	Minimum of three in-class formal observations At least one review of practice Informal observations as appropriate	Two formal observations must include pre-conferences, all must have post-conferences with verbal and/or written feedback
All Teachers Who Have Completed At Least Two Years of Service, Completed TEAM and are Rated Proficient or Exemplary	Minimum of one formal observation every three years Minimum of three informal, unannounced observation in all other years Minimum of one review of practice every year	Formal observation includes pre- and post-observation conference every three years; Verbal and/or written feedback for informal observations and reviews of practice
Teachers Designated Below Standard During Any Year **Teachers Designated Developing During Any Year During or After Their Second Year of Teaching**	Minimum of 3 in-class formal observations At least one review of practice Informal observations as appropriate	Two observations must include pre-conferences, all must have post-conferences with verbal and/or written feedback

Sprague School District reserves the right to place a teacher within the appropriate observation frequency based on this schedule.

Evaluation Ratings for Performance and Practice

After gathering and analyzing evidence for all Indicators within each of the Domains evaluators will use Connecticut's *Common Core of Teaching (CCT) Rubric for Effective Teaching* to initially assign ratings of Below Standard, Developing, Proficient or Exemplary. Ratings will be made at the Domain level only.

Once Domain ratings have been assigned, evaluators will use the *Rating Guidelines for Observation of Teacher Performance and Practice* to assign a rating for Teacher Performance and Practice (40%).

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

EVALUATOR PROFESSIONAL LEARNING AND PROFICIENCY

Formal observations of classroom practice are guided by the Domains and Indicators of Connecticut's *Common Core of Teaching (CCT) Rubric for Effective Teaching*. Evaluators will participate in extensive professional learning and are required to be proficient in the use of *the CCT rubric* for educator evaluation. Professional learning will be conducted annually (at a minimum) to ensure consistency, compliance, and high-quality application of the CCT rubric in observations and evaluation. Formal observations include pre- and post-conferences as described above that provide opportunities for deep professional conversations that allow evaluators and teachers to set goals, allow administrators to gain insight into the teacher's progress in addressing issues and working toward their goals, and share evidence each has gathered during the year.

Evaluators will be required to participate in on-going professional learning and successfully complete proficiency activities. Components will include the following:

1. Face-to-face professional learning that will focus on:
    *   using Connecticut's *Common Core of Teaching (CCT) Rubric for Effective Teaching* for data collection, analysis and evaluation
2. Practice to be completed independently or as a collaborative learning activity at the school or district level
3. Calibration activities requiring evaluators to demonstrate their ability to: recognize bias; identify evidence from classroom observations, conferences and non-classroom reviews of practice that is appropriate to specific CCT rubric Indicators

and Domains; gather and analyze a comprehensive set of data to assign appropriate ratings at the Domain level.

4. Follow-up face-to-face professional learning to:

- enhance evaluator conferencing and feedback skills
- debrief on calibration as needed

All evaluators new to Sprague will be required to participate in the professional learning, proficiency and support sessions described above.

All Sprague evaluators will be required to demonstrate proficiency in the use of the CCT rubric for educator evaluation. Any evaluator who does not initially demonstrate proficiency will be provided with additional practice and coaching opportunities as needed and will be required to successfully complete online proficiency activities. Evaluators will be required to calibrate their ability to appropriately apply the CCT rubric by participating in district or regional update/calibration sessions.

CATEGORY 3. PARENT FEEDBACK (10%)

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

The Sprague School District strives to meet the needs of all of the students all of the time. To gain insight into what parents perceive about our ability to accomplish this, a school-wide parent survey will be used. The survey instrument proposed for use was developed by the State of Connecticut as part of the "SEED" teacher evaluation program.   The Sprague School District's Community and Family Relations Committee selected the survey.

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

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

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

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

Five percent (5%) of a teacher's evaluation shall be based on whole-school student learning indicators derived from the school administrator's ratings on their two SMART Goals (Administrator 45%).

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

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

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

SUMMATIVE TEACHER EVALUATION RATING

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

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

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

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

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

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

Determining Summative Ratings

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

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

The practice rating derives from a teacher's performance on the five domains of Connecticut's *Common Core of Teaching (CCT) Rubric for Effective Teaching* and the parent feedback target. Evaluators record a rating for the domains that generates an overall rating for teacher practice. The Parent Feedback rating is combined with the Teacher Practice rating and the evaluator uses the matrix to determine an overall Teacher Performance & Practice Rating.

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

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

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

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

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

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

PRIMARY AND COMPLEMENTARY OBSERVERS

The primary evaluator for most teachers will be the school principal who will be responsible for the overall evaluation process, including assigning summative ratings. Sprague may also 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 student learning objectives (SMART Goals) 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.

DEFINITION OF TEACHER EFFECTIVENESS AND INEFFECTIVENESS

Sprague will define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation and support system. A pattern may consist of a pattern of one rating.

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.

SUPPORT AND DEVELOPMENT

As a standalone, evaluation cannot hope to improve teaching practice and student learning. However, when paired with effective, relevant and timely support, such as evaluation-based professional learning and remediation/support processes, the evaluation process has the potential to help move teachers along the path to exemplary practice.

Evaluation-Based Professional Learning

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

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

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

Tenets of the Sprague Evaluation-Based Professional Learning Plan

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

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

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

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

accomplishments and/or challenges. [*Standards: Data; Outcomes: Learning Communities; Leadership*]

Improvement and Remediation Plans

A teacher's performance rating of Below Standard in any year or Developing after the second year of service signals the need for the administrator to initiate the process of creating an individual teacher improvement and remediation plan. The improvement and remediation plan will be developed in consultation with the teacher and his/her exclusive bargaining representative, if the teacher chooses. Improvement and remediation plans must:
- identify resources, support and other strategies to be provided to address documented deficiencies;
- indicate a timeline for implementing such resources, support and other strategies; and
- include indicators of success, including a summative rating of proficient or better at the conclusion of the improvement and remediation plan.

