Eagle Hill School
Educator Evaluation and Support Plan

Teacher Evaluation and Support Plan

Goal Setting and Planning:
Timeframe: Completed by October 21

Orientation on Process
Evaluators (members of the Eagle Hill Educational Advisory team-will be referred to as advisors in this plan) meet with teachers in a group to discuss the evaluation process, including the rubric and any other materials used in the evaluation, and their roles and responsibilities within it. In this meeting, they will discuss any school priorities that should be reflected in teacher practice focus areas and Student Learning Objectives (SLOs).   Teachers will be provided with the time needed for the collaboration required by the evaluation and support process. Typically, the meeting and collaboration time will be provided during the pre-service week of training prior to the beginning of the school year. During the 2016-2017 school year, the meeting and collaboration cannot be scheduled until after select faculty members have attended the 2-day Foundational Skills for Evaluators of Administrators (9/12 and 9/13) and the Creating a Growth Mindset for Developing Student Learning Goals (9/15); therefor, the orientation meeting will include the entire faculty and will be conducted during a full faculty meeting in late September or early October. Teachers will begin working on SLOs at our faculty meeting on September 23.

Teacher Reflection and Goal-Setting
The teacher examines student data, prior year evaluation and survey results, and the *CCT Rubric for Effective Teaching 2014* to draft a proposed performance and practice focus area, **a parent feedback goal,** two SLOs for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process. During the 2016-2017 school year, teachers were provided with time during pre-service training week to begin to gather information about students–reviewing reports, student portfolios from the previous school year, and conferring with teachers. At department meetings, teachers have the opportunity to collaborate as subject and skill level teams to develop appropriate goals.

Goal Setting Conference
The advisor and teacher meet to discuss the teacher's proposed focus area and Student Learning Goals and Objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the advisor collects evidence about the teacher's practice to support the review. The advisor may request revisions to the proposed focus area(s) and goals and objectives if they do not meet approval criteria; in these instances, the teacher and the advisor will work together to refine the focus area, goal, and/or objective so that they meet criteria and are mutually agreed upon.

Mid-Year Check In:
Time frame: January and February (to be completed by Presidents' Day Week-end)

Prior to the mid-year check in conference the teacher and advisor collect and reflect on evidence to date about the teacher's practice and student learning in preparation for the check-

in. During the mid-year conference the advisor and the teacher review evidence related to the teacher practice focus area and progress towards SLOs and other goals. Advisors may deliver mid-year formative information on indicators of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and advisors can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the advisor can provide to promote teacher growth in his/her focus area.

End of Year Summative Review
Timeframe: May and June (must be completed prior to the end of school on June 17)

The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the Goal-Setting Conference or may be a more generalized self-reflection on student performance and professional development experienced for the year. Professional goals for the coming year will also be shared in the self-reflection.

During the end-of-year conference the advisor and the teacher meet to discuss all evidence collected to date and to discuss component ratings. Following the conference, the advisor assigns a summative rating and generates a summary report of the evaluation before the end of the school year and before June

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

Complementary Observers

While teachers at Eagle Hill School will be assigned to work primarily with one member of the advisory team as his/her evaluator, other members of the advisory team will observe teachers either formally or informally. All of these members of the advisory team will share feedback and data with each teacher's primary evaluator. Members of the advisory team possess 092 certification in addition to their attendance at the CSDE training program (see below).

Ensuring Fairness and Accuracy

All members of the Eagle Hill School advisory team, will be provided with training in observation and evaluation and in how to provide high quality feedback. All members of the administration who will be involved in faculty evaluation will completed the CSDE five-day training program.

This comprehensive training will give evaluators the opportunity to:
- Understand the nature of learning for students and educators and its relation to the priorities of the *CCT Rubric for Effective Teaching 2014**;
- Establish a common language that promotes professionalism and a culture for learning through the lens of the *CCT Rubric for Effective Teaching 2014*;

- Understand how coaching conversations support growth-producing feedback;
- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of teaching practice; and
- Collaborate with colleagues to deepen understanding of the content.
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Participants in the training will have opportunities to interact with colleagues and engage in practice and proficiency exercises to:

- Deepen understanding of the evaluation criteria;
- Define proficient teaching;
- Collect, sort and analyze evidence across a continuum of performance;
- Engage in professional conversations and coaching scenarios; and
- Determine a final summative rating across multiple indicators.

Completion of the multi-day training and demonstration of proficiency using established criteria enables evaluators to begin to engage in the evaluation and support process.

Support and Development

Evaluation Informed Professional Learning

The primary objective of observation and evaluation at Eagle Hill is to provide teachers with the feedback and support needed to improve their 'craft' in the classroom. Faculty evaluations are used as an opportunity to provide teachers with feedback designed to recognize the strengths that each teacher brings to the community and to encourage on-going professional development by providing goals and suggestions based on performance during a given year. Because Eagle Hill is a performance based system, it is especially important to ensure that the observation and evaluation system is as transparent as possible.

Eagle Hill can be a challenging place to teach, and teachers are provided with a great deal of support and professional development. Weekly In Service sessions are held each Friday. The professional development offered during this time can include department meetings, outside speakers, conference updates, or presentations on new research or intervention strategies or techniques. In addition, our senior faculty members also have the opportunity to select curriculum projects or instructional techniques to study (e.g., developing digital tests, researching alternative approaches to teaching spelling). Once they complete these research projects, they share findings with the entire faculty. For new teachers, the Eagle Hill mentoring program also provides professional development and support. Teachers in their second-sixth year have the opportunity to work closely with one advisor who serves as a coach, focusing on helping that teacher progress towards attaining his/her professional goal.

