HAMDEN PUBLIC SCHOOLS
TEACHER SUPPORT AND EVALUATION PLAN

HAMDEN PUBLIC SCHOOLS
TEACHER EVALUATION COMMITTEE

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Introduction

Hamden Public Schools is committed to ensuring that all students learn to the best of their potential each and every day they are entrusted to our care. An effective teacher evaluation system supports high quality teaching and improved student learning in several ways. It provides an opportunity for ongoing and constructive dialogue between teachers and evaluators that is focused on student learning. It provides valuable information to administrators about the specific professional learning needs and development opportunities that teachers require to meet the diverse needs of their students. It creates a relationship of shared responsibility and accountability for student growth among teachers and administrators. It enables teachers to be recognized for their professional growth and their contributions to the school and educational communities. The system provides uniform evaluation procedures, yet reflects the needs of teachers at different stages of professional learning.

The Hamden Public Schools evaluation system builds upon many of the school improvement efforts that the district has invested in over the past several years and reinforces the culture of shared responsibility and leadership for student learning that has been at the center of these activities. The evaluation approach outlined in this plan uses multiple sources of information and evidence to compile a fair, accurate, and comprehensive picture of a teacher's performance, including teacher observations, student learning outcomes, and feedback from parents and students. It is a standards-based plan grounded in the Connecticut Common Core of Teaching, the Common Core State Standards, and the locally-developed curriculum standards that Hamden Public Schools has used to increase rigor, implement data-driven decision making, and expand the system of supports provided to all students to ensure their ongoing growth and achievement.

It should be noted that the term "teacher" refers to all individuals in positions requiring certification, including, but not limited to classroom teachers. The terms "administrator" or "school leader" refer to those individuals in positions requiring an administrative certification, including, but not limited to principals.

Evaluation System Overview

EVALUATION FOCUS AREAS

Hamden Public Schools' teacher evaluation system utilizes multiple measures to create an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in four categories, grouped into two major focus areas: *Teacher Practice* and *Student Outcomes*.

1. *Teacher Practice Related Indicators:* In this focus area, teachers are evaluated on their use of core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:

    (a) **Observation of teacher performance and practice (40%)** using the Standards for Educator Performance and Practice (CCT), which are based on Connecticut's Common Core of Teaching.

    (b) **Parent feedback (10%)** on teacher practice as determined through parent surveys.

2. *Student Outcomes Related Indicators:* In this focus area, teachers are evaluated based on indicators of student academic progress at the school and classroom level as well as student feedback. This focus area is comprised of two categories:

    (a) **Student growth and development (45%)** as determined by student learning objectives (SLO1 and SLO2).

    (b) **Student feedback (5%)** on teacher performance as determined by student surveys.

SUMMATIVE TEACHER PERFORMANCE RATING

Scores from each of the four categories will be combined to produce an annual *summative performance rating*. There are four levels of summative performance ratings: *Exemplary*, *Accomplished*, *Developing*, or *Below Standard*.

The performance levels are defined as follows:

Exemplary – Substantially exceeding indicators of performance

Accomplished – 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. The SDE will work with PEAC to identify best practices as well as issues regarding the implementation of the 4-Level Matrix Rating System for further discussion prior to the 2015-16 academic year.

Observation of Teacher Performance and Practice — 40%

Parent Feedback — 10%

TEACHER PRACTICE

Student Growth and Development — 45%

Student Feedback — 5%

STUDENT OUTCOMES

TEACHER EVALUATION PROCESS AND TIMELINE

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

Goal Setting & Planning
- Orientation on process
- Teacher reflection and goal setting
- Goal-setting conference

By November 4

Mid-Year Check-in
- Review goals and performance to date
- Mid-year conferences

By January 6

End-of-Year Review
- Teacher self-assessment
- Scoring
- End-of-year conference

By June 2

Goal Setting and Planning: Completed by November 4

1. *Orientation on Process:* To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, teachers and evaluators discuss any grade-level, subject-matter, school, or district priorities that should be reflected in teacher practice goals and student learning objectives (SLOs), and they commit to set time aside for the types of collaboration required by the evaluation process.

2. *Teacher Reflection and Goal-Setting:* The teacher examines student data, prior year evaluation and survey results, and relevant professional materials such as the Connecticut Common Core of Teaching and the Standards for Educator Performance and Practice to draft proposed goals for teacher practice and for student outcomes.

Goals relate to each of the four evaluation categories and include:

- a teacher performance and practice goal,
- a parent feedback goal,
- student learning objectives (SLOs), and
- a student feedback goal for the school year.

The evaluator or the teacher may propose that teachers collaborate in grade-level or subject-matter teams to support each other in the goal setting process and/or to create common goals.

3. G*oal-Setting Conference:* Goal-setting conference:
a. Each teacher, through mutual agreement with his/her evaluator, will select at least 1 but no more than 4 goals/objectives for student growth, the exact number based on a consideration of a reasonable number of goals/objectives taking into account teaching responsibilities and teacher experience. For each objective/goal, each teacher, through mutual agreement with his/her evaluator, will select Indicators of Academic Growth and Development (IAGD) and evidence of the IAGD based on the range of criteria used by the district.

b. Each goal/objective will:
   i. take into account the academic track record and overall needs and strengths of the students the teacher is teaching that year/semester;
   ii. Address the most important purposes of a teacher's assignment through self-reflection;
   iii. Be aligned with school, district and state student achievement objectives;
   iv. Take into account their students' starting learning needs vis a vis relevant baseline data when available.
   v. Pursuant to section 10-151b (C.G.S.), as amended by subsection (c) of Sec. 51 of P.A. 12-116, such guidelines shall include consideration of control factors tracked by the state-wide public school information system that may influence teacher performance ratings, including, but not limited to, student characteristics, student attendance and student mobility and minimum requirements for teacher evaluation instruments and procedures. Consideration of such control factors and minimum requirements shall be undertaken and accomplished through the joint deliberations and determinations of the Goal Setting process.

Mid-Year Check-In: Completed in January and February

1. Preparation and Reflection: On an ongoing basis, the teacher and evaluator collect and reflect upon evidence related to the approved goals in order to prepare for a mid-year review of progress toward achieving them. Examples of the types of evidence to be collected include: samples of student work or results of assessments or performance tasks related to student outcome goals; feedback related to any formal or informal observations completed to date; evidence of activities designed to address parent or student feedback goals; and any other evidence relevant to the agreed upon goals.

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

If the review of progress to date at the mid-year conference raises concerns or indicates to the evaluator that the teacher may be at risk of receiving a year-end summative rating of *Developing* or *Below Standard,* the evaluator should clearly communicate these concerns to the teacher and ensure that the teacher receives appropriate additional supports (such as additional observations and feedback, instructional coaching, or training) to remediate the areas of concern. The evaluator should also consult with the Superintendent or designee to inform him or her of these concerns and to identify any other forms of support available to assist the teacher in improving his or her practice.

End-of-Year Summative Review: Completed by June 2

1.   *Teacher Self-Assessment:* The teacher reviews all information and data collected during the year and completes a written self-assessment for review by the evaluator. The self-assessment should focus specifically on the areas for development established in the goal-setting conference at the beginning of the year. The self-assessment and data and information collected during the year are submitted to the evaluator.

2.   *Scoring:* The evaluator reviews the submitted evidence, self-assessment, and observation data to generate category and focus area ratings. These ratings generate the final summative rating as described in the Summative Teacher Evaluation Scoring section.

3.   *End-of-Year Conference:* The evaluator and the teacher meet to discuss all the evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year (June 2 at the latest).

         Note on Summative Rating Revisions: After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data change the student outcome-related indicators significantly enough to affect the final rating. Such revisions should take place as soon as state test data are available, and before September 15. Teachers will be informed of revisions to their summative rating in a written letter from their evaluator.

Forms related to each stage of the evaluation process are provided in Appendix A.

PRIMARY AND COMPLEMENTARY EVALUATORS

The primary evaluators in the Hamden Public Schools' teacher evaluation system are administrators with their 092 certification, including principals, assistant principals, curriculum directors, and coordinators. Primary evaluators are each assigned a group of teachers to evaluate based on their supervisory responsibilities and subject matter expertise. Primary evaluators are responsible for implementing the overall evaluation process with each teacher assigned to them and for assigning each teacher a final summative rating.

Other certified teachers, who may also have their administrative certification (such as Department Chairs), may serve as complementary evaluators. Hamden Public Schools will explore the use of complementary evaluators to assist primary evaluators in activities such as conducting observations, collecting additional evidence, reviewing SLOs, and providing additional feedback. Complementary evaluators will be fully trained in the evaluation process before being permitted to serve in this role.

EVALUATOR TRAINING AND MONITORING

All evaluators are receiving extensive training in the evaluation process. Hamden Public Schools has contracted with PhocuseD on Learning, LLC to train administrators in teacher observation and feedback, including the norming and calibration of evaluators. Four days of training will be provided to

administrators prior to implementation in the 2014-15 school year. This professional development will continue to be available to the district over the next three years and as needed thereafter to train and support new evaluators and those requiring additional support to be proficient in their evaluation skills.

Additionally, the district will participate in any trainings and technical assistance made available by the State Department of Education as applicable for districts implementing a modified version of the SEED evaluation model.

The Teacher Practice Focus Area

The Teacher Practice focus area looks at indicators designed to evaluate a teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice.

This component of the evaluation system is comprised of ratings in two categories: 1) **Teacher Performance and Practice,** and 2) **Parent Feedback**. These categories are described in detail below.

CATEGORY 1: TEACHER PERFORMANCE AND PRACTICE

The Teacher Performance and Practice category of the evaluation system is a comprehensive review of teaching practice against a rubric of practice, based on multiple observations. It comprises 40% of a teacher's annual summative performance rating.

Hamden Public Schools employs a combination of formal and informal observations of teacher performance and practice using the Common Core of Teaching (CCT) framework, which is based on Connecticut's Common Core of Teaching. CCT creates a continuum of performance descriptors across four levels, ranging from Below Standard to Exemplary, that provide insight into educators' daily practice and that reflect the complexity of the actions and decisions they make. The four domains of practice in CCT, which align with the domains of the Common Core of Teaching, are outlined below.

Common Core of Teaching (CCT) 2014	
Domain 1: Classroom Environment, Student Engagement and Commitment to Learning Domain 1: Classroom Environment, Student Engagement and Commitment to Learning *Teacher promotes student engagement, independence and interdependence in learning and facilitates a positive learning community by:* 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. 1c. Maximizing instructional time by effectively managing routines and transitions.	**Domain 2: Planning for Active Learning** Teacher plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: 2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students. 2b. Planning instruction to cognitively engage students in the content. 2c. Selecting appropriate assessment strategies to monitor student progress.
Domain 3: Instruction for Active Learning Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: 3a. Implementing instructional content for learning. 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. 3c. Assessing student learning, providing feedback to students and adjusting instruction.	**Domain 4: Professional Responsibilities and Teacher Leadership** *Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:* 4a. Engaging in continuous professional learning to impact instruction and student learning. 4b. Collaborating to develop and sustain a professional learning environment to support student learning. 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

Teacher Performance and Practice Related Goal Setting

As described in the Teacher Evaluation Process and Timeline section, every teacher and evaluator will develop and agree to a teacher performance and practice goal. This goal is aligned to the CCT and provides a focus for observations and feedback conversations over the course of the school year. The teacher performance and practice goal should have a clear link to student achievement and should move a teacher toward *Accomplished* or *Exemplary* on the CCT framework.

School leaders may decide to create school-wide, grade-level, or subject-area goals aligned to a particular component of the CCT framework that will be tailored to each teacher's specific development needs. The final goal must be approved by the evaluator.

The teacher performance and practice goal should be a S.M.A.R.T. goal. A S.M.A.R.T. goal is:

S=Specific
M=Measurable
A=Aligned and Attainable
R=Result-Oriented
T=Time Bound

SMART Goal example I:
During 2013-2014, I will improve the effectiveness of my Evaluation, Synthesis, and Analysis questions in class discussions as measured by an increase in the number of higher level questions used to engage students in discussion and in correcting student responses to such questions.

SMART Goal example II:
By June 2014, I will use higher-order thinking questioning and discussion techniques to actively engage at least 85% of my students in discussions that promote understanding of content, interaction among students and opportunities to extend thinking.

Hamden Public Schools will provide training for teachers and administrators in the CCT framework. As part of this training, the district will continue to examine and prioritize the indicators to focus their observations effectively on the aspects of the framework that are most central to improving teacher practice and student learning.

Formal and Informal Observation Procedures

For several years, Hamden Public Schools has invested in training and professional development to build the capacity of administrators to conduct frequent, informal observations in the classroom. These short, unannounced observations focus on a few key elements of practice to provide administrators with several snapshots of a teacher's performance over the course of the year. Multiple informal observations create a more complete and authentic view of a teacher's practice than an isolated formal observation can provide by itself. Informal observations, in addition to regularly scheduled formal observations, have become a central component of Hamden Public Schools' approach to evaluating classroom instruction. Observation planning and feedback forms are provided in Appendix A.

In the Hamden Public Schools' evaluation system, observations are conducted as described below.

1.   *Formal Observations:* Formal observations include:

(a) a **pre-conference meeting** between the evaluator and teacher, or group of teachers, to provide context for the unit of study to be observed, to share information about the students in the class, and to set expectations for how the observation process will occur.