Career Development and Growth

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

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

ADMINISTRATOR PROFESSIONAL LEARNING AND EVALUATION PLAN

ADMINISTRATOR EVALUATION PLAN

OVERVIEW

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

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

- Meeting expectations as an instructional leader
- Meeting expectations in at least 2 other areas of practice
- Meeting 1 target related to stakeholder feedback
- Meeting and making progress on 2 locally developed SMART goals aligned to school and district priorities
- Having more than 70% of teachers proficient on the student growth portion of their evaluation

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

COMPONENTS OF THE ADMINISTRATOR EVALUATION PLAN

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

CATEGORY #1: SMART GOALS (45%) FOR STUDENT LEARNING

Student learning is assessed in equal weight by performance and growth on two locally-determined measures, (SMART goals). Each of the SMART goals will have a weight of 22.5%

and together they will account for 45% of the administrator's evaluation.

LOCALLY-DETERMINED MEASURES – SMART GOALS

Administrators establish two SMART goals on measures they select. All measures must align to Connecticut learning standards. In instances where there are no such standards that apply to a subject/grade level or an administrators' assignment, Sprague will use research-based learning standards appropriate for that administrators' assignment (i.e., Standards for Professional Learning, American School Counselors Association, etc.).

Administrators have broad discretion in selecting indicators, including, but not limited to:
- Student performance or growth on district-adopted assessments (e.g., commercial content area assessments)
- Students' performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.

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

- First, establish student learning priorities for a given school year based on available data.

- The administrator uses available data to craft an improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.

- The administrator chooses student learning priorities for her/his own evaluation that are aligned to Sprague and the school improvement plan.

- The administrator chooses measures that best assess the priorities and develops clear and measurable goals for the chosen assessments/indicators.

- The administrator shares the SMART goals with her/his evaluator, informing a conversation designed to ensure that:

  o The SMART goals are attainable.

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

- The SMART goals are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.

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

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

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

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

<table>
<tr><td colspan="2" rowspan="2"></td><td colspan="4">SMART GOAL 2 (22.5%)</td></tr>
<tr><td>Exemplary</td><td>Proficient</td><td>Developing</td><td>Below Standard</td></tr>
<tr><td rowspan="4">SMART GOAL 1 (22.5%)</td><td>Exemplary</td><td>Exemplary</td><td>Exemplary</td><td>Proficient</td><td>Developing</td></tr>
<tr><td>Proficient</td><td>Exemplary</td><td>Proficient</td><td>Proficient</td><td>Developing</td></tr>
<tr><td>Developing</td><td>Proficient</td><td>Proficient</td><td>Developing</td><td>Below Standard</td></tr>
<tr><td>Below Standard</td><td>Developing</td><td>Developing</td><td>Below Standard</td><td>Below Standard</td></tr>
</table>

CATEGORY #2: LEADERSHIP PRACTICE (40%)

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

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

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

These weightings will be consistent for all administrators. For assistant principals and other 092 certificate holders in administrative roles, the six Performance Expectations are weighted equally.

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

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

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

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

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

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

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

Leadership Practice Summative Rating
Summative ratings are based on the preponderance of evidence for each performance expectation in the Connecticut School Leadership Standards. Evaluators collect written evidence about and observe the administrator's leadership practice across the six performance expectations described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

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

The administrator and evaluator meet for a Goal-Setting Conference by August 15 to identify focus areas for development of the administrator's leadership practice.

1. The administrator being evaluated collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified focus areas for development. Evaluators of administrators must conduct at least two school site observations for any administrator and will 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*. Evaluators of assistant principals will conduct at least four observations of the practice of assistant principals. Evaluators of other Sprague administrators will conduct at least two observations and/or reviews of practice.

2. The administrator being evaluated and the evaluator hold a Mid-Year Formative Conference by **March 1** with a focused discussion of progress toward proficiency in the focus areas identified as needing development.

3. By **July 15**, the administrator being evaluated reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth as well as progress on their focus areas.

4. By **July 30**, the evaluator and the administrator being evaluated meet to discuss all evidence collected. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of exemplary, proficient, developing, or below standard for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the Leadership Practice Matrix and generates a summary report of the evaluation by June 30. (Supported by the "Summative Rating Form," see Appendix.)

Orientation and Training Programs

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

Sprague will provide all evaluators of administrators with training focused on the administrator evaluation system. Training will include:
- An in-depth overview and orientation of the plan including:
    - The 4 categories that are part of the plan,
    - the process and timeline for plan implementation,
    - the process for arriving at a summative evaluation, and
    - introduction to the data management system

- o the use of the Leadership Practice Rubric, so that evaluators are thoroughly familiar with the language, expectations, and examples of evidence required for administrator proficiency.
- The development of appropriate SMART Goals (45%), use of survey data (10%), and expectations for evidence and artifacts that support the goals
- Conducting effective observations and providing high-quality feedback.

Administrators

Leadership Practice Matrix (40%)

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

Assistant Principals and Other Administrators (Not Applicable in 2015-2016):

Leadership Practice Matrix (40%)

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

CATEGORY #3: STAKEHOLDER FEEDBACK (10%)

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

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

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

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

Examples of surveys that will be used by Sprague are included in the Appendix.

ARRIVING AT A STAKEHOLDER FEEDBACK SUMMATIVE RATING

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

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

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

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

- Review baseline data on selected measures,

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

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

CATEGORY #4: TEACHER EFFECTIVENESS (5%)

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

Improving teacher effectiveness is central to an administrator's role in driving improved student learning outcomes. 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 model also assesses the outcomes of all of that work.