Professional learning opportunities include. But are not limited to:
-In-House staff training during pre-service week and weekly In-Service sessions. Schedules of pre-service and In Service training topics is available upon request for review
- Observations of peers
- Morning meeting student team meetings
- Department meetings
- 1:1 or small group training sessions with members of the administrative or support services faculty
- Demonstration teaching

- Team teaching
- Attendance at professional conferences
- Journal or other professional articles/texts provided as reference

Improvement and Remediation Plan

Despite all of this support, there are times when teachers require additional assistance to manage the demands of Eagle Hill. For those teachers whose summative performance is rated developing or below standard, the following improvement and remediation plans are provided. The faculty at Eagle Hill School does not belong to a bargaining organization.

Initial Support:
Typically, this support would be provided to a teacher early in his/her career at Eagle Hill. This would include working closely with one member of the administrative team who would not have a role in teacher evaluation. Support could include any/all of the following in 1:1 meetings: lesson planning, goal setting based on student performance, and examination of taped classes. and lesson analysis in a 1:1 setting would be components of this type of support. In addition, observation of master teachers and/or demonstration teaching may be provided. Since this type of support is provided most typically to beginning teachers, successful completion would include a combination of developing and proficient ratings.

Intensive Support:
The first step in the remediation plan consists of a meeting with the Head of School and Director of Education, usually prior to dismissal for Holiday Break. During this meeting, the administrative concerns will be explained (e.g., behavior management skills need to be improved) and suggested courses of action will be discussed (e.g., observe selected teachers' classes, meet with a member of the administrative team to discuss management strategies, member of the administrative team will co-teach to demonstrate effective management skills). A detailed letter summarizing the meeting will also be provided to the teacher. The teacher is expected to follow up on the suggested courses of action and to select a member of the administrative team with whom to work. The teacher and administrator will devise a remedial plan and calendar of 'check in' dates, and the administrator will meet with the Head of School and Director of Education to share information about the teacher's progress. The teacher, Head of School and Director of Education will have another meeting, usually in early April, to discuss whether or not sufficient progress has been noted. At this level, it would be expected that successful attainment of the goals would result in proficient ratings. If that has been achieved, the teacher is informed that if he/she continues this level of performance, a contact can be expected, but if progress has note been noted, then the teacher is informed that most likely he/she will not be receiving a contract.

Career Development and Growth

The following opportunities are available (but not limited to) to teachers who are interested in developing leadership responsibilities, but not necessarily at an administrative level, in the Eagle Hill program:
- mentoring new hires
- serving as a 'master teacher' for peers to observe
- instructing in our Coping With… program
- facilitating a peer mentoring group
- becoming a co-department head, observing peers within the department and running department meetings

- developing curriculum through summer projects or off-cycle study projects
- presenting research finding or promising classroom strategies to peers during In Service or pre-service staff training sessions
- attending and/or presenting at professional conferences
- assuming an administrative role during summer school programs

We urge teachers to challenge themselves and remain life-long learners. Faculty members who have additional development plans are encouraged to share those with appropriate administrators.

Teacher Performance and Practice Related Indicators

Observation Model at Eagle Hill School:
Observation, Pre-Conferences and Post-Conferences, Feedback

At Eagle Hill there are two different types of observations for classroom teachers and classroom specialists (SLPs, school social workers, school psychologists). The same observation process is used for both classroom teachers and classroom specialists (positions as listed above).

The primary form of observation is the 'collaborative' (formal) observation, which is comprised of 3 distinct components: pre-observation, observation, and post-observation. Four collaborative observations of each teacher are conducted each school year.

The **pre-observation** includes submission of a lesson outline, including goals and objectives for the class. The teacher and advisor also meet before the observation to discuss the lesson plan and rationale for the goals and objectives identified for the class/individual students. During this pre-observation meeting, the advisor and the teacher have an opportunity to discuss student performance in depth and assess goals set, progress made towards achieving goals, and the instructional techniques used to help students realize progress.

A **full classroom observation (40 minutes)** is conducted about which the advisor completes a narrative/running record observation form, designed to collect evidence about a teacher's practice. On this observation form, the advisor also notes lesson strengths as well as areas in need of improvement. Teachers in their second year and above also will have specific observable, professional development goals. Teacher performance in relationship to their goal is also noted. After the observation, the teacher completes a self-reflection about the class, which is shared with the advisor. After the advisor receives the self-reflection, his/her narrative observation is shared with the teacher and a post observation meeting scheduled.

During the **post-observation meeting**, the teacher and advisor discuss the self-reflection and narrative/running record observation. Discussion includes an analysis of student performance, refining student goals based on performance, suggestions for strengthening instructional techniques, as well as gathering information about any additional support a teacher might request.

In addition to the four collaborative observations that are conducted each year, advisors and other administrators will conduct more informal observations including learning walks, totaling at least 4 informal observations. Written feedback, either on a modified observation form (a short observation form) or via email is provided to teachers after these observations. Teachers are encouraged to respond to these observations either in writing or with a short follow-up meeting.

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

Teacher Performance and Practice Scoring

For the 2016-2017 school year, Eagle Hill School will use the CCT Rubric for Effective Teaching and Effective Service Delivery. At the end of the school year, the PDEC will gather information and discuss whether adjustments might need to be made to the rubric, given the unique learning needs of the Eagle Hill population.