(b) **at least 30 minutes** of classroom observation. Formal observations will be **unannounced**. At the pre-conference meeting, the teacher and evaluator will agree to a time period that coincides with the teacher's instruction for the unit of study to be observed. The evaluator may visit the classroom to observe the teacher's instruction at any time during that time period.

(c) a **post-conference** meeting that includes both verbal and written feedback. The post-conference meeting will occur within 10 days of the observation. The post-conference meeting provides a forum for reflecting on the observation against the CCT. The teacher will come to the post-conference meeting with samples of student work to be utilized during the discussion and

will be prepared to discuss his or her reflection on the observed lesson. The evaluator will be prepared to discuss the teacher's performance as it relates to the CCT framework using specific objective evidence from the observation. The post-conference meeting should result in a clear picture for the teacher and evaluator of the teacher's successes, improvements to be made, and areas where future observations should focus.

2.   Informal observations include:

(a) **at least 10 minutes** of **unannounced** classroom observation.

(b) **written feedback** <u>within two days</u> of the observation. Verbal feedback is also encouraged, but not required. Evaluators are encouraged to discuss feedback preferences and norms with the teachers they evaluate to establish how written and verbal feedback for informal observations should be shared (e.g., via e-mail, brief write-up, short note in the mailbox, etc.).

Individual Observation Ratings

Evaluators are not required to provide an overall rating for each observation, but they should provide ratings and evidence for the CCT components that were observed. During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Evidence-based notes are factual (e.g., The teacher asks, "Which events precipitated the fall of Rome?") and not judgmental (e.g., "The teacher asks good questions."). Once the evidence has been recorded, the evaluator can align the evidence with the appropriate component(s) on the rubric and then make a judgment about which performance level the evidence supports.

Minimum Number of Observations

The minimum number of observations a teacher receives each year is determined by the teacher's tenure status and previous year-end summative ratings, as outlined in the table below. In the first year of implementation of the teacher evaluation system, all teachers will receive both formal and informal observations in order to establish a baseline rating going forward.

Schedule for Teacher Observations

	Teacher Rating	Tenured	Non-Tenured[1]
Establish Baseline for All Teachers **Tenured:** Year I **Non-Tenured:** Year I & II	*Not Applicable*	• At least 4 classroom observations. This includes at least one review of practice+.	• At least 4 classroom observations. This includes at least one review of practice+.
	Exemplary	• At least 1 classroom observation or review of practice is required • Observations will occur as determined by the administrator responsible for evaluating the teacher. • Annual self-assessment will be completed by the teacher and reviewed and approved by the evaluator. This includes at least one review of practice+.	• At least 1 classroom observation is required • Observations will occur as determined by the administrator responsible for evaluating the teacher. • Annual self-assessment will be completed by the teacher and reviewed and approved by the evaluator. This includes at least one review of practice+.
	Accomplished	• .This includes at least one review of practice+.At least 4 classroom observations	• a minimum of 1 formal in-class observation no less frequently than once every three years, and 3 informal in-class observations. this includes at least one review of practice+.
	Developing	• At least 6 classroom observations • An Intensive Assistance plan is developed by the evaluator and teacher for additional supervision and support.* This includes at least one review of practice+.	• At least 6 classroom observations. This includes at least one review of practice+.
	Below Standard	An Intensive Assistance plan is developed by the evaluator and teacher for additional supervision and support. The number of formal and informal observations will be outlined in the plan.* A minimum of 6 classroom observations will be part of the intensive assistance plan. This includes at least one review of practice+.	A determination of next steps, including a decision not to renew the teacher's contract, will be made by the Superintendent

+ Examples of non-classroom observations or reviews of practice include but are not limited to: observation of data team meetings, observations of coaching/mentoring other teachers, review of lesson plans or other teaching artifacts.
* See the Support and Development section for a description of the Intensive Assistance process.

In some instances, additional observations, formal or informal, may be conducted to provide more information to rate the teacher's performance and practice and to help identify appropriate professional support and development resources for a teacher. Additional observations are conducted at the

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[1] A non-tenured teacher is a certified teacher with fewer than 40 school months of continuous employment as a teacher. A teacher who has attained tenure with another board of education in Connecticut is considered a non-tenured teacher in Hamden Public Schools if he or she has fewer than 20 school months of continuous employment in Hamden Public Schools.

evaluator's discretion and may be performed by the evaluator or another administrator who has been trained in the evaluation system.

Non-Classroom Reviews of Practice

In order to provide teachers with comprehensive feedback on their practice as defined in the six domains of the CCT, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers, and attendance records from professional development or school-based activities/events.

Evaluators should provide teachers with feedback from their non-classroom reviews of practice throughout the evaluation process, such as during mid-year check-ins, post-conferences, or in brief written feedback as the reviews of practice occur.

Feedback

Classroom observations and non-classroom reviews of practice in and of themselves aren't useful to teachers. It's the feedback based on these events that helps teachers achieve their goals and develop professionally. Therefore, Hamden Public Schools emphasizes the importance of creating collaborative and constructive feedback opportunities that are meant to help teachers grow as educators and become more effective with each and every one of their students.

Throughout the evaluation, evaluators should provide feedback that:

- is clear, direct, and provided in a supportive manner;
- is delivered on a timely basis;
- is specific and supported by evidence from observations or other sources of information about teacher and student performance (e.g., student work, performance assessments, standardized test results, reviews of practice);
- does not include excessive jargon or broad, general terminology;
- relates back to the components of CCT, where appropriate, and includes ratings of performance on the observed components;
- includes both strengths and areas for improvement;
- identifies next steps and resources and supports that the teacher can pursue to improve his or her practice; and
- provides a timeframe for follow up.

Training for evaluators emphasizes strategies for providing detailed, constructive feedback to teachers coupled with professional development tailored to the needs of the teacher and his or her students. See Appendix A for sample materials on creating an effective feedback conversation between teacher and evaluator.

Summative Rating of Teacher Performance and Practice

At the end of the year, evaluators must determine a final Teacher Performance and Practice rating and discuss this rating with teachers during the end-of-year conference. The final teacher performance and practice rating will be calculated by the evaluator in a three-step process. The evaluator:

1. Holistically reviews evidence collected through observations, reviews of practice, and other interactions (e.g., team meetings, conferences) and uses professional judgment to determine component ratings (*Below Standard, Developing, Accomplished, or Exemplary*) for each of the 18 components of the CCT.

2. Averages components within each domain to a tenth of a decimal to calculate domain level scores of 1.0 - 4.0.

3. Applies domain weights to domain scores to calculate an overall Teacher Performance and Practice rating of 1.0 - 4.0.

1. Evaluator holistically reviews evidence collected through observations, reviews of practice, and other interactions and uses professional judgment to determine component ratings for each of the 18 components.

    By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and interactions. Evaluators then analyze the consistency, trends, and significance of the evidence to determine a rating for each of the 18 components. Some questions to consider while analyzing the evidence include:

    Consistency: What rating have I seen relatively uniform, homogenous evidence for throughout the semester or 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 and *Exemplary* = 4. See example below for Domain 2:

Domain 2 Components	Rating	Evaluator's Score
2.1	Developing	2
2.2	Developing	2
2.3	Accomplished	3
2.4	Exemplary	4
Average		2.8

2. Average components with each domain to a tenth of a decimal to calculate domain-level scores.

Domains	Average Score
1. Classroom Environment, Student Engagement and Commitment to Learning	2
2. Planning for Active Learning	2.8
3. Instruction for Active Learning	3
4. Professional Responsibilities and Teacher Leadership	4

3. Apply domain weights to domain scores to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0. Each of the domain rating is weighted equally at 20% to form one overall rating.

Domains	Score	Weighting	Weighted Score
1	3	25%	.75

2	2.8	25%	.7
3	3	25%	.75
4	4	25%	1
Total		100%	3.2

The summative Teacher Performance and Practice rating and the component 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 progress toward Teacher Performance and Practice goals and outcomes.

CATEGORY 2: PARENT FEEDBACK (10%)

Hamden Public Schools uses feedback from parents gathered at the school level to determine the remaining 10% of the Teacher Practice rating. The process of gathering parent feedback includes:

1. conducting a whole-school parent survey (survey data is aggregated at the school level),
2. determining a school-level parent engagement goal based on the survey feedback,
3. identifying one related parent engagement goal and setting improvement targets for each teacher,
4. measuring progress on growth targets during the course of the year, and
5. determining a summative parent feedback rating for each teacher based on four performance levels.

In schools where a school governance council is in place, the school governance council shall assist in developing the whole-school survey to align with school improvement goals.

Administration of the Whole-School Parent Survey

Each school will administer a school-wide parent survey. Surveys used to capture Parent or Peer Feedback must be anonymous and demonstrate fairness, reliability, validity and usefulness. The survey should be administered every spring and trends analyzed from year to year. The principal of each school is responsible for ensuring that the survey is administered and results are analyzed and shared with staff at the start of the school year. A sample survey is attached in Appendix B.

In the first year of the evaluation system, baseline parent feedback may not be available. Teachers may set a goal based on previously collected parent feedback, or if none is available, teachers may set a parent goal that is not based on formal parent feedback.

Determining a School-Level Parent Engagement Goal

At the beginning of each school year, principals and teachers should review the parent survey results to identify areas in need of improvement and to set a parent engagement goal. The school-level parent engagement goal should be set by September so that individual teacher goals related to the school-level goal can be created and agreed to during the goal-setting and planning phase of the evaluation process.

Selecting a Parent Engagement Goal and Improvement Targets

After the school-level goal has been set, each teacher will develop a personal parent engagement goal in consultation with his or her evaluator. This goal must be related to the school-level parent engagement goal. The evaluator or the teacher may propose to collaborate in grade-level or subject-matter teams to create a common parent engagement goal.

Each teacher will also set improvement targets related to the goal. For instance, if the goal is to improve parent communication, an improvement target could be to send bi-weekly updates to parents or develop a new website for the class.

The final goal and improvement targets must be approved by the evaluator who will ensure the teacher's parent engagement goal is related to the overall school goal and that the improvement targets are aligned and attainable.

Measuring Progress on Improvement Targets

Over the course of the year, teachers may demonstrate progress toward their improvement targets in two ways. A teacher can (1) measure how successfully he or she implements a strategy to address an area of need (like the examples in the previous section), and/or (2) he or she can collect evidence directly from parents to measure parent-level indicators the teacher has generated. For example, a teacher could conduct interviews with parents or a brief parent survey to see if they improved on their growth target.

Determining the Parent Feedback Rating

The parent feedback rating reflects the degree to which the teacher successfully reaches his or her parent engagement goal and improvement targets. The evaluator reviews evidence provided by the teacher (e.g., copies of biweekly updates sent to parents) and applies to following scale to determine the parent feedback rating:

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

The Student Outcomes Focus Area

The Student Outcomes focus area captures a teacher's impact on students. Every teacher is in the profession to help students learn and grow. Teachers already think carefully about what knowledge, skills and talents they are responsible for nurturing in their students each year. The goals and indicators that teachers and evaluators develop in the Student Outcomes component of the evaluation system seek to document those expectations and anchor them in data.

The Student Outcomes component includes ratings in two categories: 1) **Student Learning Objectives (45%)** and 2) **Student Feedback (5%)**. These categories are described in detail below.

CATEGORY 3: STUDENT LEARNING OBJECTIVES

Teachers will be evaluated using two Student Learning Objectives (SLOs) each year. SLOs are goals for student growth over the course of the school year that will be set by mutual agreement between teacher and evaluator at the beginning of each school year (and again mid-year for semester-long courses). The SLO's ensure multiple indicators of academic growth and development. The two SLOs are categorized as follows:

- **SLO 1 (22.5%)** Teachers will each set individualized SLO that support the school's overall school goal for improvement. The SLO will focus on growth in student learning as indicated by performance assessments embedded in district-approved curricula and other valid and reliable assessments. A teacher's SLO may reflect from a combination of both standardized indicators of student learning used by teachers during the course of instruction, such as Blue Ribbon, DRA, DIBELS, and Fountas and Pinnell and/or non-standardized indicators. The indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement, subject to the local dispute-resolution procedure as described in section 1.3, an additional non-standardized indicator.
    - For the 2015-16 academic year, the required use of state test data is suspended, pending federal approval, pursuant to PEAC's flexibility recommendation on January 29, 2014 and the State Board of Education's action on February 6, 2014.
    - Prior to the 2015-16 academic year, the SDE will work with PEAC to examine and evolve the system of standardized and non-standardized student learning indicators, including the use of interim assessments that lead to the state test to measure growth over time.
- **(22.5%)** For the other half (22.5%) of the indicators of academic growth and development, there may be:
    - A maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute resolution procedure as described in section 1.3.
    - A minimum of one non-standardized indicator.
    - When selecting indicators used to gauge attainment of goals/objectives, teachers and their evaluators shall agree on a balance in the weighting of standardized and non-standardized indicators as described in 2.3.d.