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

Exemplary	Proficient	Developing	Below Standard
>80% of teachers are rated *proficient* or *exemplary* on the student growth portion of their evaluation	>70% of teachers are rated *proficient* or *exemplary* on the student growth portion of their evaluation	>50% of teachers are rated *proficient* or *exemplary* on the student growth portion of their evaluation	<50% of teachers are rated *proficient* or *exemplary* on the student growth portion of their evaluation

ADMINISTRATOR EVALUATION PROCESS

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

OVERVIEW

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

SCHOOL YEAR: PLAN IMPLEMENTATION AND EVIDENCE COLLECTION

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

Step 1: Orientation and Context-Setting by July 30

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

1. Student learning data are available for review by the administrator

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

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

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

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

Step 2: Goal-Setting and Plan Development by August 15

Before a school year starts, administrators will:
1. identify two SMART goals and
2. identify one stakeholder feedback target.

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

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

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

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

The evaluator will establish a schedule of school visits with the administrator to collect evidence and observe the administrator's work. The first visit will take place near the

beginning of the school year to ground the evaluator in the school context and the administrator's evaluation plan.   Subsequent visits will be planned at two- to three-month intervals.

A note on the frequency of school site observations:

- two observations for each principal.

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

*Step 3: Mid-Year Formative Review (by March 1)***:**

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

In preparation for meeting:

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

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

*Step 4: Self-Assessment (by July 15)***:**

By July 15, the administrator being evaluated completes a self-assessment on his/her practice on all 18 elements of the Connecticut Leadership Standards. For each element, the administrator being evaluated determines whether he/she:

- Needs to grow and improve practice on this element;

- Has some strengths on this element but needs to continue to grow and improve;

- Is consistently effective on this element; or

- Can empower others to be effective on this element.

The administrator being evaluated will also review his/her focus areas and determine if s/he considers themselves on track or not.

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

Step 5: Summative Review and Rating (by July 30):

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

SUMMATIVE ADMINISTRATOR EVALUATION RATING

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

Exemplary: 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

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 2 other areas of practice

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

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

- Having more than 70% of teachers proficient on the student growth portion of their evaluation

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

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. Two consecutive years at the *developing* level is, for an experienced administrator, a cause for concern.

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

Determining Summative Ratings

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

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

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

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

The practice rating derives from an administrator's performance on the six performance expectations of the leader evaluation rubric and the stakeholder feedback target. As shown

is combined with the Leadership Practice rating and the evaluator uses the matrix (see Appendix) to determine an overall Practice Rating.

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

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

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

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

DEFINITION OF ADMINISTRATOR EFFECTIVENESS AND INEFFECTIVENESS

Sprague will define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system. A pattern may consist of a pattern of one rating.

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.

ADMINISTRATOR PROFESSIONAL ASSISTANCE AND SUPPORT SYSTEM (PASS)

Sprague will create a plan of individual administrator improvement and remediation for administrators whose performance ids "Developing" (if the administrator is experienced) or "Below Standard", collaboratively developed with the administrator and a representative/colleague of their choice. The plan must include the following components:

1. *Areas of Improvement*: Identify area of needed improvement
2. *Rationale for Areas of Improvement*: Evidence from observations that show an area needing improvement.
3. *Domain*: List domain rated "developing" or "below standard."
4. *Indicators for Effective Leadership*: Identify exemplary practices in the area identified as needing improvement.
5. *Improvement Strategies to be Implemented*: Provide strategies that the administrator can implement to show improvement in any domain rated "developing" or "below standard."
6. *Tasks to Complete*: Specific tasks the administrator will complete that will improve the domain.
7. *Support and Resources*: List of supports and resources the administrator can use to improve, e.g. professional learning opportunities, peer observation, colleague mentor, books, etc.
8. *Timeline*: A timeline for implementing such resources, support and other strategies in the course of the same school year as the plan is issued.
9. *Indicators of Progress*: How the administrator will show progress towards proficient/exemplary in identified domain(s) through observations, data, evidence, etc.

The contents of the plan will be confidential.

Resolution of Differences

Should an administrator disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report, but is not obligated to do so. The administrator has the right to attach a statement to the observation report, progress report, or summative evaluation identifying the areas of concern and presenting his/her perspective.

EVALUATION-BASED PROFESSIONAL LEARNING

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

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

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

TENETS OF THE SPRAGUE PLAN: ALIGNING STANDARDS AND PROCESSES:

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

- ➢ Educator self-reflection represents the initiation and culmination of the cycle of professional praxis and procedures for evaluation.
- ➢ Educators collect and assemble relevant data related to student outcomes and their professional contributions, and determine how their data can be used in evaluation.

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

- **Evaluation and professional learning must be differentiated to increase organizational effectiveness:** There is a growing research base that demonstrates that individual and collective educator efficacy (defined by Bandura, 1997, as "the group's shared belief in its conjoint capabilities to organize and execute courses of action required to produce given levels of attainments"), is positively associated

with and predictive of student achievement (Allinder, 1995; Goddard, et al., 2000; Moolenaar, et al., 2012; Tschannen-Moran and Barr, 2004) .

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

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

CAREER DEVELOPMENT AND PROFESSIONAL GROWTH

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

STUDENT SUPPORT SPECIALIST EVALUATION

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

The plan aligns the professional standards for Student Support Specialists with outcomes for learning in evaluation of practice, while recognizing the unique responsibilities of each Student Support Specialist.

Goals of the Student Support Specialists Professional Learning and Evaluation Plan:
- improve learner outcomes through meaningful evaluation of practice of Student Support Specialists, aligned with professional learning;
- improve school-wide learning goal outcomes through effective collaboration among educators;
- improve the quality of instruction by ensuring accountability for learner outcomes and educational specialist effectiveness,
- provide professional assistance and support for Student Support Specialists when and where necessary.

Who are Student Support Specialists?
Student Support Specialists include non-teaching, non-administrative education professionals who provide a variety of services to students, teachers, and parents. Specialists include school psychologists, school social workers, and others with specialized training who offer a broad range of services and are employed directly by the Sprague School District.

Student Support Specialists Position Categories:

- Pupil Personnel Services (e.g. school psychologists, social workers)
- Related Services personnel employed directly by Sprague (e.g. occupational therapists, physical therapists, speech and language pathologists)

Who Evaluates Student Support Specialists?
Sprague administrators are responsible for Student Support Specialists' evaluations who are directly employed by the Sprague School District. Student Support Specialists who

work for another agency that contracts with Sprague to provide services will be evaluated by their employing agency.