Summative Observation of Teacher Performance and Practice Rating

Once the evidence has been recorded, the evaluator can align the evidence with the appropriate indicator(s) on the *CCT Rubric for Effective Teaching 2014* or the *CCT Rubric for Effective Service Delivery 2015* and then make a determination about which performance level the evidence supports. Evaluators are not required to provide an overall rating for each observation, but they should be prepared to discuss evidence for the rubric indicators at the performance level that was observed.

Primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. Within the SEED model, each domain of the CCT Rubric for Effective Teaching 2014 as well as the *CCT Rubric for Effective Service Delivery 2015* - carries equal weight in the final rating. The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

1. Evaluator holistically reviews evidence collected through observations, interactions and reviews of practice (e.g., team meetings, conferences) and uses professional judgment to determine indicator ratings for each of the 12 indicators.
2. Evaluator averages indicators within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.
3. Evaluator averages domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0.

Each step is illustrated below:

1. Evaluator holistically reviews evidence collected through observations and reviews of practice and uses professional judgment to determine indicator level ratings for each of the 12 indicators.

By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and reviews of practice. Evaluators then analyze the consistency, trends and significance of the evidence to determine a rating for each of the 12 indicators. Some questions to consider while analyzing the evidence include:

- **Consistency:** What levels of performance have I seen relatively uniform, homogenous evidence for throughout the semester/year? Does the evidence paint a clear, unambiguous picture of the teacher's performance in this area?
- **Trends:** Have I seen improvement over time that overshadows earlier observation outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?
- **Significance:** Are some data more valid than others? Do I have notes or ratings from "meatier" lessons or interactions where I was able to better assess this aspect of performance?

Once a rating has been determined, it is then translated to a 1-4 score. Below Standard = 1

Domain 1	Indicator-Level Rating	Evaluator's Score
1a	*Developing*	2
1b	*Developing*	2
1c	*Exemplary*	4
Average Score		**2.7**

and Exemplary = 4. See example below for Domain 1:

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

Domain	Averaged Domain-Level Score
1	2.7
2	2.6
3	3.0
4	2.8

3. The evaluator averages domain-level scores to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0.

Domain	Score
1	2.7
2	2.6
3	3.0
4	2.8
Average Score	**2.8**

Steps 2 and 3 can be performed by district administrators and/or using tools/technology that calculate the averages for the evaluator.

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

CCT RUBRIC FOR EFFECTIVE TEACHING 2014 - AT A GLANCE

Evidence Generally Collected Through **In-Class Observations**	Evidence Generally Collected Through **Non-Classroom Observations/Reviews of Practice**
DOMAIN 1: Classroom Environment, Student Engagement and Commitment to Learning[3]	**DOMAIN 2: Professional Responsibilities and Teacher Leadership**
Teachers promote student engagement, independence and inter-dependence in learning and community by: 1.a Creating a positive learning environment that is responsive to and respectful of the learning needs of all students; 2.b Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students; and 3.c Maximizing instructional time by effectively managing routines and transitions.	Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: 2.a Planning instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students; 2.b Planning instruction to cognitively engage students in the content; and 2.c Selecting appropriate assessment strategies to monitor student progress.
DOMAIN 3: Instruction for Active Learning	**DOMAIN 4: Professional Responsibilities and Teacher Leadership**
Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: 3.a Implementing instructional content for learning; 3.b Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies; and 3.c Assessing student learning, providing feedback to students and adjusting instruction.	Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others and leadership by: 4.a Engaging in continuous professional learning to impact instruction and student learning; 4.b Collaborating with colleagues to examine student learning data and to develop and sustain a professional learning environment to support student learning; and 4.c Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

[3]Domain 5: Assessment is embedded throughout the four domains

CCT Rubric for Effective Service Delivery 2015 — At a Glance

Evidence Generally Collected Through Observations	Evidence Generally Collected Through Non-classroom/Reviews of Practice
Domain 1: Learning Environment, Engagement and Commitment to Learning	**Domain 2: Planning for Active Learning**
Service providers promote student/adult learner engagement, indepen- dence and interdependence in learning and facilitate a positive learning community by:	*Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:*
1a. Promoting a positive learning environment that is respectful and equitable. 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment. 1c. Maximizing service delivery by effectively managing routines and transition.	2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge. 2b. Developing plans to actively engage learners in service delivery. 2c. Selecting appropriate assessment strategies to identify and plan learning targets.
Domain 3: Service Delivery	**Domain 4: Professional Responsibilities and Leadership**
Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:	*Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:*
3a. Implementing service delivery for learning. 3b. Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence- based learning strategies. 3c. Assessing learning, providing feedback and adjusting service delivery.	4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning. 4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning. 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning

Component # 2 Stakeholder Feedback

The Eagle Hill School PDEC has determined that a Whole-School Parent Survey would best meet our needs. The PDEC has used samples of parent surveys found on the SEED website and has utilized questions from several of those to create a survey that will be administered to parents annually. This survey will be formatted into a Survey Monkey and will be emailed to parents. Responses are anonymous and the Survey Monkey format collates data for statistical analysis. The Eagle Hill Parent Survey is based on surveys provided to the State of Connecticut

by Panorama Education and is fair, reliable, and valid.

Determining School-Level Parent Goals
Evaluators and teachers review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals. At Eagle Hill, this goal-setting process will occur between the evaluator and teachers during pre-service training week in August/early September so that two to three improvement goals for the entire school can be determined.