    Within the process, the following are descriptions of selecting indicators of academic growth and development: In the context of the evaluation of a teacher's performance, 2.3.f.1 is an opportunity to evaluate the degree to which the teacher provides students fair opportunity and 2.3.f.2 is an opportunity to evaluate the context in which the teacher is working to show that the teacher is given fair opportunity. Indicators of academic growth and development should be fair, reliable, valid and useful to the greatest extent possible. These terms are defined as follows:

- Fair to students - The indicator of academic growth and development is used in such a way as to provide students an opportunity to show that they have met or are making progress in meeting the learning objective. The use of the indicator of academic growth and development is as free as possible from bias and stereotype.
- Fair to teachers - The use of an indicator of academic growth and development is fair when a teacher has the professional resources and opportunity to show that his/her students have made growth and when the indicator is appropriate to the teacher's content, assignment and class composition.
- Reliable - Use of the indicator is consistent among those using the indicators and over time.
- Valid - The indicator measures what it is intended to measure.
- Useful - The indicator may be used to provide the teacher with meaningful feedback about student knowledge, skills, perspective and classroom experience that may be used to enhance student learning and provide opportunities for teacher professional growth and development.

Overview of Student Learning Objectives (SLOs)

Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation purposes, it is imperative to use a method that takes each teacher's assignment, students and context into account.

The process for defining each teacher's SLOs uses a planning cycle that will be familiar to most educators:

| SLO Phase I: Learn about this year's students | → | SLO Phase 2: Set goals for student learning | → | SLO Phase 3: Monitor students' progress | → | SLO Phase 4: Assess student outcomes relative to goals |
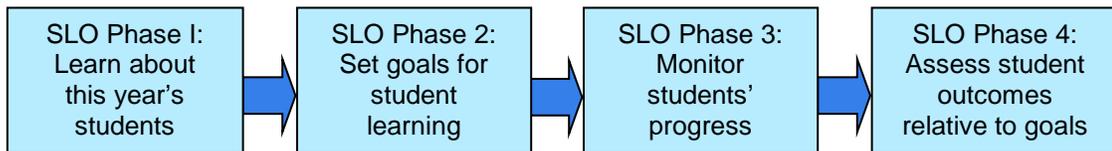
Teachers will work in consultation with colleagues in the same grade level or teaching the same subject and through mutual agreement with their supervisors and evaluators to set specific and measurable goals.

The four SLO phases are described in detail below.

SLO Phase 1: Discovery Process

The first phase is the discovery phase, which occurs just before the start of the school year and in its first few weeks. Once teachers know their rosters, they will access as much information as possible about their new students' baseline skills and abilities relative to the grade level or course the teacher is teaching. End-of-year tests from the prior spring, prior grades, benchmark assessments and quick demonstration assessments are all examples of sources teachers can tap to understand both individual student and group strengths and challenges. This information will be critical for goal setting in the next phase.

Additionally, district and school-level administrators will be analyzing the results of the prior year's statewide standardized tests (e.g., CMT, CAPT, SBAC) and standardized and non-standardized in-district assessments (e.g., DRA, District Performance Tasks) to determine where the district and/or individual schools need to focus their efforts to improve student learning in specific content or skill areas, grade levels, or student subgroups.

Each school will develop an overarching goal for improving student learning that will be measured by specific standardized and/or non-standardized indicators. For example, if an elementary school shows a consistent weakness in writing scores, the school may set a goal to improve students' non-fiction writing.

SLO Phase 2: Setting SLOs

In the second phase, each teacher will write one SLO

SLO 1 will reflect the school-wide goal focused on improving student learning in a specific content or skill areas, grade levels, or subgroups.

To create their SLO, teachers will follow these four steps:

Step 1: Decide on the Student Learning Objectives

a) <u>SLO 1</u>: For SLO 1, each teacher will create an SLO that supports students in achieving the overarching school goal for improved student learning.

Focusing on a school-wide goal with individualized teacher goals that relate to it is an approach that reinforces many of the school improvement efforts that Hamden Public Schools has invested in over the past several years, such as:

- **professional learning communities,** which have been formed in all of Hamden's schools to forge relationships between administrators and teachers that create a culture of shared leadership in school improvement.
- **data-driven decision making**, in which groups of teachers and administrators collaborate to analyze student achievement data, identify areas for improvement, and develop goals, targets, and instructional strategies that target those needs.
- **increased rigor**, which has been driven by the across the board redesign of curricula using the Understanding by Design approach to align with the Common Core State Standards.
- **positive school climate,** which creates a safe and positive social emotional setting in which learning can occur more readily.

Establishing a school-wide goal with related SLO will continue to promote the same values of shared leadership and responsibility for student learning that already have formed the foundation for school improvement initiatives in the district.

The following are examples of an SLO based on student data:

Teacher Category	Student Learning Objective
2nd Grade Math	Students will use patterns to describe relationships and make predictions.
7th Grade English	Students will use a variety of strategies to comprehend a wide range of text of increasing levels of difficulty.
Algebra I	Students will demonstrate an understanding of quadratics and exponent rules.
Biology	Students will use the scientific method to organize, analyze, evaluate, and make inferences from data.

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

An **Indicator of Academic Growth and Development (IAGD)** is the specific evidence, with a quantitative target, that will demonstrate whether the SLO was met. The process must allow for all IAGDs to be mutually agreed-upon by the teacher and their evaluator and an agreement on the balance of the weighted standardized and non-standardized indicators for the 45% component.

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level .

Since indicator targets are calibrated for the teacher's particular students based on data collected in Phase 1, teachers with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all second grade teachers in a district might use the same reading assessment as their IAGD, but the performance target and/or the proportion of students expected to achieve proficiency would be different for each second grade teacher.

Taken together, an SLO's indicators, if achieved, would provide evidence that the objective was met.

a) SLO: For the SLO the IAGD will be a growth target based on the SPI that demonstrates whether the school-wide goal has been met. Teachers will create SLOs that support the school goal. Each teacher must demonstrate growth in student achievement based on evidence, which taken together will determine whether the growth target has been achieved.

 A minimum of 1 non-standardized indicator must be used in rating 22.5% of IAGDs (e.g. performances rated against a rubric, portfolios rated against a rubric, etc.).
At a minimum, each teacher must include results from a performance task (Stage 2) as evidence that his or her students have achieved the agreed upon growth targets if implementing a board-approved curriculum. A teacher will also select other valid and reliable assessments, such as Blue Ribbon, DRA, DIBELS, or Fountas and Pinnell, as evidence of student growth. Teachers may include no more than five forms of evidence for SLO.

NOTE: For the 2014-15 academic year, the required use of state test data is suspended, pending federal approval, pursuant to PEAC's flexibility recommendation on January 29, 2014 and the State Board of Education's action on
February 6, 2014.

Example of SLO:

School-Wide Goal	Teacher Category	Student Learning Objective	IAGD
Our school's reading will improve.	4th grade teacher	All students will improve reading comprehension of a variety of text types, as measured by their ability to read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.	Students will use a variety of strategies to comprehend a wide range of text of increasing levels of difficulty with 85% accuracy. This will be measured by assessments within Understanding by Design curriculum units, portfolio of student work samples and benchmark Blue Ribbon assessments given in the fall, winter and spring.

Step 3: Provide Additional Information

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

- the rationale for the objective, including relevant standards;
- any important technical information about the indicator evidence (like timing or scoring plans);
- the baseline data that was used to set each IAGD;
- interim assessments the teacher plans to use to gauge students' progress toward the SLO during the school year (optional); and
- any training or support the teacher thinks would help improve the likelihood of meeting the SLO (optional).

Step 4: Submit SLOs to Evaluator for Approval

SLOs are proposals until the evaluator approves them. While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs, ultimately, the evaluator must formally approve all SLO proposals.

The evaluator will examine each SLO relative to three criteria described below. SLOs must meet all three criteria to be approved. If they do not meet one or more criteria, the evaluator will provide written comments and discuss their feedback with the teacher during the fall Goal-Setting Conference. SLOs that are not approved must be revised and resubmitted to the evaluator within ten days.

SLO Approval Criteria

Priority of Content	Quality of Indicators	Rigor of Objective/Indicators
Objective is deeply relevant to teacher's assignment	Indicators provide specific, measurable evidence. The indicators provide evidence about students' progress over the school year or semester during which they are with the teacher.	Objective and indicator(s) are attainable but ambitious and taken together, represent at least a year's worth of growth for students (or appropriate growth for a shorter interval of instruction).

SLO Phase 3: Monitoring Student Progress

In the third phase, after SLOs are approved, the teacher monitors his or her students' progress towards the objectives. They can, for example, examine student work products, 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.

If a teacher's assignment changes or if his/her student population shifts significantly, the SLOs may be adjusted during the Mid-Year Conference between the evaluator and the teacher.

SLO Phase 4: Assessing Student Outcomes

In the fourth phase, at the end of the school year, the teacher collects the evidence required by his or her indicators and submits it to the evaluator. Along with the evidence, the teacher completes and submits a self-assessment which asks the teacher to reflect on the SLO outcomes by responding to the following four statements:

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

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

Exceeded (4)	All students met the target(s) and many students exceeded the target(s) contained in the indicator(s).
Met (3)	All students, or nearly all students, met the target(s) in the indicators. Results within a few points on either side of the target are considered "Met."
Partially Met (2)	Many students met the target but many did not. The target was missed by more than a few points or percentage points, but significant progress towards the goal was made.
Did Not Meet (1)	A substantial proportion of students did not meet the target. Little progress toward the goal was made.

The final student growth and development rating for a teacher is the average of their SLO scores. Because the results of statewide standardized tests may not be available by June 2, a teacher's initial student growth and development rating will be based only on the results of SLO 1. Once the state test evidence is available, the evaluator will calculate the teacher's SLO 1 score and determine if the score changes the teacher's summative rating. The evaluation rating can be amended at that time as needed, but no later than September 15. See the Summative Teacher Evaluation Scoring section for details.

CATEGORY 4: STUDENT FEEDBACK (5%)

Hamden Public Schools uses feedback from whole-school student surveys to determine the remaining 5% of the Student Outcomes rating.

Survey Administration

Surveys used to capture Parent or Peer Feedback must be anonymous and demonstrate fairness, reliability, validity and usefulness. The student surveys use age and grade-level appropriate language and are administered to each student in an age and grade-level appropriate manner. The survey should be administered every spring and trends analyzed from year to year. The principal of each school is responsible for ensuring that the survey is administered and results are analyzed and shared with staff at the start of the school year. Sample surveys are attached in Appendix B.

In schools where a school governance council is in place, the school governance council shall assist in developing the whole-school survey to align with school improvement goals

Setting a Student Feedback Goal

At the beginning of each school year, principals and teachers should review the student survey results to identify areas in need of improvement and to set a student feedback goal. The school-level student feedback goal should be set by September so that teachers and evaluators can agree to individualized teacher goals during the goal-setting and planning phase of the evaluation process.

Selecting a Student Feedback Goal and Improvement Targets

After the school-level goal has been set, each teacher will develop a personal student feedback goal in consultation with his or her evaluator. This goal must be related to the school-level goal. The evaluator or the teacher may propose to collaborate in grade-level or subject-matter teams to create a common student feedback goal.

Each teacher will also set improvement targets related to the goal. For instance, if the goal is to improve how clearly teachers explain lessons to students, an improvement target could be that the teacher will incorporate a variety of different forms of media (visuals, pictures, technology) to existing lesson plans to help clarify instruction.

The final goal and improvement targets must be approved by the evaluator who will ensure the teacher's student feedback goal is related to the overall school goal and that the improvement targets are aligned and attainable.

Measuring Progress on Improvement Targets

Over the course of the year, teachers may demonstrate progress toward their improvement targets in two ways. A teacher can (1) measure how successfully he or she implements a strategy to address an area of need (like the examples in the previous section), and/or (2) he or she can collect evidence directly from students to measure student-level indicators the teacher has generated. For example, the teacher could provide evidence of how various lesson plans have been revised to include a wider range of media to help clarify the overall lesson for students.

Arriving at a Student Feedback Summative Rating

The student feedback rating reflects the degree to which the teacher successfully reaches his or her student feedback goal and improvement targets. The evaluator reviews evidence provided by the teacher and applies to following scale to determine the student feedback rating:

Exemplary	Proficient	Developing	Below Standard
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

Summative Teacher Evaluation Scoring

SUMMATIVE SCORING

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

Every teacher will receive one of four performance ratings:

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

The rating will be determined using the following steps:

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

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

3) Use the Summative Matrix to determine Summative Rating.

Each step is illustrated below.

Calculate a Teacher Practice Related Indicators Rating

The Teacher Practice Related Indicators Rating is calculated 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. Multiply these weights by the category scores to get the category points, rounding to a whole number where necessary. The points are then translated to a rating using the rating table below.

Category	Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice	3	40	120
Parent Feedback	3	10	30
TOTAL TEACHER PRACTICE RELATED INDICATORS POINTS			**150**

Rating Table

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

Calculate a Student Outcomes Related Indicators Rating

The Student Outcomes Related Indicators Rating is calculated by combining the student learning objectives score and the student feedback score. The student growth and development category counts for 45% of the total rating and the student feedback category counts for 5% of the total rating. Multiply these weights by the category scores to get the focus area points. The points are then translated to a rating using the rating table below.

Category	Score (1-4)	Weight	Points (score x weight)
Student Learning Objectives (SLO)	2.5	45	112.5
Student Feedback	3	5	15
TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS			**127.5**

Rating Table

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

Use the Summative Matrix to Determine a Summative Rating

Identify the rating for each focus area and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is *Accomplished* and the Student Outcomes Related Indicators rating is *Accomplished*. The summative rating is therefore *Accomplished*. If the two focus areas 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 make a summative rating.