Performance Standards

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

Links to Professional Standards Documents:

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

> School Social Workers: NASW Standards for School Social Work Services (2012): http://www.naswdc.org/practice/standards/NASWSchoolSocialWorkStandards.pdf
>
> School Psychologists: NASP Professional Standards (2010): http://www.nasponline.org/standards/2010standards.aspx
>
> Occupational Therapists: AOTA Standards of Practice http://www.aota.org/about/core/36194.aspx
>
> Physical Therapists: APTA Code of Ethics (2012) http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/HOD/Ethics/CodeofEthics.pdf
> APTA SIG: Pediatric Site: References for School-Based Practice of Physical Therapy: http://www.pediatricapta.org/pdfs/References%20for%20SB%20SIG1_23.pdf

STUDENT SUPPORT SPECIALIST EVALUATION PROCESS

The process for the evaluation of Student Support Specialists is based on the Connecticut State Board of Education's guidelines for educator evaluation and is consistent with that of

Sprague's teacher and administrator evaluation processes. It includes the following characteristics:

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

The annual evaluation process for Student Support Specialists will at least include, but not be limited to, the following steps, in order.

1. **Orientation – by September 15:**
   To begin the annual evaluation process, evaluators meet with Student Support Specialists, in groups and/or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will review and discuss the following:
   a. Connecticut's *Common Core of Teaching (CCT) Rubric for Effective Teaching: Student Support Specialists (SESS)*. District and school priorities that should be reflected in specialists' performance and practice goals
   b. SMART goals related to learner needs
   c. Data regarding whole-school indicators of student learning
   d. Self-assessment processes and purposes
   e. Data collection, including types of data and processes for collection and analysis
   f. Access to the online evaluation system

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

   - ***Student Support Specialist Reflection***: In advance of the Goal Setting Conference, the Student Support Specialist will examine data related to current students' needs and performance data (including, but not limited to: data from various criterion- and norm-referenced assessments, social skills surveys, 504 Accommodation Plans, IEPs, etc.), prior year evaluation and survey results, previous professional learning goals, and the professional standards for their area of practice Connecticut's *Common Core of Teaching (CCT) Rubric for Effective*

Teaching: Student Support Specialists (SESS). The Student Support Specialist will draft the following goals, specific to their assignments:

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

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

Student Support Specialist	Evaluator
- Specialist Products or Artifacts - Data on Learning or Achievement of Learners - Lesson, intervention, treatment, records - Artifacts from work of learners - Communication Logs - Data Team Minutes - Journals/notes documenting reflections on practice - Schedule of meetings/conferences - Survey Data	- Data from multiple sources (based on the Student Support Specialist's role and caseload) - Observation data based on *Common Core of Teaching Rubric for Effective Teaching: Student Support Specialist Continuum* and/or professional standards documents

The Student Support Specialist may collaborate with other educators or teams to support the goal-setting process.

3. **Observations of practice**

    Evaluators will observe Student Support Specialists' practice in formal and informal in-class observations and/or non-classroom reviews of practice throughout the school year, with the frequency schedule based on the specialist's previous year's summative evaluation rating, where available. The schedule of observations is outlined on page ___.

4. **Evidence collection and review (throughout school year)**:

    The Student Support Specialist collects evidence about his/her practice and outcomes related to the SMART goals relevant to the agreed-upon professional goals. The evaluator also collects evidence about specialist practice for discussion in the Mid-year Check-in/Formative Conference and Summative Review.

5. **Mid-year Check-In/Formative Conference (by February 15)**

    The evaluator and specialist will meet for a Mid-year Check-in/Formative Conference. The conference should focus on progress toward meeting the goals established in the goal-setting conference. Both the specialist and the evaluator will bring evidence about practice, learning and/or outcomes data to be reviewed at this conference. During this conference, the specialist and evaluator will discuss the cause and effect relationship of practice to outcomes data (e.g. how practice positively impacted student achievement, how practice affected school-wide outcomes, etc.). If necessary, specialists and evaluators may mutually agree to revisions to strategies or approaches used and/or mid-year adjustment of SMART goals to accommodate changes (e.g., student populations, assignment). They also discuss actions that the specialist can take and support the evaluator can provide to promote the specialist's growth in his/her development areas.

6. **End-of-year Summative Review (by June 30):**

    o ***Student Support Specialist self-assessment*** . The specialist reviews and reflects on all information and data collected during the year related to the goals and focus area, 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 and the Mid-year Check-in/Formative review.

    o ***End-of-year conference***. The evaluator and the Student Support Specialist meet to discuss all evidence collected to date. Following the conference, the evaluator

assigns a summative rating and generates a summary report of the evaluation before the end of the school year.

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

- **Summative rating revisions (by August 15)**
  After all data, including state test data, are available, the evaluator may adjust the summative rating for Student Support Specialists who have students who participate in state testing and who are directly responsible for designing instruction if the state test data may have a significant impact on a final rating. A final rating may be revised when state test data are available, before August 15 of a school year.

*COMPONENTS OF STUDENT SUPPORT SPECIALIST EVALUATION**

CATEGORY 1: STUDENT OUTCOMES AND ACHIEVEMENT (45%)

 Two **SMART goals** will comprise 45% of the Student Support Specialist summative evaluation;

Forty-five percent (45%) of a specialist's evaluation will be based on achievement of student outcomes related to student growth and development as defined by the Student Support Specialists during the Goal-Setting Conference.