Selecting a Parent Engagement Goal and Improvement Targets
After the school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators one related parent goal they would like to pursue as part of their evaluation. The goal should be written in SMART language format and must include specific improvement targets. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents such as sending bi-weekly updates to parents or developing a new website for their class. Part of the evaluator's job is to ensure (1) the goal is related to the overall school improvement parent goals, and (2) that the improvement targets are aligned, ambitious and attainable.

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

1. Measure how successfully they implement a strategy to address an area of need; and/or
2. They can collect evidence directly from parents to measure parent-level indicators they generate. For example, teachers can conduct interviews with parents or a brief parent survey to see if they improved on their growth target.

Arriving at a Parent Feedback Rating

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

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

Component # 3
Student Outcome Related Indicators

At Eagle Hill, we believe that it is almost impossible to separate evaluation of teacher practice and performance from student growth, so those two aspects of the teacher evaluation and support program are interwoven in our observation, support, and evaluation process. For that reason, at times, a teacher's professional goals (focus) and goals for student performance and growth may overlap somewhat in the goal setting and teacher practice/performance

sections. For example, a teacher may set a professional goal (focus) to become more knowledgeable in instructional techniques that will improve students' ability to write cohesive multi-paragraph essays. That teacher may have students in his/her class who need to develop writing skills, so may develop an SLGO that focuses on improving composition skills, including use of cohesive devices. While this level of 'cross-over' between teacher goal (focus) and student SLGP will not always exist, at times it will, making the relationship between teacher goal (focus) and student SLGO quite intertwined.

Initial goal setting and planning:

Step 1: Review the data:

During the pre-service training week (staff meetings prior to the start of the school year), all faculty are provided with the time and opportunity to review student files and confer with colleagues to gather information about students and begin to develop individual and/or class goals. Teachers may use (but are not limited to) the following data when setting their SLOs:
   a) Initial performance for current interval of instruction (writing samples, student interest surveys, pre-assessments etc.)
   b) Results from other standardized and non-standardized assessments
   c) Report cards from previous years
   d) Results from diagnostic assessments
   e) Artifacts from previous learning
   f) Discussions with other teachers (across grade levels and content areas) who have previously taught the same students
   g) Conferences with students' families
   h) Individual Educational Plans (IEPs) and 504 plans for students with identified special education needs
   i) Information about families, community and other local contexts

Step 2: Setting the SLOs

Because of the individualized and ungraded nature of our program, and the need to ensure that specific skill development is reinforced for our students, goals that teachers set for students will have multiple IAGDs to reflect each individual student's performance rather than a class or grade level based goal. Eagle Hill uses a scope and sequence of skills in each subject area that is aligned to elements in the Common Core, but also reflects the very specific skill instruction that our students require, and teachers' SLOs will be aligned to that scope and sequence.   This scope and sequence of skills has been designed so that it includes age/developmentally appropriate content that is aligned to the curriculum used in local Connecticut public school systems (e.g., Greenwich, Stamford, Darien, New Canaan).

Because students at Eagle Hill often experience a slow and uneven rate of skill acquisition and development, the school has not found appropriate standardized measures that are able to accurately reflect student growth. The school has elected to ask teachers to create two student-learning objectives (SLOs) that will be measured by multiple non-standard assessments (IAGDs).

At Eagle Hill, the following will be used as standardized indicators:
- GORT-5
- Slosson Oral Reading Test

At Eagle Hill, the following will be used as non-standard indicators:
- Portfolios of student work rated against the Eagle Hill scope and sequence of academic skills
- Curriculum-based assessments created by classroom teachers used school wide
- Reading, writing and math diagnostic assessments used school wide
- IRI (Jerry Jones program)
- Curriculum based assessments (EZ-CBM; Lexia)
- Other indicators (student written work, student self-reflections, project-based learning projects)

Step 3: Provide Additional Information

During the goal-setting process, teachers and evaluators will document the following:

- Baseline data used to determine SLOs and set IAGDs;
- Selected student population supported by data;
- Learning content aligned to specific, relevant standards;
- Interval of instruction for the SLO;
- Assessments/measures of progress teacher plans to use to gauge students' progress;
- Instructional strategies;
- Any important technical information about the indicator evidence (like timing or scoring plans); and
- Professional learning/supports needed to achieve the SLOs.

Step 4: Submit SLOs to Evaluator for Review

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

- <u>Baseline – Trend Data</u>
- <u>Student Population</u>
- <u>Standards and Learning Content</u>
- <u>Interval of Instruction</u>
- <u>Assessments/Measures of Progress</u>
- <u>Indicators of Academic Growth and Development (IAGDs)/Growth Targets</u>
- <u>Instructional Strategies and Supports</u>

PHASE 3: Monitor Students Progress

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

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

PHASE 4: Assess Student Outcomes Relative to SLOs

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

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

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to each SLO: Exceeded (4 points), Met (3 points), Partially Met (2 points) or Did Not Meet (1 point). For SLOs with more than one IAGD, the evaluator may score each indicator separately and then average those scores for the SLO score, or he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically.

