



Transcript for the Administrator Evaluation Orientation Presentation

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Welcome to the Module: Administrator Evaluation Orientation

This module was designed by the Connecticut Association of Schools in concert with the Connecticut State Department of Education. To provide educational leaders with the basic information related to the process, component parts, and rating determination. In the Administrator Evaluation and Support System.

The material we will discuss in this module is align with the State guidelines for Educator Evaluation. However, please recognize that those guidelines allow for prescribe variants by school districts.

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The orientation module will discuss the annual evaluation component which comprise the annual summative ratings, and now each component and summative ratings are determined. Central office administrators are encouraged to view the separate module entitled: Central Office Adaptations, which describes adjustments to the evaluation support system – specifically relative to central office positions.

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The Guidelines for education evaluation use multiple measures of leadership practice and performance to improve student achievement and leadership practice within Connecticut schools. Any educator in a position requiring the 092 certification will be evaluated using the administration and support system.

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As shown here, the Administrator Evaluation and Support System has four (4) components which are rated individually and with bearing weights. These components combined to determine a summative rating for the school year. Each of these components will be discussed in depth in the following sections.

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As seen here a deliberate relationship exists between the teacher of administrator evaluation and support modules. The same data from the stakeholder surveys and student achievement outcomes will be utilized in both models to determine educator effectiveness. This creates a shared responsibility between the educational leader and the teacher with whom he and she works.



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Specific dimensions of the evaluation system occur throughout the school year. Each parts of the evaluation process will be discussed as we move through this module.

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Since the student learning indicators of teachers should be aligned with the administrator's student learning indicators, administrative goal setting should begin prior to the start of the school year and by September at the latest. While this module will describe guideline requirements for the administrator evaluation and support model. We will also give examples from the Connecticut System for Educator Evaluation and Support also known as SEED. In the SEED model, administrators are asked to formulate six (6) goals based upon their analysis of available data as indicated in the top box in this slide. Other local data maybe included and will discuss each the three (3) goal areas during our module. If your district plan is based on the guidelines, only two (2) student learning indicators are required by using locally determine measures of student performance.

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As you develop your goals, these questions need to be kept in mind, particular attention should be paid to the sources of evidence and level of performance which will determine the ratings for each goal. Your goals should be attainable but represent a realistic challenge for your growth as an instructional leader and that of your students and teacher.

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The guidelines require that your evaluator meet with you in mid-year to review your progress toward attaining the goals set in the Fall conference. This is an excellent time to discuss your professional practice and potential growth opportunities for the remainder of the school year. If unforeseen issues has arisen, which may significantly impede your ability to meet any of your goals, this is also a good time to discuss any possible revisions.

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Now, let's take a deeper look at stakeholder feedback which is weighted at 10% of the summative rating.

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Your stakeholder target must be based upon data you have analyzed from survey results from at least parents and teachers. You may solicit feedback from other stakeholders as well. You may derive your parent feedback from the same survey as your teachers are using to give feedback from their parent community.



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Step one (1) is to review the results from both the parents and teacher surveys to look for common areas where improved performance is desired for experienced administrators, your target will reflect a higher level of positive responses in a subsequent administration of the surveys.

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In step two (2), this administrator has decided that a realistic and challenging target will be to increase positive responses from 60% to 70% for this survey question. Responses to a group of questions on a common topic maybe combined and reflected as an average rather than using a single question to determine the target goal.

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During the goal setting conference, a mutual agreed upon range of benchmarks must be established. For example, a growth rating of 75% or higher, might yield an exemplary rating, less than 65% could yield a rating of below standard.

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Let's discuss leadership practice which is weighted at 40% of the summative rating and represents the developmental aspects of the administrative evaluation and support process. It is important to remember that the system includes both evaluation components as well as support. We encourage administrators to carefully consider their areas for continuous progress in their leadership practice within this component.

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Leadership practice is defined by the six (6) performance expectations as seen here. These expectations have been adopted by Connecticut based upon national standards.

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All six (6) performance expectations enter into the rating of leadership practice, however, performance expectation 2 - Teaching and Learning has been determine to be primary to leading instructional practices and improvement. As such it carries greater weight than the other standards in the overall rating of leadership practice.