Sources for the development of SMART goals based on non-standardized indicators may include, as appropriate:
- o Benchmark assessments of student achievement
- o Requirements of student IEP's and 504 Accommodation Plans
- o nNorm- or criterion-referenced assessments, where applicable and available, such as observational evidence of social skills development, student discipline data, and other measures related to the Student Support Specialist's job function.
- o Other curricular benchmark assessments.
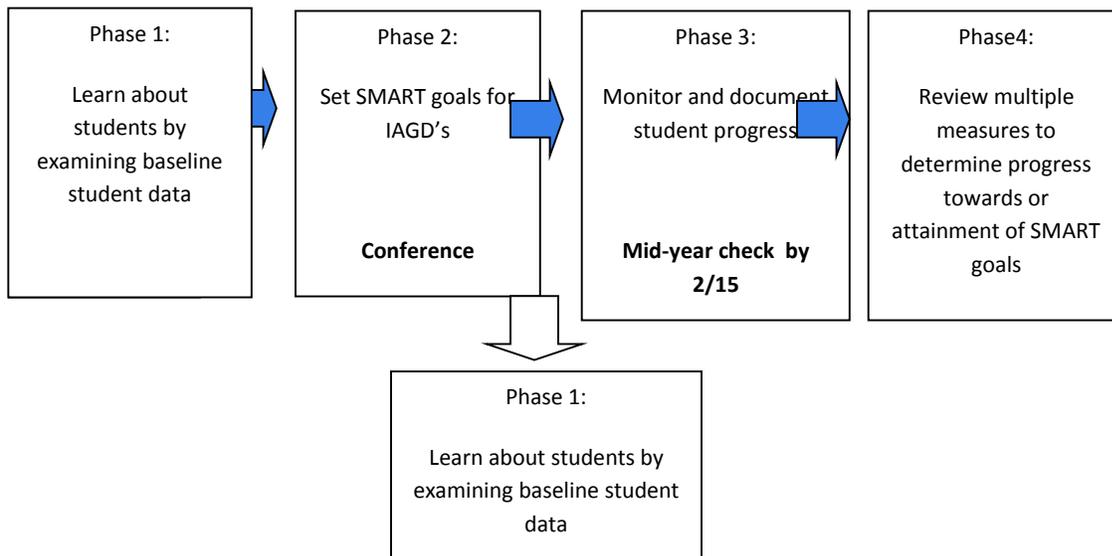- o Student portfolios of examples of work in content areas, collected over time and reviewed annually.

- o Data from student behavior plans
- o Evidence of the specialists' work with students, such as records of counseling goals, sessions and outcomes
- o Evidence of student application of socials skills

Each SMART goal will:
- take into account the academic records and overall needs and strengths of the students assigned to the Student Support Specialist that year/semester.
- address the most important purposes of a specialist's assignment
- align with school, district, and state student achievement objectives.
- take into account students' needs based on relevant baseline data.
- consider Public School Information System (PSIS) factors.
- be mutually agreed upon by specialist and their evaluator.
- be fair, valid, reliable and useful to the greatest extent possible.
- address student goals at defined in IEP's or accommodations defined in 504 plans as appropriate for the specific specialist

SMART Goals and Student Progress

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

| Phase 1: Learn about students by examining baseline student data | Phase 2: Set SMART goals for IAGD's **Conference** | Phase 3: Monitor and document student progress **Mid-year check by 2/15** | Phase4: Review multiple measures to determine progress towards or attainment of SMART goals |

Phase 1: Learn about students by examining baseline student data

PROCESS FOR CATEGORY 1: STUDENT OUTCOMES AND ACHIEVEMENT

Phase I:

Learn about this year's

students by examining baseline data

Initial Data Analysis for Goal Setting (by September 15)

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

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

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

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

Phase 2:

**Set SMART goals for Indicators of Student Growth and Development**

SMART Goal Development (by October 15)

The Student Support Specialist will develop two SMART goals. Each SMART goal shall be:

- o Specific
- o Measurable
- o Attainable
- o Results-oriented
- o Time-bound

It is through the Phase I examination of student data that specialists will determine what level of performance or growth to target for which students.

Student Support Specialists will submit their two SMART goal(s) to their evaluator for review and approval. The review and approval process of the SMART goal will take place during the Goal-Setting conference, on or before October 15. The evaluator may recommend revisions to the goal based on this meeting. Final SMART goals are to be submitted to the evaluator no later than **November 15.**

> **Phase 3:**
>
> **Monitor and document student progress toward IAGD's**
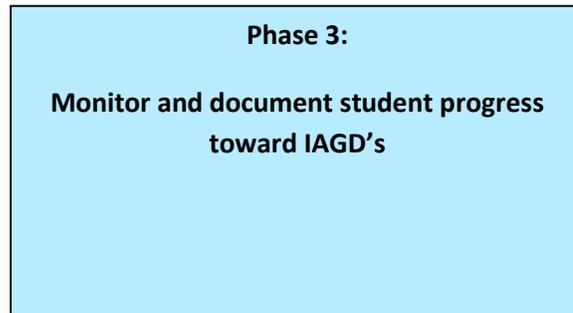
Once SMART goals are approved, specialists monitor students' progress toward achieving student learning SMART goals. Specialists and evaluators may mutually agree to mid-year adjustments to SMART goals to accommodate changes (e.g., student populations, assignment).

Specialists may monitor and document student progress through:
- Administration of various assessments
- Examination of student behavior/social skills assessment data
- Analysis of student behavior plan results
- Data gathered through structured observations of students/behavior
- Others with mutual agreement of the specialist and evaluator

Artifacts related to the specialist's monitoring practices can be reviewed and discussed during the Mid-Year Check-in/Formative Conference.

Mid-year Check-ins/Formative Conference (by February 15):

Student Support Specialists and evaluators will review progress toward the goals/objectives during a Mid-year Check-in/Formative Conference, using available information and data. Specialists and evaluators may mutually agree to mid-year adjustments to SMART goals to accommodate changes (e.g., student populations, assignment). The Mid-Year Check-in/Formative Conference will take place by February 15.

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Phase 4:

Review multiple measures to determine progress towards attainment of SMART goals

By June 30

Revisions Based on State Test Results As Needed by

</div>

End-of-year review of SMART goals/ Student Outcomes and Achievement (by June 30):

The specialist will collect evidence of student progress toward meeting SMART goals. The evidence will be submitted to the evaluator, and the specialist and evaluator will discuss the extent to which the students met the learning goals/objectives. Following the conference, the evaluator will rate the extent of student progress toward meeting the student learning goals/objectives, based on criteria for the 4 performance level designations shown in the table below.