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

Component #4: Whole-School Student Learning Indicator and/or Student Feedback (5%)

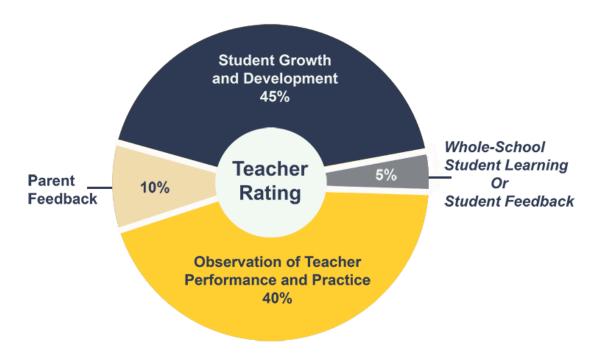Eagle Hill School will use Option # 1 (whole school student learning indicator)

For districts that include the whole-school student learning indicator in teacher evaluations, a teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for his/her administrator's evaluation rating. For most schools, this will be based on the school performance index (SPI)* and the administrator's progress on SLO targets, which correlates to the Student Learning rating on an administrator's evaluation (equal to the 45% component of the administrator's final rating).

Summative Teacher Evaluation Scoring

Summative Scoring

Eagle Hill School will use the summative teacher evaluation scoring detailed in the next pages. Since, at this point, Eagle Hill School is not required to use state standardized testing data in determination of SLOs, summative rating should be completed by June 17 and would not require adjustment.

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

Every educator will receive one of four performance* ratings:
      Exemplary **– Substantially exceeding indicators of performance**
      Proficient **– Meeting indicators of performance**
      Developing **– Meeting some indicators of performance but not others**
      Below Standard **– Not meeting indicators of performance**

*The term "performance" in the above shall mean "progress as defined by specified indicators." Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence (see Appendix 2).

The rating will be determined using the following steps:

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

Each step is illustrated below:

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

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

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

Rating Table

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

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

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

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

Rating Table

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

3. Use the Summative Matrix to Determine the Summative Rating

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

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

Definition of Effectiveness and Ineffectiveness

Novice teachers (years of Eagle Hill School service 1-4) will be deemed effective if said educator receives at least two sequential proficient ratings one of which must be earned in the fourth year of that teacher's career. A below standard rating will only be permitted in the first year of a novice teacher's career. Following that teacher's first year, a trajectory of growth and development, evidenced by

subsequent ratings of developing or higher in year two and sequential proficient ratings in years three and four, would be expected to remain employed at Eagle Hill School.

Eagle Hill does not use a tenure system, and teachers receive contracts on a year-by-year basis. That being said, teachers in their 5th year and beyond are expected to retain proficient or exemplary ratings. If a senior educator receives two sequential developing or one below standard rating at any time he/she will be deemed ineffective.

Dispute Resolution Process

In the event of a dispute, the teacher is first counseled to speak to the Director of Education, who will work with the teacher and observer/evaluator to try to resolve the issue. If that is not successful, the teacher is encouraged to meet with the Head of School. Again, the Head of School will work with both parties to try to resolve the issue. If there is not a resolution, then the Head of School will make a final decision about the issue. Final decisions in the event of a dispute ultimately rest with the Head of School.

Core Requirements for the Evaluation of Student and Educator Support Specialists
At Eagle Hill School Speech and Language Pathologists are observed using the same collaborative and informal observation process described for teaching faculty, but utilizing the CCT Rubric for Effective Service Delivery. School psychologists and counselors are observed in the following flexibilities:
1. Because of the unique nature of the roles fulfilled by Student and Educator Support Specialists, districts shall be granted flexibility in applying the Core Requirements of teacher evaluation in the following ways:
   a. Districts shall be granted flexibility in using IAGDs to measure attainment of goals and/or objectives for student growth. The Goal-Setting Conference for identifying the IAGDs shall include the following steps:
      i. The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.
      ii. The educator and evaluator will determine if the indicator will apply to the individual teacher, a team of teachers, a grade level or the whole school.
      iii. The educator and evaluator should identify the unique characteristics of the population of students which would impact student growth (e.g., high absenteeism, highly mobile population in school).
      iv. The educator and evaluator will identify the learning standard to measure: the assessment/measure of progress, data or product for measuring growth; the timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.
   b. Because some Student and Educator Support Specialists do not have a classroom and may not be involved in direct instruction of students, the educator and evaluator shall agree to appropriate venues for observations and an appropriate rubric for rating practice and performance at the beginning of the school year. The observations will be based on standards when available. Examples of appropriate venues include but are not limited

to: observing Student and Educator Support Specialist staff working with small groups of children, working with adults, facilitating professional learning, working with families, participating in team meetings or Planning and Placement Team meetings.

Administrator Evaluation and Support Framework

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of administrator performance. All administrators will be evaluated in four components, grouped into two major categories: Leadership Practice and Student Outcomes. At Eagle Hill School, administrators will be evaluated by Head of School and the Director of Education. The Director of Education will be evaluated by the Head of School. On 9/12/2016 and 9/13 2016, the Head of School and Director of Education attended the CSDE-sponsored Administrator Evaluation: Foundational Skills for Evaluators of Administrators training held at CAS and taught by Dr. Everett Lyons.

Process and Timeline

Prior to Labor Day, during pre-service training week, an Orientation for school administrators will be conducted. During this Orientation the process and timeline for the administrative evaluation will be detailed. Administrators will be provided with the rubric, parent and faculty surveys, and any other material/process that will be used to gather evidence of performance. In addition, the calculation of all evaluation elements, culminating in an overall rating will be explained. For every administrator, evaluation includes 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.

At Eagle Hill School, members of the administrative team complete self-assessments at the end of the school year or early in the summer. These self-assessments help to guide the discussion at the end-of-year meeting and also suggest focus areas for the coming school year. The Head of School is responsible for sharing his/her learning priorities for the coming year during the summer so that members of the administrative team have the opportunity to develop division and department student learning goals.