Summative Rating Matrix	Teacher Practice Rating (50%)			
	Exemplary	**Accomplished**	**Developing**	**Below Standard**
Exemplary	Exemplary	Accomplished	Accomplished	Gather More Information
Accomplished	Accomplished	**Accomplished**	Gather More Information	Gather More Information
Developing	Accomplished	Gather More Information	Developing	Below Standard
Below Standard	Gather More Information	Gather More Information	Below Standard	Below Standard

Adjustment of Summative Ratings

Summative ratings must be completed for all teachers by June 2 of a given school year. If state standardized test data is not available at the time of a final rating, a rating must be completed based on evidence that is available.

Once the state test evidence is available, the evaluator will calculate the teacher's SLO 1 score and determine if the score changes the teacher's summative rating. The evaluation rating can be amended at that time as needed, but no later than September 15.

DEFINITION OF EFFECTIVENESS AND INEFFECTIVENESS

A tenured teacher shall generally be deemed ineffective if the teacher receives a rating of *Developing* or *Below Standard* after completing a full school year of Intensive Assistance. See the Support and Development section for a description of the Intensive Assistance process.

A non-tenured teacher who has previously achieved tenure with another board of education in Connecticut shall generally be deemed effective if the teacher achieves a rating of *Accomplished* in the teacher's second continuous year of teaching in Hamden Public Schools. A teacher who has not previously achieved tenure in Connecticut shall generally be deemed effective if the teacher achieves a rating of *Accomplished* in the teacher's fourth continuous year of teaching in Hamden Public Schools. The Superintendent shall offer a contract to any teacher he or she deems effective in the final school year of the teacher's non-tenured status. This shall be accomplished through the specific issuance to that effect.

DISPUTE RESOLUTION PROCESS

(3) In accordance with the requirement in the 1999 Connecticut Guidelines for Teacher Evaluation and Professional Development, in establishing or amending the local teacher evaluation plan, the local or regional board of education shall include a process for resolving disputes in cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. As an illustrative example of such a process (which serves as an option and not a requirement for districts), when such agreement cannot be reached, the issue in dispute may be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC). In this example, the superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. In the event the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding. This provision is to be utilized in accordance with the specified processes and parameters regarding goals/objectives, evaluation period, feedback, and professional development contained in this document entitled "Connecticut Guidelines for Educator Evaluation." Should the process established as required by the document entitled "Connecticut Guidelines for Educator Evaluation," dated June 2012 not result in resolution of a given issue, the determination regarding that issue shall be made by the superintendent. An example will be provided within the State model.

Support and Development

Evaluation alone does not improve teaching practice and student learning. However, when the evaluation process includes effective, relevant and timely feedback as well as appropriately targeted opportunities and resources for professional learning, it has the potential to help move teachers along the path to exemplary practice.

EVALUATION-BASED PROFESSIONAL LEARNING

Every teacher will be identifying his or her professional learning needs in mutual agreement with the evaluator based on the information gathered and conversations that occur throughout the evaluation process. Together, the teacher and evaluator will identify professional learning resources and opportunities based on the individual strengths and needs of the teacher. The evaluator will facilitate connecting the teacher to these resources and opportunities to ensure that the teacher can continuously improve his or her practice in order to grow professionally and enhance student learning.

The evaluation process may also reveal areas of common need among teachers, which can then be targeted with district- or school-wide professional development opportunities.

CAREER GROWTH AND DEVELOPMENT

Teachers recognized for exemplary performance through the evaluation process are encouraged to pursue professional growth opportunities that promote their own continued professional growth and also benefit their professional community.

Examples of such opportunities include, but are not limited to: conducting action research; peer observation and coaching; mentoring early-career teachers; leading a professional learning community; preparing and leading a staff development program; curriculum development and adaptation; and other focused professional development based on goals for continuous growth and development.

INTENSIVE ASSISTANCE

Districts shall create plans of individual teacher improvement and remediation for teachers whose performance is developing or below standard, be developed in consultation with such teacher and his or her exclusive bargaining representative for certified teachers chosen pursuant to section 10-153b of the 2012 Supplement (C.G.S.), and that (A) identify resources, support and other strategies to be provided by the local or regional board of education to address documented deficiencies, (B) 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 (C) include indicators of success including a summative rating of proficient or better at the conclusion of the improvement and remediation plan. A member of the teacher's bargaining unit will attend all meetings between the teacher and administrator.

If a tenured teacher's performance is rated as *Developing* or *Below Standard*, it signals the need for an individualized plan to improve and remediate the teacher's performance. The plan should target the specific areas where the teacher demonstrated deficiencies in the course of the evaluation process. The evaluator may initiate intensive assistance at any point in the school year if he or she feels the teacher's performance is at risk of receiving a *Developing* or *Below Standard* rating based on evidence gathered through the evaluation process. Intensive assistance is meant to support and assist a teacher to remediate areas of concern as soon as possible and does not require the teacher to have received a summative rating of *Developing* or *Below Standard* before it begins.

The intensive assistance plan consists of the following steps and components.

Phase 1

When a teacher is demonstrating a pattern of unsatisfactory performance consistent with a rating of *Developing* or *Below Standard*, the evaluator must meet with the teacher to communicate this information and notify the Superintendent or the Superintendent's designee of the concern.

During the meeting with the teacher, the evaluator describes specific areas of concern about the teacher's performance and provides detailed evidence of the teacher's unsatisfactory performance as documented through classroom observations and other sources of evidence. A collaborative plan for additional supervision and support to remediate those areas of concern is developed by the evaluator and teacher. The plan must include:

- formal and informal observations focused on the documented deficiencies;
- resources, support and other strategies to address documented deficiencies;
- a timeline for implementing such observations, resources, support and other strategies, in the course of the same school year as the plan is issued; and
- indicators of success including a summative rating of *Accomplished* or better at the conclusion of the intensive assistance period.

The evaluator must inform the teacher that failure to remedy the areas that are unsatisfactory within a period of 45 school days will result in the placement of the teacher in Phase 2 of intensive assistance. Complete documentation of all classroom observations, recommendations for improvement and conferences with the teacher is essential, and all parties involved including the teacher, the evaluator and other support personnel must have copies of all documentation. The evaluator will submit a summary report of teacher performance within 5 school days after the completion of Phase 1 with a statement of successful completion of the plan or a recommendation to move to Phase 2.

Phase 2

If a teacher does not correct the unsatisfactory areas of concern within the 45 school-day period, the teacher will be moved to Phase 2 of the Intensive Assistance Plan. A different evaluator will be assigned by the Superintendent or designee during this phase. The new evaluator will meet with the teacher and will outline with the teacher the specific areas of concern and develop a plan for remediation that will include:

- a minimum of two formal observations and informal observations as needed;
- resources, support and other strategies to address documented deficiencies;
- a timeline for implementing such observations, resources, support and other strategies, in the course of the same school year as the plan is issued; and
- indicators of success including a summative rating of *Accomplished* or better at the conclusion of the intensive assistance period.

A tenured teacher who receives a rating of *Developing* or *Below Standard* at the end of the school year may receive up to one full school year of intensive assistance and must achieve a rating of *Accomplished* by the end of the school year in which the Intensive Assistance is provided.

Within five days of completing Phase 2, the evaluator will complete a summary report detailing teacher performance with specific recommendations. If the teacher fails to achieve a rating of *Accomplished* by the completion of Phase 2, the district will initiate the termination process.

Upon satisfactory completion of intensive assistance after Phase 1 and/or Phase 2, the teacher will return to the regular annual evaluation process established in this plan.

The forms for the intensive assistance process are located in Appendix A.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete training on the Hamden Public Schools Support and Evaluation model. The purpose of training is to provide evaluators of teacher and 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.

Hamden Public Schools will provide training opportunities to support district evaluators of administrators and teachers in implementation of the model across their schools. The district will adapt and build on these tools to provide comprehensive training and support to ensure that evaluators are proficient in conducting administrator and teacher evaluations.

APPENDIX A: TEACHER EVALUATION FORMS

Goal Template

School: Evaluator:

Teacher:

Grade level/ Content Area:

SLO1 (school wide goal) :

Rationale:

IAGD's (Progress Monitoring of SLO):
•
Plan of Action:

SLO2 (content specific goal) :

Rationale:

IAGD's (Progress Monitoring of SLO):
•
Plan of Action:

Student feedback goal
School Level Goal:
Plan of Action:
• Continue to facilitate discussions during all 22 Connections meetings.

Teacher Practice SMART goal(s)- *1-3 adult action goals*
•
Plan of Action:

Parent Feedback Goal

    School level goal:

Plan of Action

Teacher's Signature _____   **Date**_____

Evaluator's Signature _____   **Date**_____

Mid-Year Check In

Teacher Name:_____ School or Subject:_____

Date:_____ Grade:_____ Interval of instruction (e.g. year, semester):_____

Evidence and Progress and/or Next Steps Teacher Performance and Practice Goal

_____

Evidence and Progress and/or Next Steps Student Learning Objectives

_____

Evidence and Progress and/or Next Steps Parent Engagement and Student Feedback Goals

_____

Adjustments Necessary to Complete Goals

_____

Rationale for Adjustments

_____

Teacher   **Date**   **Evaluator**   **Date**

End of Year Summative Review

Teacher Name:_____   School or Subject:_____

Date:_____ Grade:_____ Interval of instruction (e.g. year, semester):_____

Teacher's Self-Reflection:

Administrator's Summary:

Teacher's Summary (optional):

_____   _____   _____   _____
Teacher   **Date**   **Evaluator**   **Date**

End of Year Summative Rating Worksheet

Teacher Practice Related Indicators

Student Outcome Related Indicators

Domain 1 Score
____ x .25=____
Domain 2 Score
____ x .25=____
Domain 3 Score
____ x .25=____
Domain 4 Score
____ x .25=____

(SLO1) Score: _____ + (SLO2) Score_____ ÷ 2 =_____

Student Growth and Development Score
_____ x .45 = _____
Student Feedback Score
_____ x 5 = ____

Observation of teacher performance and practice score (Total of 5 domains)
____ x 40 = ____
Parent Feedback Score
_____ x 10 = ____
Observation Score + Parent Feedback Score
____ + ____ =____

Student Growth and Development Score + Student Feedback Score
____ + ____ = ____

Student Growth and Development Score
Total:_____
Rating:_____

Student Outcome Indicator Points	Student Outcome Rating
	Below Standard
	Developing
	Accomplished
	Exemplary

Teacher Practice Rating
Total:_____
Rating:_____

Teacher Practice Indicator Points	Teacher Practice Rating
	Below Standard
	Developing
	Accomplished
	Exemplary

Final Summative Rating

OBSERVATION REPORT

Teacher:_____   Observer:_____

Duration:_____   # of Students:_____

Date:_____   Subject/Grade/Level:_____   Per:_____

When I entered the room (generic observation)

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c) Applying knowledge through complex tasks

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

Attributes	Below Standard	Developing	Accomplished	Exemplary *In addition to the characteristics of* **Accomplished** *including one or more of the following:*
Rapport and positive social interactions	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
Respect for student diversity	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
Environment supportive of intellectual risk-taking	Creates a learning environment that discourages students from taking intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.
High expectations for student learning	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; **OR** is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.

Evidence: _____
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1b Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

Attributes	Below Standard	Developing	Accomplished	Exemplary *In addition to the characteristics of* **Accomplished** *including one or more of the following:*
Communicating, reinforcing and maintaining appropriate standards of behavior	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely appropriate. **OR** Teacher seamlessly responds to misbehavior without any loss of instructional time.
Promoting social competence and responsible behavior	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.	Students take an active role in maintaining high standards of behaviors. **OR** Students are encouraged to independently use proactive strategies5 and social skills and take responsibility for their actions.

Evidence:_____

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1c Maximizing instructional time by effectively managing routines and transitions

Attributes	Below Standard	Developing	Accomplished	**Exemplary** *In addition to the characteristics of* **Accomplished** *including one or more of the following:*
Routines and transitions appropriate to needs of students	Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.	Inconsistently establishes routines and transitions, resulting in some loss of instructional time.	Establishes routines and transitions resulting in maximized instructional time.	Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions..

Evidence:_____

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

Attributes	Below Standard	Developing	Accomplished	**Exemplary** *In addition to the characteristics of* **Accomplished** *including one or more of the following:*
Content of lesson plan is aligned with standards	Plans content that is misaligned with or does not address the Common Core State Standards and/or other	Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut	Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut	Plans for anticipation of misconceptions, ambiguities or challenges and considers

	appropriate Connecticut content standards.	content standards	content standards.	multiple ways of how to address these in advance.
Content of lesson appropriate to sequence of lessons and appropriate level of challenge	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.	Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.	Plans to challenges students to extend their learning to make interdisciplinary connections.
Use of data to determine students' prior knowledge and differentiation based on students' learning needs	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.	Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students.	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data.
Literacy strategies	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.

Evidence: _____

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Attributes	Below Standard	Developing	Accomplished	**Exemplary** *In addition to the characteristics of* **Accomplished** *including one or more of the following:*

Criteria for student success	Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards.	Plans primarily teacher directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning12 and /or application to other situations.	Plans to release responsibility to the students to apply and/ or extend learning beyond the learning expectation.
Ongoing assessment of student learning	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.	Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.	Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.

Evidence: _____
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2c Selecting Appropriate assessment strategies to monitor student progress.