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

Exceeded (4)	Exceeded SMART goal(s)
Met (3)	Met the SMART goal(s).
Partially Met (2)	Did not meet the SMART goal(s)
Did Not Meet (1)	Did not meet the SMART goals

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

The final rating for **Category 1: Student Outcomes and Achievement** for a Student Support Specialist is the average of their two SMART goal scores. For example, if one SMART goal was Partially Met, for 2 points, and the other SMART goal was Met, for 3 points, the student growth and development rating would be 2.5 [(2+3)/2].

Training for Student Support Specialists and Evaluators

Specific training in data literacy as well and SMART goal development will be available to specialists based on demonstrated need. Training will support and/or enhance the abilities and skills of each specialist to communicate their goals for student learning outcomes and achievement. The content of the training will include, but not be limited to:

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

- Data Literacy as it relates to: analyzing and interpreting assessment data, understanding root cause, decision-making based on inferences, etc.
- Quality of measures and indicators used to determine student growth
- Alignment of SMART goals to school and/or district goals
- Writing plans that articulate the strategies and progress monitoring tools specialists will use to achieve their SMART goals

CATEGORY 2: EDUACTOR PERFORMANCE AND PRACTICE FOCUS AREA (40%)

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

Connecticut's Common Core of Teaching (CCT) Rubric for Effective Teaching: Student Support Specialists (SESS)

The *Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching: Student Support Specialists (SESS)* outlines key attributes of Student Support Specialist performance and practice. Indicators within the *CCT-SESS* describe understand how these attributes apply in practice, observations, and evaluation. Student support specialists plans, interventions, action plans, and associated documentation, pre-observation, post-

observation, and specialist self-reflection forms and related conversations, as well as reviews of practice, such as communication with families, collaboration with colleagues, participation in data teams, professional learning presentations by faculty members, participation in mentoring, instructional rounds, PPTs and action research, all provide rich data related to the CCT standards and the effectiveness of education specialists' performance and practice.

Student Support Specialist Goal Setting for Performance and Practice

In preparation for Goal-Setting Conferences with evaluators, specialists will analyze their student data and use Connecticut's *Common Core of Teaching (CCT) Rubric for Effective Teaching: Student Support Specialists (SESS)* to reflect on their own practices and their impact on student performance. Based on that reflection, specialists will develop a performance and practice focus area to guide their own professional learning and improvements in practice that will meet student needs.   Student Support Specialist practice focus areas themselves will not be evaluated, but should result in improvements in specialist knowledge and skills which will be evidenced in observations of performance and practice.

Data Gathering Process

Sprague evaluators will use Connecticut's *Common Core of Teaching (CCT) Rubric for Effective Teaching: Student Support Specialists (SESS)* to guide data collection from three sources: conferences with specialists, classroom observations and reviews of practice.

Over the course of the school year, evaluators will gather evidence for Indicators and Domains of Connecticut's *Common Core of Teaching (CCT) Rubric for Effective Teaching: Student Support Specialists (SESS)* which will allow specialists to demonstrate: the context for their work; their ability to improve student outcomes; their ability to engage in reflective practice to improve their own knowledge and skills; how they exercise leadership skills within their school.

Observation of Student Support Specialist Practice

Evaluators will conduct formal and informal observations and reviews of practice of Student Support Specialists. Formal and informal observations may include observations at data team meetings, Planning and Placement Teams, 504 meetings, Student Assistance Team meetings, other activities pertinent to the specialist's goals or focus areas. Examples

of reviews of practice include but are not limited to, review of behavior plans, written reports, written communications, or other artifacts such as diagnostic reports or social histories as relevant to the specialist's role.

Administrators may differentiate the number of observations and reviews of practice based on experience, prior ratings, needs and goals of individual Student Support Specialists' evaluation and other relevant factors.

Data-Informed Observation of Student Support Specialist Performance and Practice (40%)		
SOURCES OF DATA	**EXAMPLES OF DATA**	**IMPORTANCE OF DATA**
Conferences	Data related to all domains • Conversation and artifacts that reveal the Student Support Specialist has an understanding of, content, students, strategies, and use of data • Student Support Specialist's use of data to inform instruction, analyze student performance and set appropriate learning goals	• Provides opportunities for Student Support Specialists to demonstrate cause and effect thinking. • Provides opportunities for evaluator learning in content; systems effectiveness; priorities for professional learning • Provides context for observations and evaluation
Observations	Data related to Domains 1 - 4 • Student Support Specialist activities, conversations, interactions, and other performance related to goals and/or focus areas	• Provides evidence of Student Support Specialist's ability to meet student needs
Non-classroom reviews of practice	Data related to Domain 5 6. Student Support Specialist reflection, as evidenced in pre- and post-conference data. 7. Engagement in professional development opportunities, involvement in action research. 8. Collaboration with colleagues 9. Student Support Specialist -family interactions 10. Ethical decisions	• Provides evidence of Student Support Specialist as learner, as reflective practitioner and leader.

Plan Implementation Timeline

- Student Support Specialists who receive a performance evaluation designation of Proficient or Exemplary will receive a combination of at least three observations/reviews of practice. At least once every third year, these will include a formal observation. The exact combination shall be mutually agreed upon by the specialist and evaluator at the beginning of the evaluation process.