Step 1: Orientation and Context-Setting

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

1. Stakeholder survey data are available for review by the administrator.
2. The superintendent has communicated his/her student learning priorities for the year.
3. The administrator has developed a school improvement plan that includes student learning goals.
4. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process.

Step 2: Goal-Setting and Plan Development

Before a school year starts, administrators identify two Student Learning Objectives (SLOs) and one survey target, drawing on available data, the Head of School's priorities, their school improvement plan and prior evaluation results (where applicable). They also determine two areas of focus for their practice, with an emphasis placed on instructional leadership.

Next, the administrator and the evaluator meet to discuss and agree on the selected outcome goals and practice focus areas. The evaluator and administrator also discuss the appropriate resources and professional learning needs to support the administrator in accomplishing his/her goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an administrator's evaluation and support plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used.

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

Step 3: Plan Implementation and Evidence Collection

As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator's practice. Since Eagle Hill School is located on one campus, the evaluator and the administrators work side-by-side on a daily basis. Two site visits (four for first year administrators and for administrators who received a Developing or Below Standard summative rating in the previous year) will be conducted annually. In addition, the evaluator will attend teacher training, department, student team or faculty pre-or post-observation meetings and will collect evidence and analyze the work of school leaders.

Building on the administrator's evaluation and support plan, the administrator and his/her evaluator may want to discuss possible sources of evidence to collect information about the administrator's practice in relation to his/her focus areas and goals.

Further, the evaluator may want to establish a schedule of site visits with the administrator to collect evidence and observe the administrator's work. The first visit should take place near the beginning of the school year to ground the evaluator in the school context and the administrator's evaluation and support plan.

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

Step 4: Mid-Year Formative Review

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

meeting:

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

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

Step 5: Self-Assessment

In the spring, the administrator takes an opportunity to assess his/her practice on all indicators and domains of the *CT Leader Evaluation and Support Rubric 2015*. For each indicator, the administrator determines whether he/she:

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

The administrator should also review his/her focus areas and determine if he/she considers him/herself on track or not. The self-assessment/reflection is submitted prior to the end-of-year summative review as an opportunity for the self-reflection to inform the summative rating.

Step 6: Summative Review and Rating

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

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

Summative ratings must be completed for all administrators by June 30, of a given school year. Since, at this point, Eagle Hill School is not required to use state standardized testing data in determination of SLOs, the summative rating should be completed by June 30 and would not require adjustment.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

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

feedback, improved teacher effectiveness and student performance. All evaluators at Eagle Hill School will attend the CSDE-sponsored multi-day training. The CT Leader Evaluation and Support Rubric will be used in the assessment of Eagle Hill School administrators.

Support and Development

Evaluation-Informed Professional Learning

Eagle Hill believes that all teachers and administrators should engage in life-long learning to increase their professional expertise, and therefor, the outcomes for all of our students. Eagle Hill School will provide professional learning opportunities for administrators, based on the individual or group of individual's needs that are identified through the evaluation process. Additionally, members of the administration all set professional goals for themselves and identify 'action plans' that will help them to attain these goals. Members of the administrative team support each other to gain expertise and work together when school-wide professional learning needs/opportunities present themselves.

Professional learning opportunities for the administrative team include, but are not limited to:
-In-House staff training during pre-service week and weekly advisory team meetings
- Observations of peers
- Morning meeting student team meetings, which allows consultation with other administrators related to specific student learning
- Department meetings
- 1:1 or small group training sessions with members of the administrative or support services faculty
- Team observations and consultative meetings with other administrators and senior faculty
- Attendance at professional conferences
- Journal or other professional articles/texts provided as reference

Improvement and Remediation Plans

Despite all of this support, there are times when administrators require additional assistance to manage the demands of Eagle Hill. For those administrators whose summative performance is rated developing or below standard, the following improvement and remediation plans are provided. The faculty at Eagle Hill School does not belong to a bargaining organization.

Initial Support:
Typically, this support would be provided to an administrator early in his/her career at Eagle Hill. This would include working closely with one member of the administrative team who would not have a role in the administrator's evaluation. Support could include any/all of the following in 1:1 meetings and targeted coaching sessions focused on specific areas of need. As appropriate, the administrator would be supported in developing greater ability to analyze data, develop goals/action plans based on the data, provide appropriate feedback to teachers, conference with parents, manage student behavior, etc. In addition, observation of proficient administrators in varied situations may be provided. Since this type of support is provided most typically to beginning administrators, successful completion would include a combination of developing and proficient ratings.

Intensive Support:

The first step in the remediation plan consists of a meeting with the Head of School and Director of Education, usually prior to dismissal for Holiday Break. During this meeting, the administrative concerns will be explained (e.g., behavior management skills need to be improved) and suggested courses of action will be discussed. A detailed letter summarizing the meeting will also be provided to the administrator. The administrator is expected to follow up on the suggested courses of action and to select either the Head of School or the Director of Education with whom to work. A remedial plan and calendar of 'check in' dates would be devised. The administrator, Head of School and Director of Education will have another meeting, usually in early April, to discuss whether or not sufficient progress has been noted. At this level, it would be expected that successful attainment of the goals would result in proficient ratings. If that has been achieved, the administrator is informed that if he/she continues this level of performance, a contact can be expected, but if progress has not been noted, then the administrator is informed that most likely his/her role at the school will be redefined or that he/she will not be receiving a contract.