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The evaluation rubric is based upon Connecticut's leadership standards called the "Common Core of Leading". The rubric takes each performance expectation and further defines it with more discreet language as seen in the indicators.

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Please refer to connecticutseed.org to review the rubric in its entirety.



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Evidence is collected at the element level of the rubric and is used to determine the rating levels for each performance expectation in the leadership practice component. Based upon the evaluator's professional judgement and use of the rubric, the administrator will be rated for each performance expectation and receive a summative rating for this component.

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The evaluation process requires evaluators of administrators to conduct a minimum number of observations based upon the administrator's status. These observations will provide evidence for the practice rating as well as the vital feedback for the professional growth of the administrator.

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Administrators will reflect upon their practice using the leadership rubrics and with input from their evaluators, set two (2) growth targets called focus areas. One focus area must relate to any of the six (6) expectations.

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The total rating for the practice component is a summative rating, which combines the stakeholder target rating and the final observation of practice rating. A score is entered for each and using the appropriate weight (rate), a point value is determined for each category. These values are totaled in a single practice rating worth 50% of the summative evaluation is determined by using the chart shown here.

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The following section will discuss how the student learning outcomes rating which accounts for the 50% of the summative evaluation is determined.

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The student learning outcomes category consists of State test results and locally determined measures which our administrator determine student learning indicators. Currently, the inclusion of State tested measures has been decoupled from evaluation. Pending approval by the United State Department of Education. Thus the entire 45% rating rest upon the administrator's student learning indicators.

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One difference between the administrator and teacher evaluation and support models is the structure of the student learning goals objectives. Administrative student learning indicators will be more specific in measurable than those developed by your teachers. Administrator's student learning indicators be expressed in a smart goal format.



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Student learning indicators should reflect a through-line among district, school, and individual teacher priorities, this keeps everyone focused on a common direction for student learning.

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The development of student learning indicators requires administrators to set learning priorities, and to carefully consider appropriate measures, instructional resources needing to reach the desired target.

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Based upon an administrator's assignment, the guidelines require administrators to base their student indicators or goals on a critical area of student growth. A greater subject not included in the State assessment data or a subgroup that has been under performing at their school.

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As mentioned earlier the structure of an administrator's student learning indicator is a smart goal format, each dimension of a sample student indicator is explained on this slide.

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During the Fall goal setting conference, the administrator and evaluator set the perimeters around the desired target which will govern the successful attainment of each student learning indicator.

Based upon the criteria seen on this slide, the rating for the student learning indicator portion is determined, rating criteria may change based upon depending upon the district is using SEED or a district develop model based on the guidelines.

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Our final component to be discussed is the teacher effectiveness outcomes rating which is weighted at 5% of the summative rating.

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Using the ratings for the student learning indicators and teacher effectiveness outcomes we employ the same mathematical process as we did earlier to determine the total number of points for this component. This total is then plotted against a similar chart to determine the single number rating for the student outcome component.

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Prior to the summative conference, the administrator should review the progress on all evaluation targets and utilize the leadership rubric to determine growth patterns as a form of self-assessment.



Slide 35

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As indicated on this slide, the summative conference is an opportunity to review progress on the evaluation goals for the year and to determine leadership growth areas for the coming school year.

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Remember each of the blocks in the top row of this chart has a rating from one-to-four (1 – 4) as determined by the processes we have discussed. Each pair results in a rating weighted at 50% of the final summative evaluation rating. The next slide indicates how those two (2) numbers combine deform the final summative rating.

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The summative rating is determined by combining the ratings for the student learning outcomes and leader practice outcomes, using this matrix. For example, an outcome of four (4) and a practice rating of three (3), will result in a summative rating of four (4) exemplary.

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This chart illustrates the essential understandings associated with each of the rating levels of the summative rating.

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Since assistant principals may have a more narrow scope of assigned duties, the guidelines provide for specific flexibilities in their evaluation and support process.

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In addition to these adaptations noted here, central office administrators are encouraged to seek additional guidance by viewing the module central office adaptations for further proposed adjustments to the guidelines for their specific central office roles.

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If you have further questions, about the administrator evaluation and support process, please contact Dr. Everett Lyons, Associate Executive Director, at the Connecticut Association of Schools.