Observation Schedule

PERFORMANCE DESIGNATION	NUMBER OF OBSERVATIONS	CONFERENCING AND FEEDBACK
1st and 2nd Year Specialists **New Sprague Employees** **Sprague Employees New to Position** **Specialists Designated Below Standard or Developing**	Three formal observations At least one informal observation and at least one review of practice	Two must have pre-conferences, all must have post-conferences with verbal and/or written feedback
Specialists with Three or More years and designated as Proficient or Exemplary	At least one formal observation every third year At least three informal observations and at least one review of practice each year	Formal observation must have pre and post-conferences with verbal and/or written feedback. Informal observations will have verbal and/or written feedback

Evaluation Ratings for Performance and Practice

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

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

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

EVALUATOR CALIBRATION AND PROFICIENCY

Formal observations of practice are guided by the Domains and indicators of the *CCT-SESS rubric*. Evaluators participate in extensive training and are required to be proficient in the use of the *CCT-SESS rubric* for educator evaluation. Calibration is conducted annually (at a minimum) to ensure consistency, compliance, and high-quality application of the *CCT-SESS rubric* in observations and evaluation.

All evaluators will be required to participate in calibration activities. Activities may include, but are not limited to:

- Regional calibration activities through EastConn focused on recognizing bias, identifying evidence from observations, conferences and reviews of practice that is appropriate to specific *CCT-SESS rubric* Indicators and Domains, and gathering and analyzing a comprehensive set of data to assign appropriate ratings at the Indicator and Domain levels

- Training specific to the *CCT-SESS Rubric*

- On-line practice to be completed independently or as a collaborative learning activity at the school or district level

All evaluators new to Sprague will be required to attend and/or document participation in proficiency and calibration sessions.

All Sprague evaluators will participate in ongoing calibration activities in the use of the *CCT-SESS rubric* for educator evaluation. Any evaluator who does not initially demonstrate proficiency will be provided with additional practice and coaching opportunities as needed and will be required to successfully complete online proficiency activities.

CATEGORY 3. PARENT FEEDBACK (10%)

Ten percent (10%) of a specialist's summative rating shall be based on school-wide parent feedback, including data from surveys administered as part of administrators' evaluation activities.

Using Connecticut recommended surveys, administered in a manner that allows for anonymous responses, Sprague will collect and analyze parent feedback data that will be used for continuous improvement. Surveys will be administered one time per year, in spring. The survey data will be used by administrators, teachers and specialists as baseline data for the following academic year. Analysis of survey data will be conducted on a school-wide basis, with all certified staff engaged in the analysis, and will result in one school-wide goal to which all certified staff will be held accountable.

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

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

Five percent (5%) of a specialist's evaluation shall be based on whole-school student learning indicators derived from the school administrator's rating on their two SMART goals (Administrator 45%). Specialists will be asked to articulate in writing how they will, through their practice, contribute to the achievement of the Whole School Learning Indicator.

Student Support Specialists efforts and actions taken towards achievement of the Whole School Learning Indicator will be discussed during the Goal-setting, Mid-year Check-in, and Summative conferences. Specialists will be expected to bring artifacts from their practice that provide evidence of their contributions to the attainment of this indicator.

SUMMATIVE STUDENT SUPPORT SPECIALIST EVALUATION RATING:

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

5. *Exemplary* – Substantially exceeding indicators of performance
6. *Proficient* – Meeting indicators of performance
7. *Developing* – Meeting some indicators of performance but not others
8. *Below standard* – Not meeting indicators of performance

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

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

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

Below standard ratings indicate that performance that has been designated as below proficient on all components or unacceptably low on one or more indicators.

Determining Summative Ratings

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

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

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

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

As shown in the Summative Rating Form, evaluators record a rating for the SMART goals agreed to in the beginning of the year. The Whole-School Student Learning Indicator Rating is combined with the SMART goals rating and the evaluator uses the matrix to determine an overall Outcomes Rating

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

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

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

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

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

DEFINITION OF STUDENT SUPPORT SPECIALIST EFFECTIVENESS AND INEFFECTIVENESS

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

Evaluation-Based Professional Learning

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

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

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

Tenets of Sprague's Evaluation-Based Professional Learning Plan

- ***Evaluation is an educator-centered process:*** We believe that, for evaluation to improve professional practice, it is essential to "make evaluation a task managed by an educator, and not a thing done to a worker" (Peterson, 2000, p. 5).

    o   Educator reflection on aspects of their leadership practice and its effect on student achievement and teacher effectiveness, on other facets of

responsibility to the school community, and on their professional contributions to their field is critical to improved practice for both veteran and novice teachers. *[Standards: Learning Communities; Data; Outcomes]*

➢ Educator self-reflection represents the initiation and culmination of the cycle of professional praxis and procedures for evaluation.

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

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

  o It is vitally important to examine the core beliefs that underpin organizational processes such as professional learning and evaluation, as well as teachers' and administrators' perception of their roles and effectiveness, to effect positive changes in student learning, growth, and achievement. Further, it is important to evolve the role of principals and administrators from the sole judges and evaluators of teachers and teaching to emphasize their role as instructional leaders who collaborate with teachers.

    ➢ Evaluators and administrators support each other in the pursuit of individual and collective professional growth and student success through rich professional conferences and conversations. *[Standards: Leadership; Resources]*

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

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

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

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

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

  o Opportunities are provided for administrators to share their learning from professional activities, results of their own research or from research-based practices they have applied, as well as classroom-level and professional accomplishments and/or challenges. [*Standards: Data; Outcomes: Learning Communities; Leadership]*

Improvement and Remediation Plans

A specialist's performance rating of Below Standard signals the need for the administrator to initiate the process of creating an individual specialist improvement and remediation plan. The improvement and remediation plan should be developed in consultation with the teacher and his/her exclusive bargaining representative. Improvement and remediation plans must:

- identify resources, support and other strategies to be provided to address documented deficiencies;
- indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued; and
- include indicators of success, including a summative rating of proficient or better at the conclusion of the improvement and remediation plan.

Career Development and Growth

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

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

DISPUTE RESOLUTION FOR TEACHERS, SPECIALISTS AND ADMINISTRATORS

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

The resolution process may be implemented when there is a question as to whether or not:

- evaluation procedures and/or guidelines have been appropriately followed;
- adequate data has been gathered to support fair and accurate decisions.

The resolution process shall be conducted in accordance with laws governing confidentiality.