Career Development and Growth

The following opportunities are available to highly performing administrators:
• development of curriculum and school-wide training initiatives
• serving as academic department heads
• observation of peers
• mentoring aspiring and early-career administrators
• participating in development of administrator improvement and remediation plans for peers whose performance is *developing* or *below standard*
• leading Professional Learning Communities; and focused professional learning based on goals for continuous growth and development
• professional outreach opportunities: speaking at conferences, providing training sessions for teachers and parents outside of the immediate Eagle Hill community, etc.

Leadership Practice Related Indicators

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

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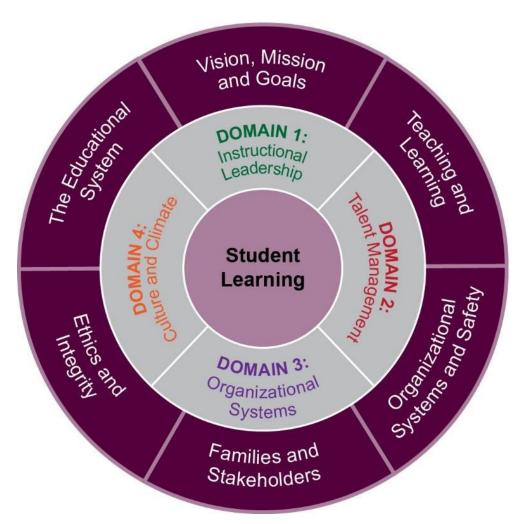- Stakeholder Feedback, which counts for 10%.

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

An assessment of an administrator's leadership practice – by direct observation of practice and the collection of other evidence – is 40% of an administrator's summative rating. Leadership practice is described in the Common Core of Leading - Connecticut School Leadership Standards (CCL-CSLS) adopted by the Connecticut State Board of Education in June of 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations.

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

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

The new *CT Leader Evaluation and Support Rubric 2015* is based on these standards, but consolidates the six performance expectations into four domains for the purpose of describing essential and crucial aspects of a leader's practice. The *CT Leader Evaluation and Support Rubric 2015* is organized into four domains, each with two or three indicators of leadership practice. To assist in identifying areas of strength and areas in need of development, each indicator includes attributes with descriptors across four levels of performance. An added feature to the rubric includes examples of potential sources of evidence.

Comparison Leader Evaluation and Support Rubric 2015 – At a Glance

Evidence Generally Collected Through Observations	Evidence Generally Collected Through Non-classroom/Review of Practice
Domain 1: Instructional Leadership	**Domain 2: Talent Management**
Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment. 1.1 **Shared Vision, Mission and Goals** — Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff. 1.2 **Curriculum, Instruction and Assessment** — Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment. 1.3 **Continuous Improvement** — Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.	*Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.* 2.1 **Recruitment, Selection and Retention** — Recruits, selects, supports and retains effective educators needed to implement the school or district's vision, mission and goals. 2.2 **Professional Learning** — Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals. 2.3 **Observation and Performance Evaluation** — Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.
Domain 3: Organizational Systems	**Domain 4: Culture and Climate**
Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment. 3.1 **Operational Management** — Strategically aligns organizational systems and resources to support student achievement and school improvement. 3.2 **Resource Management** — Establishes a system for fiscal, educational and technology resources that operate in support of teaching and learning.	*Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.* 4.1 **Family, Community and Stakeholder Engagement** — Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district. 4.2 **School Culture and Climate** — Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct. 4.3 **Equitable and Ethical Practice** — Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school/district community.

Leadership practice based on all six of these performance expectations contributes to successful schools. As improving teaching and learning is at the core of what effective educational leaders do, **Domain 1 (Instructional Leadership**) is weighted twice as much as any other domain. The other three domains are equally weighted.

These weightings should be consistent for all administrators. For other school or district-based 092 certificate holders, evaluators may limit the rating to those domains that are relevant to the administrator's job duties, which must be established by the evaluator as part of the goal setting conference at the start of the school year.

In order to arrive at the ratings, leadership practice is measured against the *CT Leader Evaluation and Support Rubric 2015* which describes leadership actions across four performance levels for each of the four domains and their respective indicators. The four performance levels are as follows:

- **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.

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

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

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

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the evidence for each Domain in the *CT Leader Evaluation and Support Rubric 2015*. Evaluators observe the administrator's leadership practice and collect artifacts of the administrator's performance related to the four domains of the rubric. Specific attention is paid to leadership performance areas identified as needing development.

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

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

1. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with a particular emphasis on the

identified focus areas for development. **Evaluators of administrators must conduct at least two site observations for any administrator and should conduct at least four site observations for administrators who are new to their school, the profession or who have received ratings of *developing* or *below standard.***

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

3. Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth, as well as progress on the focus areas.

4. The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *exemplary*, *proficient*, *developing* or *below standard* for each domain. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year.