Attributes	Below Standard	Developing	Accomplished	Exemplary *In addition to the characteristics of* **Accomplished** *including one or more of the following:*
Strategies, tasks and questions cognitively engage students	Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards.	Plans primarily teacher directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning12 and /or application to other situations.	Plans to release responsibility to the students to apply and/ or extend learning beyond the learning expectation.
Ongoing assessment of student learning	Plans assessment strategies that are limited or not aligned to intended instructional outcomes	Plans assessment strategies that are partially aligned to intended instructional outcomes **OR** strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.

Evidence:_____
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3a Implementing instructional content for learning

Attributes	Below Standard	Developing	Accomplished	**Exemplary** *In addition to the characteristics of* **Accomplished** *including one or more of the following:*
Instructional purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
Content accuracy	Makes multiple content errors.	Makes minor content errors.	Makes no content errors.	Invites students to explain the content to their classmates.
Content progression and level of challenge	Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and/or at a somewhat appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.
Literacy strategies	Presents instruction with few opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Provides opportunities for students to independently select literacy strategies that support their learning.

Evidence: _____
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Attributes	Below Standard	Developing	Accomplished	**Exemplary** *In addition to the characteristics of* **Accomplished** *including one or more of the following:*
Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem-solving strategies.	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.
Instructional resources and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that minimally engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning..
Student responsibility and independence	Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.

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

Attributes	Below Standard	Developing	Accomplished	Exemplary *In addition to the characteristics of* **Accomplished** *including one or more of the following:*
Criteria for student success	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	Communicates general criteria for success and provides limited opportunities for students to self-assess	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in generating specific criteria for assignments.
Ongoing assessment of student learning	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes..	Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.
Feedback to students	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages peer feedback that is specific and focuses on advancing student learning.
Instructional Adjustments	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole-group performance.	Adjusts instruction as necessary in response to individual and group performance.	Students identify ways to adjust instruction that will be effective for them as individuals and results in

				quality work.

Evidence:_____
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4a Engaging in continuous professional learning to impact instruction and student learning

Attributes	Below Standard	Developing	Accomplished	Exemplary *In addition to the characteristics of* **Accomplished** *including one or more of the following:*
Teacher self-evaluation/ reflection and impact on student learning	Insufficiently reflects on/ analyzes practice and impact on student learning.	Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.	Self-evaluates and reflects on individual practice and impact on student learning, identifies areas for improvement, and takes action to improve professional practice	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.
Response to feedback	Unwillingly accepts feedback and recommendations for improving practice.	Reluctantly accepts feedback and recommendations for improving practice, but changes in practice are limited..	Willingly accepts feedback and makes changes in practice based on feedback.	Proactively seeks feedback in order to improve a range of professional practices.
Professional learning	Attends required professional learning opportunities but resists participating.	Participates in professional learning when asked but makes minimal contributions.	Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Takes a lead in and/or initiates opportunities for professional learning with colleagues.

Evidence:_____
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4b Collaborating to develop and sustain a professional learning environment to support student learning.

Attributes	Below Standard	Developing	Accomplished	Exemplary *In addition to the characteristics of* **Accomplished** *including one or more of the following:*
Teacher self-evaluation/ reflection and impact on student learning	Attends required meetings to review data but does not use data to adjust instructional practices.	Participates minimally with colleagues to analyze data and uses results to make minor adjustments to instructional practices..	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and instructional practices that support professional growth and student learning.
Contribution to professional learning environment	Disregards ethical codes of conduct and professional standards.	Acts in accordance with ethical codes of conduct and professional standards.	Supports colleagues in exploring and making ethical decisions and adhering to professional standards.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.
Ethical use of technology	Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Models safe, legal and ethical use of information and technology and takes steps to prevent the misuse of information and technology.	Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community.

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

Attributes	Below Standard	Developing	Accomplished	Exemplary *In addition to the characteristics of* **Accomplished** *including one or more of the following:*
Positive school climate	Does not contribute to a positive school climate.	Participates in schoolwide efforts to develop a positive school climate but makes minimal contributions.	Engages with colleagues, students and families in developing and sustaining a positive school climate.	Leads efforts within and outside the school to improve and strengthen the school climate.
Family and community engagement	Limits communication with families about student academic or behavioral performance to required reports and conferences..	Communicates with families about student academic or behavioral performance through required reports and conferences; and makes some attempts to build relationships through additional communications..	Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance; and develops positive relationships with families to promote student success..	Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; and seeks input from families and communities to support student growth and development.
Culturally responsive communications	Sometimes demonstrates lack of respect for cultural differences when communicating with students and families **OR** demonstrates bias and/or negativity in	Generally communicates with families and the community in a culturally-responsive manner.	Consistently communicates with families and the community in a culturally responsive manner.	Leads efforts to enhance culturally-responsive communications with families and the community.

	the community.			

Evidence:_____
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Summary of Evidence/Notes

Hamden Public Schools
PRE-OBSERVATION CONFERENCE WORKSHEET
(To be completed by the teacher)

Name:

Date of Pre-Conference:

Grade/ Subject:

School:

Evaluator:

The purpose of this form is to provide the observer with helpful and specific information about your class and the unit of study that you are about to present. Please provide as much detail as possible to help your evaluator understand the unit of study to be observed, and provide a copy to your evaluator prior to the pre-observation conference. Attach any supporting documentation that will provide additional information about the observation including lesson plans and worksheets, quizzes, questioning prompts or other evidence.

1.   List the instructional objectives for the lessons in this unit: (What is it you want your students to know?)

2.   Describe the ways that you will assess that your students achieved the instructional objectives during and after each lesson: (How will you know that they know it?)

3.   Describe the strategies you will use to address diverse student needs:

4.   Describe anything that you want the observer to know about this class that you believe is important background information (i.e. individual students, the class as a whole, recent class events, curriculum issues, special needs).

5.   List any concerns on which you want specific feedback during this observation:

Observation Feedback Framework Example

Introduction:
Good afternoon. The purpose for our conversation today is for professional growth. The conversation will last approximately 30 - 40 minutes. We will spend time reflecting on the lesson with a goal of developing ideas on how to enhance student achievement. I will ask questions throughout this conference. I am not looking for particular answers; these questions are meant to help you focus your reflection. In particular, we will focus on one area of effectiveness in the lesson observed and one area for strengthening.
Ask general impression question (e.g. "How do you think the lesson went?")

1. As you reflect back on the lesson, how do you think the lesson went?
2. If you were going to teach this lesson again with a different group of students, what would you do the same? What would you do differently?

Plan for Area of Relative Strength/Effectiveness

Area Objective:
By the end of the conference, the teacher will be able to explain how she plans activities for lessons that are aligned to the lesson objective and include elements of best practices.

Self-reflection question: Prompt teacher to reflect on the area of relative strength
Tell me how you think the lesson went?
(Further questioning) How do you decide on the types of activities you will use during a lesson?

Evidence: Specific examples from lesson for what teacher did relatively effectively
During the lesson, you segmented and sequenced the activities so that students moved from easy to complex. You asked about previous lessons in order to activate prior knowledge. The activities were all aligned with the objective of identifying and naming ordered pairs of coordinates, this helped to support student mastery. The activities were challenging to the students as they moved from the easy to the more difficult applications of the lesson. The group setting provided student-to-student interaction as students had to first work on the problem on their own, then share with the group and decide on one answer. By following this format with some key commands, students were kept attentive, on task and focused. This also helped with mastery as they were responsible for their own and then group answer. They could hear other students' answers and viewpoints as to how to solve the problem. If someone was wrong, the students could self-direct and monitor each other. The activity of getting a shape out of the envelope provided some choice and curiosity as to their shape but more importantly was a more complex application of the objective than just find the points of ordered pairs. Students were able to reflect on their learning as they completed the exit ticket which asked students to explain how to name and locate ordered pairs, and why it is important to use the correct order. When students have opportunities to reflect on their own learning in this way, they are able to evaluate how they have met the lesson's learning objective and how it may apply to future scenarios they encounter.

Continued use: Recommend action to continue practice
Continue to provide students with activities and materials that support the objective, are challenging, provide for student-to-student interaction and provide time for reflection.

Elicit feedback from teacher to explain why skill is critical to student learning
What are some things you might tell a beginning teacher regarding the choice of activities and materials in lesson planning?

Plan for Area of Growth

Area Objective:
By the end of the conference, the teacher will be able to explain how she can connect the learning objective to real life experiences and other disciplines.

Self-reflection question:
When you plan a lesson, how do plan for ways to connect what students will be learning to real life experiences and other disciplines?

Specific examples from lesson with model for area of growth:

The objective for the lesson was to identify and name points of a grid using ordered pair of coordinates. You identified the objective in the beginning of your lesson. During the lesson you briefly asked students how a grid was like a battlefield they were studying in social studies. You also told students that your family would need to use coordinate grids to find rides and attractions at Disneyworld. However, when you mentioned this students appeared to be unsure about the connection to a battlefield or how your family could use ordered pairs to find their way. To strengthen these connections, you could have brought in maps of battlefields that showed the use of coordinate girds to mark where soldiers would stand or where cannons might be located. Students could have connected this map to how generals in the Civil War planned attacks. You could also have brought in maps of Disneyworld or other amusement parks and had students use the coordinate grids to locate rides and attractions they were interested in seeing. Students could have also played the game, *Battleship*, to demonstrate the importance of knowing how to use ordered pairs. How do you think the use of these real life connections would have impacted student learning and application of coordinate girds and ordered pairs?

When students are able to see how what they are learning in the classroom impacts their everyday lives, students can be more motivated and engaged in the learning process. This can result in increased student achievement and application of what students are learning.

Guided Practice: Question the teacher for how he/she can strengthen this instructional practice in this lesson and/or future lesson based on your model.

In reflecting on this lesson or future lessons, what are some additional ways you can relate the learning objective to students' everyday lives and other content areas?

Closing statement or question; then share the performance ratings.

As you reflect on our conversation today, how will it impact your choice of activities and the connections you make to real life experiences?

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INTENSIVE ASSISTANCE PLAN
Phase 1

Teacher Name:_____ School or Subject:_____

Date:_____ Grade:_____

Duration of Plan (45 days) From:_____ To:_____

Specific Areas of Concern: Provide evidence to document concerns from observations and other sources.

Description of Plan: Include the number of formal and informal observations to occur during the 45 day period and other resources and strategies to address the specific areas of concern. Indicate how the evaluator will determine whether the teacher is successful in remediating the areas of concern. Evidence may include results from observations, lesson planning, assessments, reflection journals, co-planning and discussions with peers and/or support staff, use of data to drive instruction, recording keeping, samples of students' work, communication with parents, etc.

Evaluator Responsibilities:

Teacher Responsibilities:

Evaluator Signature:_____ Date:_____

Teacher Signature:_____ Date:_____
(Signature indicates receipt of the observation report)

INTENSIVE ASSISTANCE PLAN
Phase 2

Teacher Name:_____ School or Subject:_____

Date:_____   Grade:_____

Duration of Plan From:_____ To:_____

Specific Areas of Concern: Provide evidence to document concerns from observations and other sources.

Description of Plan: Include the number of formal and informal observations to occur during the 45 day period and other resources and strategies to address the specific areas of concern. Indicate how the evaluator will determine whether the teacher is successful in remediating the areas of concern. Evidence may include results from observations, lesson planning, assessments, reflection journals, co-planning and discussions with peers and/or support staff, use of data to drive instruction, recording keeping, samples of students' work, communication with parents, etc.

Evaluator Responsibilities:

Teacher Responsibilities:

Evaluator Signature:_____   Date:_____

Teacher Signature:_____   Date:_____
(Signature indicates receipt of the observation report)

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INTENSIVE ASSISTANCE PLAN
Phase 1 Summary Report

</div>

Date:

Teacher's Name:

School:

Grade/Subject:

Evaluator's Name/Title:

Summary: Provide indication of progress or lack thereof, providing evidence to support comments. If performance does not meet standard, provide recommendation for next steps.

Evaluator Signature:_____Date:_____

Teacher Signature:_____Date:_____

(Signature indicates receipt of document)
Teacher may choose to attach additional comments regarding this evaluation
INTENSIVE ASSISTANCE PLAN
Phase 2 Summary Report

Date:

Teacher's Name:

School:

Grade/Subject:

Evaluator's Name/Title:

Summary: Provide indication of progress or lack thereof, providing evidence to support comments.   If performance does not meet standard, provide recommendation for next steps.

Evaluator Signature:_____Date:_____

Teacher Signature:_____Date:_____

(Signature indicates receipt of document)
Teacher may choose to attach additional comments regarding this evaluation.
Professional Growth Plan for Teachers Rated Exemplary
(Portfolio will take the place of Observation of teacher performance and practice 40%)

Teacher:_____School:_____
_____
Grade/Department:_____
Evaluator:_____
Complete sections 1-6 and submit to your evaluator for subsequent discussion.
1. Cite the Domain(s) you will address. Refer to components in the Connecticut Common Core of Teaching (CCT).

Evidence Generally Collected Through
In-Class Observations

Domain 1 — **Classroom Environment, Student Engagement and Commitment to Learning[2]**
Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

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

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

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

Domain 3 — **Instruction for Active Learning**
Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

3a. Implementing instructional content for learning.

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

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

Evidence Generally Collected Through
Non-Classroom/Reviews of Practice

Domain 2 — **Planning for Active Learning**
Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

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

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

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

Domain 4 — **Professional Responsibilities and Teacher Leadership**
Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

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

4b. Collaborating to develop and sustain a professional learning environment to support student learning.