Procedures
1. Within three school days of articulating the dispute, the evaluatee will meet and discuss the matter with the evaluator with the object of resolving the matter informally. The two parties have the option of choosing a mutually agreed upon facilitator who will review the areas of difference and suggest compromises or resolutions.

2. If there has been no resolution, the Superintendent shall review and the information from the evaluator and evaluatee, as well as any recommendations of the facilitator, and shall meet with both parties as soon as possible. Within three school days of the meeting, and review of all documentation and recommendations, the Superintendent will act as arbitrator and make a final decision.

3. The evaluatee shall be entitled to collective bargaining representation at all levels of the process.

Time Limits
1. Since it is important that appeals be processed as rapidly as possible, the number of days shall be considered maximum. The time limits specified may be extended by written agreement of both parties.

2. Days shall mean school days. Both parties may agree, however, to meet during breaks at mutually agreed upon times.

3. If an evaluatee does not initiate the appeals procedure within 5 days of acknowledged receipt of evaluation materials, the evaluatee shall be considered to have waived the right of appeal.

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

APPENDIX

LINKS TO RUBRICS

CCT Rubric 2014

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

Common Core of Leadership Rubric, January 13, 2013

http://www.connecticutseed.org/wp-content/uploads/2013/07/SEED_Administrator_Rubric.pdf

Student Support Specialist Rubric, September 2013

http://www.connecticutseed.org/wp-content/uploads/2013/09/SESS_CCT_Rubric_9-19-13.pdf

FORMS

<u>**Pre-Observation Plan for Classroom Teachers**</u>

Teacher _____ Grade Level_____ Date of lesson _____

Directions: This plan should be completed by the teacher and provided to the evaluator at least 24 hours prior to the Pre-Observation Conference and the formal observation. The CSDE does not recommend use of this form for everyday planning purposes.

<u>**Content Standards:**</u> Identify one or two **primary** content standards, including CCSS, which this lesson is designed to help students attain.

<u>**Literacy through the Content Area:**</u> If you will be using any strategies for teaching literacy in the content area, describe your plan.

<u>**Placement of Lesson within Broader Curriculum/Context:**</u> Where does this lesson fall within the sequence of the larger content standards or curriculum? Is it at the beginning, middle or end of a sequence of lessons/or unit leading to attainment of the content standards? How will the outcomes of this lesson and student learning impact subsequent instruction?

<u>**Learner Background:**</u> Describe the students' prior knowledge or skill, and/or their present level related to the learning objective(s) and the content of this lesson (using data from pre-assessment as appropriate).

<u>**Objective(s) for Lesson:**</u> Identify specific and measurable learning objectives/purpose for this lesson.

<u>**Assessment:**</u> How will you ask students to demonstrate mastery of the learning objective(s)? *Attach a copy of any assessment materials you will use, along with assessment criteria.* What data or evidence of student learning will be collected through the assessment?

<u>**Materials/Resources:**</u> List the materials you will use in each learning activity including any technological resources.

<u>**Lesson Development/Instructional Strategies**</u>

- Identify the instructional grouping/s (whole class, small groups, pairs, individuals) you will use in each lesson segment and approximate time frames for each.

- Describe what instructional strategies you will use and the learning activities in which students will be engaged in order to gain the key knowledge and skills identified in the learning objective(s). This may also include a description of how you will *initiate* (set expectations for learning and purpose) and *close* (understanding the purpose) the lesson.

Students Needing Differentiated Instruction:

Note: Differentiated instruction may not be necessary in every lesson. However, over the course of the year, it is expected that each teacher will demonstrate the ability to differentiate instruction in order to meet the needs of students with learning differences.

Identify several students with learning differences. Students should represent a range of ability and/or achievement levels, including students with IEPs, gifted and talented students, struggling learners and English language learners.

Which students do you anticipate may struggle with the content/learning objectives of this lesson?		
Student initials or group	Evidence that the student needs differentiated instruction	How will you differentiate instruction **in this lesson** to support student learning?
Which students will need opportunities for enrichment/a higher level of challenge?		
Student initials or group	Evidence that the student needs differentiated instruction	How will you differentiate instruction **in this lesson** to support student learning?

Pre-Observation Conference Protocol

Teacher_____ School _____ Date_____

Directions: These questions can be used by the evaluator and should be asked of the teacher before the observation and based on the submitted plan (see Pre-Observation Plan for Classroom Teachers).

1. Will you still be implementing the plan you submitted or has it changed?

2. Do you have any additional data, artifacts or information about the lesson or the students' learning or behavior you wish to share?

3. On what assessment data/evidence did you base your determination of prior or present level of student knowledge and skills for the class versus those needing differentiation?

4. Do you anticipate any student misconceptions, misunderstandings or challenges?

5. How do you know that the strategies/tasks/questions are appropriately challenging for students? How will students be engaged in problem-solving or critical thinking?

6. How did you decide upon the lesson-based assessment strategies you will use?

<u>Post-Observation Reflection</u>

Teacher_____ School _____ Date_____

Directions: This reflection may be completed by the teacher and provided to the evaluator prior to or recorded with the evaluator during the Post-Observation Conference.

1. As you think about your lesson and how it progressed, which of your instructional strategies were most effective in helping students learn? What evidence supports your conclusions?

2. If you made changes or adjustments during your lesson, what were they, and what led you to make them?

3. To what extent did students achieve the learning outcomes you intended? What evidence from student work or assessment do you have that provides you with sufficient information about student learning/progress towards the learning outcome? (Bring student work or assessments from the lesson to the Post-Observation Conference.)

4. During our Pre-Observation Conference we discussed students requiring differentiated instruction. **Briefly** describe what you observed about the performance of the students for whom the instruction was differentiated.

5. What have you learned from this lesson or others that will affect your planning for future lessons, either in terms of your own instructional skills or in addressing students' instructional needs? If you were to teach this lesson again, would you do anything differently? If yes, why?

6. As you reflect on your overall instruction and ability to support student learning, what have you identified as areas for your own professional growth?