Administrators:

Exemplary	Proficient	Developing	Below Standard
Exemplary on Instructional Leadership +	At least *Proficient* on Instructional Leadership +	At least *Developing* on Instructional Leadership +	*Below Standard* on Instructional Leadership or
Exemplary on at least 2 other Domains +	At least *Proficient* on 2 other Domains +	At least *Developing* on 2 other Domains	*Below Standard* on the 3 other Domains
No rating below *Proficient* on any Domain	No rating below *Developing* on any Domain		

Component #2: Stakeholder Feedback (10%)

Feedback from stakeholders <mark>(parents and faculty)</mark> – assessed by administration of a survey with measures that align to the CCL: Connecticut School Leadership Standards – is 10% of an administrator's summative rating. Faculty and parents will be included in the surveys included in administrative rating. The Eagle Hill School PDEC has determined that a Whole-School Parent Survey would best meet our needs. The PDEC has used samples of parent surveys found on the SEED website and has utilized questions from several of those to create a survey that will be administered to parents annually. This survey will be formatted into a Survey Monkey and will be emailed to parents. Responses are anonymous and the Survey Monkey format collates data for statistical analysis. The Eagle Hill Parent Survey is based on surveys provided to the State of Connecticut by Panorama Education and is fair, reliable, and valid. The Eagle Hill School PDEC has reviewed several examples of faculty surveys found on the SEED website and has utilized questions from those to create a survey that will be administered to faculty annually. This survey will be formatted into a Survey Monkey and will be emailed to all faculty members. Responses are anonymous and the Survey Monkey format collates data for statistical analysis. The Eagle Hill Faculty Survey is based on surveys provided to the State of Connecticut by Panorama Education and is fair, reliable, and valid. The faculty survey will be used only in the administrative rating.

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

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

Arriving at a <mark>Stakeholder</mark> Feedback Rating

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

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

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

Step 1 - Review baseline data on selected measures, which may require a fall administration of the survey in year one.

Step 2 - Set 1 target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high).

Step 3 - Later in the school year, administer surveys to relevant stakeholders.

Step 4 - Aggregate data and determine whether the administrator achieved the established target.

Step 5 - Assign a rating, using this scale:

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

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

Student Outcomes Related Indicators includes two components:

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

**Locally-Determined Measures
(Student Learning Objectives)**

At the beginning of the school year, administrators will establish two student-learning objectives (SLOs). At Eagle Hill School one of the learning objectives will be based on student performance in the area of language arts or mathematics, and will be determined based on the data presented in annual academic progress reports. The other can be aligned to development of executive function, social skill development, self-regulation or related skills. Administrators may select, but are not limited to, the following indicators:

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).
- Students' performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.

The process for selecting measures and creating SLOs should focus on the most significant school-level student learning needs. To do so, it is critical that the process follow a pre-determined timeline.
- First, the school establishes student learning priorities for a given school year

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

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

Exemplary	Proficient	Developing	Below Standard
Met all objectives and substantially exceeded both targets	Met 2 objectives	Met 1 objective and made progress towards the second target	Met 0 objectives

Component #4: Teacher Effectiveness Outcomes (5%)
Teacher effectiveness outcomes – as measured by an aggregation of teachers' student learning objectives (SLOs) – make up 5% of an administrator's evaluation.

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

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

Summative Administrator Evaluation Rating

Summative Scoring

Every educator will receive one of four performance* ratings:

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

A rating of *proficient* represents fully satisfactory performance. It is the rigorous standard expected for most experienced administrators. Specifically, proficient administrators can be characterized as:
- Meeting expectations as an instructional leader;
- Meeting expectations in at least 2 other areas of practice;
- Meeting and making progress on 1 target related to stakeholder feedback;
- Meeting and making progress on 2 student learning objectives aligned to school priorities; and
- Having more than 60% 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 and two consecutive years at the developing level is, for an experienced administrator, a cause for concern. On the other hand, for administrators in their first year, performance rating of *developing* is expected. If, by the end of three years, performance is still rated *developing*, there is cause for concern. A rating of *below standard* indicates performance that is below proficient on all components or unacceptably low on one or more components.

Determining Summative Ratings

The rating will be determined using the following steps:

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

Each step is illustrated below:

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

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

Component	Score(1-4)	Weight	Summary Score
Observation of Leadership Practice	2	40	80

Component	Score (1-4)	Weight	Points (score x weight)

Stakeholder Feedback	3	10	30
TOTAL LEADER PRACTICE-RELATED POINTS			**110**

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

Student Learning (SPI Progress and SLOs)	3	45	135
Teacher Effectiveness Outcomes	2	5	10
TOTAL STUDENT OUTCOMES-RELATED POINTS			**145**

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

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

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

C. OVERALL: Leader Practice + Student Outcomes

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

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

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

Adjustment of Summative Rating:

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

Definition of Effectiveness and Ineffectiveness

At Eagle Hill effectiveness and ineffectiveness is defined utilizing a pattern of summative ratings derived from the new evaluation system. Novice administrators (years of Eagle Hill School administrative service 1-4) will be deemed effective if said administrator receives at least two sequential proficient ratings one of which must be earned in the fourth year of that administrator's career. A below standard rating will only be permitted in the first year of a novice administrator's career. Following that administrator's first year, a trajectory of growth and development, evidenced by subsequent ratings of developing or higher in year two and sequential proficient ratings in years three and four, would be expected to remain employed at Eagle Hill School.

Eagle Hill does not use a tenure system, and administrators receive contracts on a year-by-

year basis. That being said, administrators in their 5th year and beyond are expected to retain proficient or exemplary ratings. If a senior administrator receives two sequential developing or one below standard rating at any time he/she will be deemed ineffective.

Dispute Resolution Process

In the event of a dispute, the administrator is first counseled to speak to the Director of Education, who will work with the administrator and evaluator to try to resolve the issue. If that is not successful, the administrator is encouraged to meet with the Head of School. Again, the Head of School will work with both parties to try to resolve the issue. If there is not a resolution, then the Head of School will make a final decision about the issue. Final decisions in the event of a dispute ultimately rest with the Head of School.