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

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2. State the rationale for developing this plan. (What are the needs? How have they been identified? Include observational references, research sources, professional resources)

3. State the goals/objectives you wish to achieve related to improvement of learning and teaching.

4. Describe your plan. Include procedures and timelines for its achievement including resources you will use. Procedures should be aimed at improving practice.

5. List the indicators for success. (How will you know when you have accomplished your goal?) Provide description of evidence and method of appraisal. (Artifacts may be, but not limited to: lesson plans, journals, student handbooks, student work, school improvement planning, service on committees, surveys, discipline records, coaching, formal and informal mentoring, data team/SRBI meetings, present professional development, membership in professional organizations, book studies, continuing education credits, parent/teacher communication log, newsletters, collaborative lesson planning, assessment data).

6. How will you share your knowledge with others? You may use more than one model.
    - **Resource Provider:** Share instructional resources, these might include websites, materials, readings, or other resources to use with students.
    - **Classroom Supporter:** Assist other teachers with new ideas by demonstrating a lesson, co-teaching, or collaboration.
    - **Learning Facilitator (Professional Development):** Facilitate professional learning opportunities among staff members.
    - **Mentor:** Serving as a mentor for a novice (new) teacher.
    - **School Leader:** Being a school leader means serving on a committee, advising a club, coaching, department chair, team leader, specialist
    - **Learner:** Learners model continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve.

Signature of Teacher _____Date_____

Signature of Evaluator_____Date_____

Professional Growth Plan for Teachers Rated Exemplary
Interim Progress Report

Teacher:_____

Complete an interim progress report of your professional growth plan and submit with supporting documentation to your evaluator for discussion. Address the progress you have made thus far, any changes you would like to make and additional resources you may need.

Comments:

Signature of
Teacher_____Date_____
Signature of
Evaluator_____Date_____

**Professional Growth Plan for Teachers Rated Exemplary
Summary Report**

Complete a summary report of your professional growth plan and submit with supporting
documentation to your evaluator for discussion. Provide specific evidence in your commentary about
your plan, the indicators and attributes you addressed, and your progress toward your objectives.

Comments:

Evaluator Summary Report
Comments:

This plan:

__Exceeded Goals/Objectives   __ Accomplished Goals/Objectives   __Partially accomplished
Goals/Objectives
__ Did not accomplish Goals/Objectives

Signature of Teacher_____Date_____
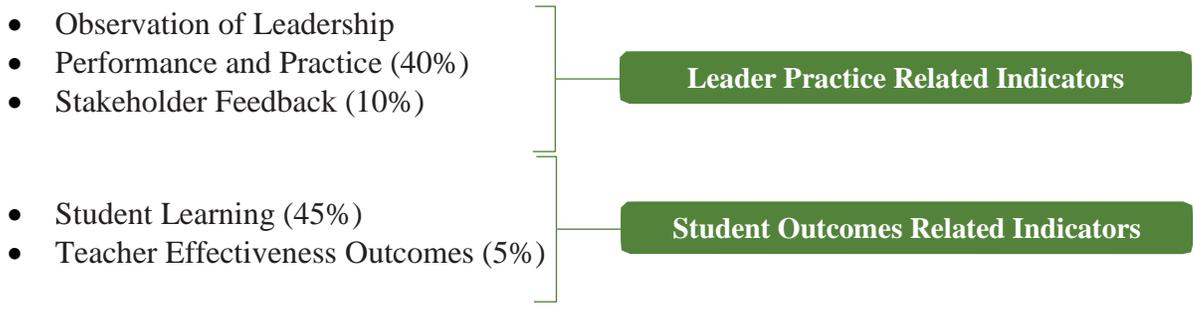
Signature of Evaluator_____Date_____

*It is understood that signing this performance report, you acknowledge having seen and discussed the rating. Refusal to sign this document will in no way invalidate this report. As per CTST § 31-128e should you disagree with any of the information contained in this document please submit a written statement explaining your position. Your statement will be maintained as part of your personnel file and shall accompany any transmittal or disclosure from such file or records made to a third party.

Administrator Evaluation and Support

The Connecticut State Department of Education (CDSE)-designed model for the evaluation and support of administrators in Connecticut is based on the Connecticut Guidelines for Educator Evaluation (Core Requirements), developed by a diverse group of educators in June 2012 and based upon best practice research from around the country. The contents of this document are meant to guide districts in the implementation of Connecticut's System for Educator Evaluation and Development (SEED) Administrator Evaluation and Support model. The CDSE, in consultation with PEAC and the SBE, may continue to refine the tools provided in this document for clarity and ease of use.

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

- Observation of Leadership
- Performance and Practice (40%)
- Stakeholder Feedback (10%)

Leader Practice Related Indicators

- Student Learning (45%)
- Teacher Effectiveness Outcomes (5%)

Student Outcomes Related Indicators

Additional Requirements for Administrator Evaluation and Support Plans

In addition, this document includes "Points for District Consideration" to assist district Professional Development and Evaluation Committees (PDECs) in developing processes or enhancing existing processes necessary for ongoing development and support of teachers in the following areas:

- Evaluator Training and Ongoing Proficiency/Calibration
- Evaluation-Informed Professional Learning
- Improvement and Remediation Plans
- Career Development and Growth

PLEASE NOTE: In electing to implement the SEED model, your district is expected to implement the four components of evaluation and support, as well as the additional requirements outlined above, with fidelity as outlined in this handbook. In response to requests from districts for further clarification on these requirements, we have provided "Points for Consideration" to assist districts and their PDEC in plan development. In addition, evaluators of teachers are expected to participate in the multi-day CSDE-*sponsored training as described within this document.*

Any variation from the components of teacher evaluation and support as written within this document is no longer the SEED model and would be considered a "district-developed" evaluation and support plan. Districts are required to submit an educator evaluation and support plan annually to the CSDE.

Administrator Evaluation and Development
Purpose and Rationale

This section of the 2015 SEED Handbook outlines the state model for the evaluation of school and school district administrators in Connecticut. A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness for the state of Connecticut. The Connecticut administrator evaluation and support model defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student growth & development); and (3) the perceptions of the administrator's leadership among key stakeholders in his/her community.

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

- Meeting expectations as an instructional leader;
- Meeting expectations in at least 3 other areas of practice;
- Meeting 1 target related to stakeholder feedback;
- Meeting state accountability growth targets on tests of core academic subjects 6;
- Meeting and making progress on 3 Student Learning Objectives aligned to school and district priorities; and
- Having more than 60% of teachers proficient on the student growth portion of their evaluation.

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

This model for administrator evaluation has several benefits for participants and for the broader community. It provides a structure for the ongoing development of principals and other administrators to establish a basis for assessing their strengths and growth areas so they have the feedback they need to get better. It also serves as a means for districts to hold themselves accountable for ensuring that every child in their district attends a school with effective leaders.

Smarter Balanced Assessments *will be administered for the first time in the 2014-15 academic year. These assessments are administered in Grades 3-8 and Grade 11. Pending approval of the waiver submitted to the United States Department of Education (USED) the CSDE has requested continued flexibility, through at least the 2015-16 school year, regarding the requirement to incorporate the state test as a measure of student growth in educator evaluation.*

As noted, the model applies to all administrators holding an 092 endorsement. Because of the fundamental role that principals play in building strong schools for communities and students, and because their leadership has a significant impact on outcomes for students, the descriptions and examples focus on principals. However, where there are design differences for assistant principals and central office administrators, the differences are noted.

System Overview
Administrator Evaluation and Support Framework

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

1. **Leadership Practice Related Indicators:** An evaluation of the core leadership practices and skills that positively affect student learning. This category is comprised of two components:
   (a) **Observation of Teacher Performance and Practice (40%)** as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards.
   (b) **Stakeholder Feedback (10%)** on leadership practice through surveys.

2. **Student Outcomes Related Indicators:** An evaluation of administrator's contributions to student academic progress, at the school and classroom level. This area is comprised of two components:
   (c) **Student Learning (45%)** assessed in equal weight by: (a) progress on the academic learning measures in the state's accountability system for schools; and performance and growth on locally-determined measures.
   (d) **Teacher Effectiveness Outcomes (5%)** as determined by an aggregation of teachers' success with respect to Student Learning Objectives (SLOs).

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

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

*As of Spring 2015, the CCL Leader Evaluation Rubric is undergoing a validation study. Substantive revisions are expected to be made to the rubric prior to its expected release in June 2015.
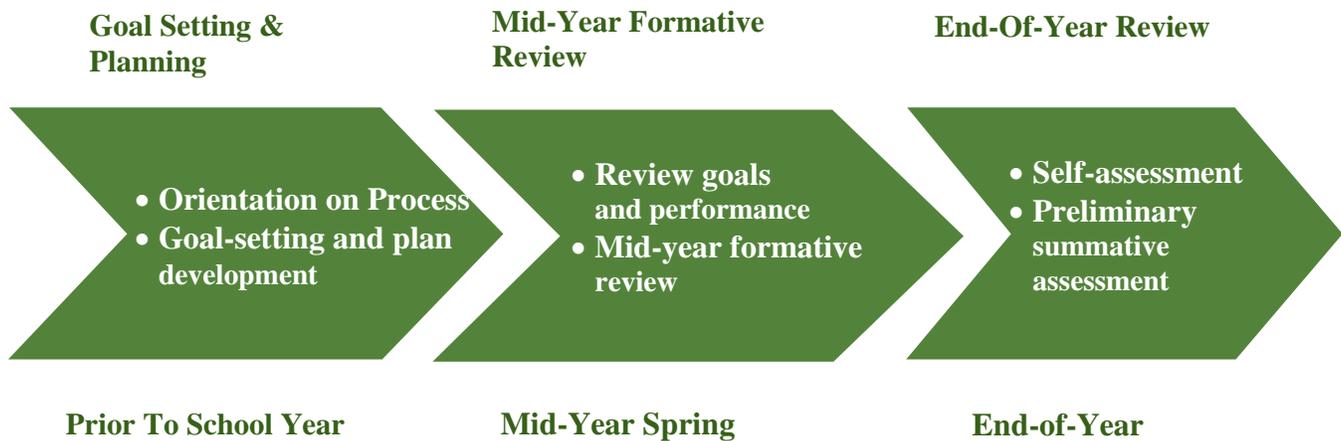
Process and Timeline

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

1. That evaluators prioritize the evaluation process, spending more and better time in schools observing practice and giving feedback; and
2. That both administrators and evaluators focus on the depth and quality of the interactions that occur in the process, not just on completing the steps.

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

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

Figure 1: This is a typical timeframe:

Goal Setting & Planning	Mid-Year Formative Review	End-Of-Year Review
• Orientation on Process • Goal-setting and plan development	• Review goals and performance • Mid-year formative review	• Self-assessment • Preliminary summative assessment
Prior To School Year	**Mid-Year Spring**	**End-of-Year**

Step 1: Orientation and Context-Setting
To begin the process, the administrator needs five things to be in place:

1. Student learning data are available for review by the administrator and the state has assigned the school a School Performance Index (SPI) rating[7].
2. Stakeholder survey data are available for review by the administrator.
3. The superintendent has communicated his/her student learning priorities for the year.
4. The administrator has developed a school improvement plan that includes student learning goals.
5. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process.

Step 2: Goal-Setting and Plan Development

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

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[7]Smarter Balanced Assessments will be administered for the first time in the 2014-15 academic year. These assessments are administered in Grades 3-8 and Grade 11. Pending approval of the waiver submitted to the United States Department of Education (USED) the CSDE has requested continued flexibility, through at least the 2015-16 school year, regarding the requirement to incorporate the state test as a measure of student growth in educator evaluation.

Figure 2:

Administrators should start with the outcomes they want to achieve. This includes setting three SLOs (see page 69 for details) and one target related to stakeholder feedback (see page 62 for details).

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

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

- Are there any assumptions about specific goals that need to be shared because of the local school context?
- Are there any elements for which proficient performance will depend on factors beyond the control of the principals? If so, how will those dependencies be accounted for in the evaluation process?
- What are the sources of evidence to be used in assessing an administrator's performance?

The evaluator and administrator also discuss the appropriate resources and professional learning needs to support the administrator in accomplishing his/her goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation and support plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used. The completed form on page 49

represents a sample evaluation and support plan.

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

Here are some questions to consider in assessing whether an administrator's evaluation and support plan is likely to drive continuous improvement:

3. Are the goals clear and measurable so that an evaluator will know whether the administrator has achieved them?
4. Can the evaluator see a through line from district priorities to the school improvement plan to the evaluation and support plan?
5. Do the practice focus areas address growth needs for the administrator? Does at least one of the focus areas address instructional leadership?

Sample Evaluation and Support Plan

Administrator's Name_____**Evaluator's**_____**NameSchool**_____

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

graduation rate is 70%.						

Step 3: Plan Implementation and Evidence Collection

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

Unlike visiting a classroom to observe a teacher, school site visits to observe administrator practice can vary significantly in length and setting. It is recommended that evaluators plan visits carefully to maximize the opportunity to gather evidence relevant to an administrator's practice focus areas. Further, central to this process is providing meaningful feedback based on observed practice: see the [SEED website](#) for forms that evaluators may use in recording observations and providing feedback. Evaluators should provide timely feedback after each visit.

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

Building on the sample evaluation and support plan on page 49, this administrator's evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to his or her focus areas and goals:

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

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

A note on the frequency of school site observations:
State guidelines call for an administrator's evaluation to include:

- 2 observations for each administrator.
- 4 observations for any administrator new to their district, school, the profession or who has received a summative rating of *developing* or *below standard* in the previous year.

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

Step 4: Mid-Year Formative Review

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

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

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

Step 5: Self-Assessment

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

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

The administrator should also review his/her focus areas and determine if he/she considers him/herself on track or not. In some evaluation systems, self-assessment occurs later in the process after summative ratings but before goal setting for the subsequent year. In this model the administrator submits a self-assessment prior to the end-of-year summative review as an opportunity for the self-reflection to inform the summative rating.

Step 6: Summative Review and Rating

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

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

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

evaluation feedback, improved teacher effectiveness and student performance.

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

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

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

*As of Spring 2015, the CCL Leader Evaluation Rubric is undergoing a validation study. Substantive revisions are expected to be made to the rubric prior to its expected release in June 20.

PLEASE NOTE: School districts who have a locally-developed evaluation and support plan can also choose to participate in the CSDE-sponsored training opportunities for evaluators, however if training opportunities are internally-developed or contracted with a reputable vendor, the following are points for consideration:

> ### Points for District Consideration
> - Development or selection of an evaluation framework/rubric to measure and provide feedback on leader performance and practice
> - Identification of criteria to demonstrate proficiency (optional)
> - Provision of ongoing calibration activities
> - Determination of frequency for proficiency status renewal, if applicable

The evaluator completes the summative evaluation report, shares it with the administrator and

adds it to the administrator's personnel file with any written comments attached that the administrator requests to be added within two weeks of receipt of the report.

Summative ratings must be completed for all administrators by June 30, of a given school year. Should state standardized test data not yet be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness outcomes ratings, the evaluator should recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than September 15. Initial ratings are based on all available data and are made in the spring so that they can be used for any employment decisions as needed. Since some components may not be completed at this point, here are rules of thumb to use in arriving at a rating:

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

Support and Development

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

Evaluation-Informed Professional Learning

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

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

Improvement and Remediation Plans

If an administrator's performance is rated as *developing* or *below standard*, it signals the need for focused support and development. Districts must develop a system to support administrators not meeting the proficiency standard. Improvement and remediation plans should be developed in consultation with the administrator and his/her exclusive bargaining representative, when applicable, and be differentiated by the level of identified need and/or stage of development.

Districts may develop a system of stages or levels of support. For example:

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

2. **Special Assistance:** An administrator would receive special assistance when he/she earns an overall performance rating of *developing* or *below standard* and/or has received structured support. An educator may also receive special assistance if he/she does not meet the goal(s) of the

structured support plan. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.

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

Points for District Consideration

Well-articulated Improvement and Remediation Plans:

- Clearly identify targeted supports, in consultation with the administrator, which may include specialized professional development, collegial assistance, increased supervisory observations and feedback, and/or special resources and strategies aligned to the improvement outcomes.
- Clearly delineate goals linked to specific indicators and domains within the observation of practice framework/rubric that specify exactly what the administrator must demonstrate at the conclusion of the Improvement and Remediation Plan in order to be considered *proficient*.
- Indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is developed. Determine dates for interim and final reviews in accordance with stages of support.
- Include indicators of success, including a rating of *proficient* or better at the conclusion of the improvement and remediation plan.

Career Development and Growth

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

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

Points for District Consideration

- Align job descriptions to school leadership standards.
- Identify replicable practices and inform professional learning.
- Support high-quality evaluation that aligns school accountability with teacher and administrator evaluation and support.
- Provide focused targeted professional learning opportunities identified through the evaluation process and school/district needs.
- Ensure that the new principal role is sustainable. Explore ways to alleviate administrative and operational duties to allow for greater focus on the role of instructional leader.
- Recognize and reward effective principals/administrators.

Leadership Practice Related Indicators

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

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

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

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

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

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

*In 2014, the Council of Chief State School Officers (CCSSO) released revised ISSLC Standards to better incorporate an expanding body of research and best practices from the field for public comment. The CCSSO

anticipates publication of revised standards in the coming year.

Figure 3: Leadership Practice – 6 Performance Expectations
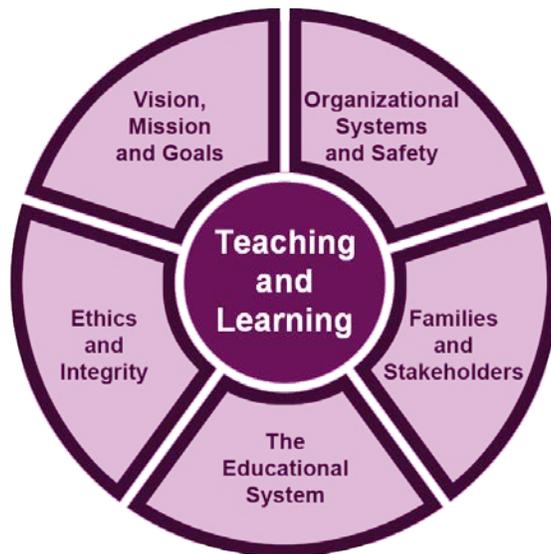
These weightings should be consistent for all principals. For assistant principals and other school or district-based 092 certificate holders in non-teaching roles, the six performance expectations are weighed equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers. While assistant principals' roles and responsibilities vary from school to school, creating a robust pipeline of effective principals depends on adequately preparing assistant principals for the principalship.

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

- *Exemplary*: The Exemplary Level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Proficient performance.
- *Proficient*: The rubric is anchored at the Proficient Level using the indicator language from the Connecticut School Leadership Standards. The specific indicator language is highlighted in bold at the Proficient level.
- *Developing*: The Developing Level focuses on leaders with a general knowledge of 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 concept demonstrates a continuum of performance across the row, from below standard to exemplary.

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

Strategies for Using the CCL Leader Evaluation Rubric:*

Helping administrators get better: The rubric is designed to be developmental in use. It contains a detailed continuum of performance for every indicator within the CCL: Connecticut School Leadership Standards in order to serve as a guide and resource for school leaders and evaluators to talk about practice, identify specific areas for growth and development, and have language to use in describing what improved practice would be.

Making judgments about administrator practice: In some cases, evaluators may find that a leader demonstrates one level of performance for one concept and a different level of performance for a second concept within a row. In those cases, the evaluator will use judgment to decide on the level of performance for that particular indicator.

Assigning ratings for each performance expectation: Administrators and evaluators will not be required to complete this rubric at the Indicator level for any self-assessment or evaluation process. Evaluators and administrators will review performance and complete evaluation detail at the Performance Expectation level and may discuss performance at the Element level, using the detailed Indicator rows as supporting information as needed. As part of the evaluation process, evaluators and school leaders should identify a few specific areas for ongoing support and growth.

Assessing the practice of administrators other than principals: All indicators of the evaluation rubric may not apply to assistant principals or central office administrators. Districts may generate ratings using evidence collected from applicable indicators in the CCL: Connecticut School Leadership Standards[8].

*In Spring 2015, the CCL Leader Evaluation Rubric will undergo a validation study. In response to stakeholder feedback, revisions are expected to be made to the rubric and it's expected to be released in June 2015.

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[2]Central Office Administrators were given an additional year before being required to participate in Connecticut's new evaluation and support system while further guidance was being developed. All Central Office Administrators will be required to participate in the new system in the 2015-2016 school year. Special considerations for the evaluation of Central Office Administrators are available here.

Performance Expectation 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.

Element A: High Expectations for All

Leaders* ensure that the creation of the vision, mission and goals establishes high expectations for all students and staff**.

The Leader*…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Information & analysis shape vision, mission and goals	relies on their own knowledge and assumptions to shape school-wide vision, mission and goals.	uses data to set goals for students. Shapes a vision and mission based on basic data and analysis.	uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission and goals.	uses a wide range of data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.
2. Alignment to policies	does not align the school's vision, mission and goals to district, state or federal policies.	establishes school vision, mission and goals that are partially aligned to district priorities.	aligns the vision, mission and goals of the school to district, state and federal policies.	builds the capacity of all staff to ensure the vision, mission and goals are aligned to district, state and federal policies.

*Leader: Connecticut School Leaders who are employed under their immediate administrator 092 certificate (e.g., curriculum coordinator, principal, assistant principal, department head and other supervisory positions.)
**Staff: All educators and non-certified staff

*Given potential changes to the rubric, these indicators and performance descriptors may be subject to change.

Arriving at a Leadership Practice Summative Rating

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

This is accomplished through the following steps, undertaken by the administrator being evaluated and by the evaluator completing the evaluation:
The administrator and evaluator meet for a Goal-Setting Conference to identify focus areas for development of the administrator's leadership practice.

1. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with a particular emphasis on the identified focus areas for development. **Evaluators of administrators must conduct at least two school site observations for any administrator and should conduct at least four school site observations for administrators who are new to their district, school, the profession or who have received ratings of *developing* or *below***

standard.
2. The administrator and evaluator hold a Mid-Year Formative Conference with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
3. Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth, as well as progress on the focus areas.
4. The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *exemplary*, *proficient*, *developing* or *below standard* for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year.

Principals and Central Office Administrators*:

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

<mark>*Given potential changes to the rubric, this rating scale may be subject to change.</mark>

Assistant Principals and Other School-Based Administrators:

Exemplary	Proficient	Developing	Below Standard
Exemplary on at least half of measured performance expectations +	At least *Proficient* on at least a majority of performance expectations +	At least *Developing* on at least a majority of performance expectations	*Below Standard* on at least half of performance expectations

No rating below *Proficient* on any performance expectation	No rating below *Developing* on any performance expectation		

Component #2: Stakeholder Feedback (10%)

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

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

Applicable Survey Types

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

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

To ensure that districts use effective survey instruments in the administrator evaluation process, and to allow educators to share results across district boundaries, the CSDE has adopted recommended survey instruments as part of the SEED state model for administrator evaluation and support. Panorama Education developed the surveys for use in the State of Connecticut, and districts are strongly encouraged to use these state model surveys.

See the SEED website for examples of each type of survey as well as sample questions that align to the CCL: Connecticut School Leadership Standards. See the SEED website for Panorama Education surveys.

The survey(s) selected by a district for gathering feedback must be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time). In order to minimize the burden on schools and stakeholders, the surveys chosen need not be implemented exclusively for purposes of administrator evaluation, but may have broader application as part of teacher evaluation systems, school-or district-wide feedback and planning or other purposes. Adequate participation and representation of school stakeholder population is important; there are several strategies districts may choose to use to ensure success in this area, including careful timing of the survey during the year, incentivizing participation and pursuing multiple means of soliciting responses.

Any survey selected must align to some or all of the CCL: Connecticut School Leadership Standards, so that feedback is applicable to measuring performance against those standards. In most cases, only a subset of survey measures will align explicitly to the Leadership Standards, so administrators and their evaluators are encouraged to select relevant portions of the survey's results to incorporate into the evaluation and support model.

For each administrative role, stakeholders providing feedback might include:

SCHOOL-BASED ADMINISTRATORS
Principals:
All family members
All teachers and staff members All students

Assistant Principals and other school-based administrators:
All or a subset of family members
All or a subset of teachers and staff members All or a subset of students

CENTRAL OFFICE ADMINISTRATORS
Line managers of instructional staff
(e.g., Assistant/Regional Superintendents):
Principals or principal supervisors Other direct reports
Relevant family members

Leadership for offices of curriculum, assessment, special services and other central academic functions:
Principals
Specific subsets of teachers
Other specialists within the district Relevant family members

Leadership for offices of finance, human resources and legal/employee relations offices and other central shared services roles:
Principals

Specific subsets of teachers
Other specialists within the district

Stakeholder Feedback Summative Rating

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

Exceptions to this include:

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

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

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

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

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

Examples of Survey Applications
Example #1:

School #1 has mid-range student performance results and is working diligently to improve out-comes for all students. As part of a district-wide initiative, the school administers a climate survey to teachers, students and family members. The results of this survey are applied broadly to inform school and district planning as well as administrator and teacher evaluations. Baseline data from the previous year's survey show general high performance with a few significant gaps in areas aligned to the CCL: Connecticut School Leadership Standards. The principal, district superintendent and the school leadership team selected one area of focus – building expectations for student achievement – and the principal identified leadership actions related to this focus area which are aligned with the CCL: Connecticut School Leadership Standards. At the end of the year, survey results showed that, although improvement was made, the school failed to meet its target.

Measure and Target	Results (Target met?)
Percentage of teachers and family members agreeing or strongly agreeing with the statement "*Students are challenged to meet high expectations at the school*" would increase from 71% to 77%.	No; results at the end of the year showed an increase of 3% to 74% of respondents agreeing or strongly agreeing with the statement.
Stakeholder Feedback Rating: "Developing"	

Example #2:

School #2 is a low-performing school in a district that has purchased and implemented a 360° tool measuring a principal's leadership practice which collects feedback from teachers, the principal and the principal's supervisor. The resulting scores from this tool are incorporated in the district's administrator evaluation and support system as stakeholder input.

Baseline data from the prior year reflects room for improvement in several areas and the principal, her supervisor and the school leadership team decides to focus on ensuring a safe, high performing learning environment for staff and students. Together, the principal and her supervisor focus on the principal's role in establishing a safe, high-performing environment and identify skills to be developed that are aligned to this growth area. They then set a target for improvement based on specific measures in the survey, aiming for an increase of 7% in the number of stakeholders who agreed or strongly agreed that that there was growth in the identified area. Results at the end of the school year show that the principal had met her target, with an increase of 9%.

Measure and Target	Results (Target met?)

Percentage of teachers, family members and other respondents agreeing or strongly agreeing that the principal had taken effective action to establish a safe, effective learning environment would increase from 71% to 78%.	Yes; results at the end of the year showed an increase of 9% to 80% of respondents agreeing or strongly agreeing.

Stakeholder Feedback Rating: "Proficient"

The Student Outcomes Related Indicators capture the administrator's impact on student learning and comprise half of the final rating.

Student Outcomes Related Indicators includes two components:

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

Component #3: Student Learning (45%)

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

State Measures of Academic Learning

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

Currently, the state's accountability system[9] includes two measures of student academic learning:

1. **School Performance Index (SPI) progress** – changes from baseline in student achievement on Connecticut's standardized assessments.
   PLEASE NOTE: SPI calculations may not be available for the 2015-16 school year due to the transition from state legacy tests to the Smarter Balanced Assessment. Therefore, 45% of an administrator's rating for Student Learning will be based on student growth and performance on locally-determined measures.
2. **SPI progress for student subgroups** – changes from baseline in student achievement for subgroups on Connecticut's standardized assessments.

Yearly goals for student achievement should be based on approximately 1/12 of the growth needed to reach 88, capped at 3 points per year. See below for a sample calculation to determine the SPI growth target for a school with an SPI rating of 52.

$$\frac{88 - 52}{12} = 3$$

Evaluation ratings for administrators on these state test measures are generated as follows:

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

SPI Progress (all students and subgroups)

SPI>=88	Did not Maintain	Maintain		
	1	4		

SPI<88	<50% target progress	50-99% target progress	100-125% target progress	>125% target progress
	1	2	3	4

PLEASE NOTE: Administrators who work in schools with two SPIs will use the average of the two SPI ratings to apply for their score.

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[9]All of the current academic learning measures in the state accountability system assess status achievement of students or changes in status achievement from year to year. There are no true growth measures. If the state adds a growth measure to the accountability model, it is recommended that it count as 50% of a principal's state academic learning rating in Excelling schools, 60% in Progressing and Transition schools, and 70% in Review and Turnaround schools.

Step 2: Scores are weighted to emphasize improvement in schools below the State's SPI target of 88 and to emphasize subgroup progress and performance in schools above the target. While districts may weigh the two measures according to local priorities for administrator evaluation, the following weights are recommended:

SPI Progress	100% minus subgroup %
SPI Subgroup Progress* 50%	10% per subgroup; up to

*Subgroup(s) must exist in year prior and in year of evaluation

Below is a sample calculation for a school with two subgroups:

Measure	Score	Weight	Summary Score
SPI Progress	3	.8	2.4
SPI Subgroup 1 Progress	2	.1	.2
SPI Subgroup 2 Progress	2	.1	.2
		TOTAL	**2.8**

Step 3: The weighted scores in each category are summed, resulting in an overall state test rating that is scored on the following scale:

Exemplary	Proficient	Developing	Below Standard
At or above 3.5	2.5 to 3.4	1.5 to 2.4	Less than 1.5

All protections related to the assignment of school accountability ratings (e.g., the minimum number of days a student must be enrolled in order for that student's scores to be included in an accountability measure) shall apply to the use of state test data for administrator evaluation.

For any school that does not have tested grades (such as a K-2 school), the entire 45% of an administrator's rating on student learning indictors is based on the locally-determined indicators described below.

Locally-Determined Measures (Student Learning

Objectives)

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

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

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

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

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

examinations).

- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.
  - Students' performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments. Below are a few examples of SLOs for administrators:

Grade Level/Role	SLO
2nd Grade	Among second graders who remain enrolled in school and in good attendance from September to May, 80% will make at least one year's growth in reading as measured by MAP/NWEA assessments.
Middle School Science	78% of students will attain *proficient* or higher on the science inquiry strand of the CMT in May.
High School	9th grade students will accumulate sufficient credits to be in good standing as sophomores by June.
Central Office Administrator	By June 1, 2016, the percentage of grade 3 students across the district (in all 5 elementary schools) reading at or above grade level will improve from 78% to 85%. (Curriculum Coordinator)

The process for selecting measures and creating SLOs should strike a balance between alignment to district student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process follow a pre-determined timeline.

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

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

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

Arriving at a Student Learning Summative Rating

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

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

Component #4: Teacher Effectiveness Outcomes (5%)

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

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

As part of Connecticut's teacher evaluation state model, teachers are assessed in part on their

accomplishment of SLOs. This is the basis for assessing administrators' contribution to teacher effectiveness outcomes. In order to maintain a strong focus on teachers setting ambitious SLOs for

their evaluation, it is imperative that evaluators of administrators discuss with the administrator their strategies in working with teachers to set SLOs. Without attention to this issue, there is a substantial risk of administrators not encouraging teachers to set ambitious SLOs.

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

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

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

*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).

A rating of *proficient* represents fully satisfactory performance. It is the rigorous standard expected for most experienced administrators. Specifically, proficient administrators can be characterized as:
- Meeting expectations as an instructional leader;
- Meeting expectations in at least 3 other areas of practice;
- Meeting and making progress on 1 target related to stakeholder feedback;
- Meeting state accountability growth targets on tests of core academic subjects;
- Meeting and making progress on 3 student learning objectives aligned to school and district priorities; and
- Having more than 60% of teachers proficient on the student growth portion of their evaluation.

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

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

B. OUTCOMES: Student Learning (45%)
+ Teacher Effectiveness 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 page 76.

Component	Score (1-4)	Weight	Points (score x weight)
Student Learning (SPI Progress and SLOs)	3	45	135
Teacher Effectiveness Outcomes	2	5	10
TOTAL STUDENT OUTCOMES-RELATED POINTS			**145**

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-80	Below Standard
81-126	Developing
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**
	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

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

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

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

Dispute-Resolution Process

The local or regional board of education shall include a process for resolving disputes in cases

where the evaluator and administrator cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. When such agreement cannot be reached, the issue in dispute will be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC). The superintendent and the respective collective bargaining unit for the district will each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party, as mutually agreed upon between the superintendent and the collective bargaining unit. In the event that the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding *(see Appendix 2)*.

Appendix 1
Flexibilities to the Guidelines for Educator Evaluation Adopted by Connecticut State Board of Education on February 6, 2014
Section 2.9: Flexibility Components

Local and regional school districts may choose to adopt one or more of the evaluation plan flexibility components described within Section 2.9, in mutual agreement with district's professional development and evaluation committee pursuant to 10-151b(b) and 10-220a(b), to enhance implementation. Any district that adopts flexibility components in accordance with this section in the 2013-14 school year shall, within 30 days of adoption of such revisions by its local or regional board of education, and no later than March 30, 2014, submit their plan revisions to the State Department of Education (SDE) for its review and approval. For the 2014-15 and all subsequent school years, the submission of district evaluation plans for SDE review and approval, including flexibility requests, shall take place no later than the annual deadline set by the SDE.

a. Each teacher, through mutual agreement with his/her evaluator, will select 1 goal/objective for student growth. For each goal/objective, each teacher, through mutual agreement with his/her evaluator, will select multiple Indicators of Academic Growth and Development (IAGD) and evidence of those IAGDs based on the range of criteria used by the district. For any teacher whose primary responsibility is not the direct instruction of students, the mutually agreed upon goal/objective and indicators shall be based on the assigned role of the teacher.

b. One half (or 22.5%) of the indicators of academic growth and development used as evidence of whether goal/objective is met shall be based on standardized indicators other than the state test (CMT, CAPT, or SBAC) for the 2014-15 academic year, pending federal approval. Other standardized indicators for other grades and subjects, where available, may be used. For the other half (22.5%) of the indicators of academic growth and development, there may be:

1. A maximum of one additional standardized indicator other than the state test (CMT, CAPT or SBAC) for the 2014-15 academic year, pending federal approval, if there is mutual agreement, subject to the local dispute resolution procedure as described in 1.3.

2. A minimum of one non-standardized indicator.

c. Teachers who receive and maintain an annual summative performance evaluation designation of proficient or exemplary (or the equivalent annual summative ratings in a pre- existing district evaluation plan) during the 2012-13 or any subsequent school year and who are not first or second year teachers shall be evaluated with a minimum of one formal in-class observation no less frequently than once every three years, and three informal in-class observations conducted in accordance with Section 2.3(2)(b)(1) and 2.3(2)(b)(2) in all other years, and shall complete one review of practice every year. Teachers with proficient or exemplary designations may receive a formal in-class observation if an informal observation or review of practice in a given year results in a concern about the teacher's practice. For non-classroom teachers, the above frequency of observations shall apply in the same ways, except that the observations need not be in-classroom (they shall instead be conducted in appropriate settings). All other teachers, including first and second year teachers and teachers who receive a performance evaluation designation of below standard or developing, will be evaluated according to the procedures in 2.3(2)(c) and 2.3(2)(d). All observations shall be followed with timely feedback. 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, reviews of lesson plans or other teaching artifacts.

Flexibilities to the Guidelines for Educator Evaluation Adopted by Connecticut State Board of Education on February 6, 2014

Section 2.10: Data Management Protocols

a. On or before September 15, 2014 and each year thereafter, professional development and evaluation committees established pursuant to 10-220a shall review and report to their board of education the user experience and efficiency of the district's data management systems/platforms being used by teachers and administrators to manage evaluation plans.

b. For implementation of local evaluation plans for the 2014-15 school year, and each year thereafter, data management systems/platforms to be used by teachers and administrators to manage evaluation plans shall be selected by boards of education with consideration given to the functional requirements/needs and efficiencies identified by professional development and evaluation committees.

c. For implementation of local evaluation plans for the 2014-15 school year, and each year thereafter, educator evaluation plans shall contain guidance on the entry of data into a district's data management system/platform being used to manage/administer the evaluation plan and on ways to reduce paperwork and documentation while maintaining plan integrity. Such guidance shall:

1. Limit entry only to artifacts, information and data that is specifically identified in a teacher or administrator's evaluation plan as an indicator to be used for evaluating such educators, and to optional artifacts as mutually

agreed upon by teacher/administrator and evaluator;

2. Streamline educator evaluation data collection and reporting by teachers and administrators;

3. Prohibit the SDE from accessing identifiable student data in the educator evaluation data management systems/platforms, except as needed to conduct the audits man-dated by C.G.S. 10-151b(c) and 10-151i, and ensure that third-party organizations keep all identifiable student data confidential;

4. Prohibit the sharing or transference of individual teacher data from one district to another or to any other entity without the teacher or administrator's consent, as prohibited by law;

5. Limit the access of teacher or administrator data to only the primary evaluator, superintendent or his/her designee, and to other designated professionals directly involved with evaluation and professional development processes. Consistent with Connecticut General Statutes, this provision does not affect the SDE's data collection authority;

6. Include a process for logging the names of authorized individuals who access a teacher or administrator's evaluation information.

d. The SDE's technical assistance to school districts will be appropriate to the evaluation and support plan adopted by the district, whether or not the plan is the state model.

Appendix 2
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Dispute-Resolution Process

(3) In accordance with the requirement in the 1999 Connecticut Guidelines for Teacher Evaluation and Professional Development, in establishing or amending the local teacher evaluation plan, the local or regional board of education shall include a process for resolving disputes in cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. As an illustrative example of such a process (which serves as an option and not a requirement for districts), when such agreement cannot be reached, the issue in dispute may be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC). In this example, the superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. In the event the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding. This provision is to be utilized in accordance with the specified processes and parameters regarding goals/objectives, evaluation period, feedback, and professional development contained in this document entitled

"Connecticut Guidelines for Educator Evaluation." Should the process established as required by the document entitled "Connecticut Guidelines for Educator Evaluation," dated June 2012 not result in resolution of a given issue, the determination regarding that issue shall be made by the superintendent. An example will be provided within the State model.

Rating System
2.1: 4-Level Matrix Rating System

   (1) Annual summative evaluations provide each teacher with a summative rating aligned to one of four performance evaluation designators: Exemplary, Proficient, Developing and Below Standard.

   (a) The performance levels shall be defined as follows:
- 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. The SDE will work with PEAC to identify best practices as well as issues regarding the implementation of the 4-Level Matrix Rating System for further discussion prior to the 2015-16 academic year.

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45% Student Growth Component

   (c) One half (22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement, subject to the local dispute-resolution procedure as described in section 1.3, an additional non-standardized indicator.

      a. For the 2015-16 academic year, the required use of state test data is suspended, pending USED approval, pursuant to PEAC's flexibility recommendation on January 29, 2014 and the State Board of Education's action on February 6, 2014.

      b. Prior to the 2015-16 academic year, the SDE will work with PEAC to

examine and evolve the system of standardized and non-standardized student learning indicators, including the use of interim assessments that lead to the state test to measure growth over time.

For the other half (22.5%) of the indicators of academic growth and development, there may be:

    a. A maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute resolution procedure as described in section 1.3.

    b. A minimum of one non-standardized indicator.

    c. standardized indicator.