Killingly Public Schools Professional Learning & Evaluation Program

Revised
MAY 2015

Approved
June 10, 2015

Revised
September 6, 2016

Approved
September 28, 2016

Revised
September 21, 2017

Revised
March 1, 2018

MISSION

Killingly Public Schools are committed to meeting the diverse academic, vocational, cultural, creative, economic, and emotional needs of the children of the Town of Killingly. This mission, to educate all children to become well-adjusted, productive citizens, requires the partnership of home, school, and community.

ACKNOWLEDGEMENTS

Killingly Public Schools would like to thank EASTCONN for being an instrumental resource to us in the development of this Program.

We also want to acknowledge and thank the following staff members who were a part of the Professional Learning and Evaluation Program Committee:

KILLINGLY PUBLIC SCHOOLS PROFESSIONAL LEARNING AND EVALUATION PROGRAM

Table of Contents

OVERVIEW

Introduction

KPS's Professional Learning and Evaluation Program has been designed to create pathways for the continuous learning and advancement of educational professionals throughout their careers. The Program components are aligned with the Core Requirements of the Connecticut Guidelines for Educator Evaluation (adopted by the State Board of Education in June 2012). KPS's Professional Learning and Evaluation Program represents our commitment to incorporating current, high-quality research in the creation of professional learning opportunities, to fostering best practices in teacher supervision and evaluation, and to improving student learning through effective curriculum, instruction, and assessment practices, in our classrooms, schools and programs, and in the districts we serve. As such, the Program: a) addresses the elements of CT's Core Requirements for Teacher and Administrator Evaluation; b) is aligned with our schools' and agency's missions and values; and c) meets the educational needs of the stakeholders in our schools and region.

A group comprised of representative teachers, administrators, and KPS Directors revised the program in the 2014-15 school year*.*

Core Values and Beliefs about Professional Learning

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

We acknowledge that deep student learning and high achievement that transfers to enrichment of future learning, career and personal experiences later in life is built by the collaborative, interdependent work of teachers and administrators, students and families, and school districts and the communities they serve. Therefore, our Program seeks to create a professional culture in our educational programs that is grounded in the following beliefs:

We believe that:

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

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

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

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

Philosophy of Professional Evaluation

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

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

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

KPS Professional Learning and Evaluation Program Goals

Professionalize the Profession

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

Improve the quality and focus of observation and evaluation

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

Support organizational improvement through the Professional Learning and Evaluation Program.

- Align district- and school-level professional learning opportunities with the collective and individual needs of educators, based on data acquired through professional learning goal plans and observations of professional practice.
- Provide educators with multiple avenues for pursuing professional learning.

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

Roles and Responsibilities for Professional Learning and Evaluation

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

Responsibility for Evaluations
Administrators and directors will be responsible for evaluations, including, but not limited to, personnel in the following categories:

Roles and Responsibilities of Evaluators and Evaluatees
The primary purpose of educator evaluation is to strengthen individual and collective practices to improve student growth. Therefore, evaluators and evaluatees share responsibilities for the following:
- The review and understanding of the Common Core of Teaching (CCT) and associated rubrics.
- The review and understanding of Connecticut's Common Core of Leading (CCL) and the Leadership Practice Rubric.
- The review and familiarity with applicable portions of Connecticut's Common Core State Standards, Connecticut's Frameworks of K-12 Curricular Goals and Standards, the CMT/CAPT Science Assessments, and Smarter Balanced Consortium Assessments, as well as locally-developed curriculum standards.
- Adherence to established timelines.
- Completion of required components in a timely and appropriate manner.
- Sharing of professional resources and new learning about professional practice.

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

Evaluatee Roles

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

Implementation of Professional Learning and Evaluation Program

Professional Learning and Orientation of Teachers and Administrators
The district will provide all educators orientation and training sessions (through in-service sessions, target group sessions, and individual conferences) that explain the processes for professional learning planning, protocol for evaluation and observation (including timelines and rubrics), and documents that will be used by all staff.

Teachers and administrators new to KPS (employed during or after the first year of implementation) will be provided with copies of the Professional Learning and Evaluating Program and will engage in training to ensure that they understand the elements and procedures of the Program, processes and documents. This training will take place upon employment or prior to the beginning of the school year with members of KPS's Administration and/or Human Resource Offices.

Teachers hired after the first day of school will attend an informational session regarding the Professional Development and Evaluation Program within the first four weeks of employment.

Teachers hired after January 1st of the school year will be required to complete two of the three formal observations. Teachers SMART Goals will be reflective of student progress for the second half of the school year.

Teachers hired after February 14 will be exempt from creating SMART Goals. Teachers will be expected to participate in two formal observations. Teachers will not receive a summative rating for the current school year and will be placed on the first year of the evaluation plan the following school year.

For teachers that require a long-term leave of absence due to extenuating circumstances, a determination whether or not to be placed on the evaluation cycle will be made on a case-by-case basis.

New Educator Support and Induction
In the interest of supporting all educators in the implementation of the Program, each KPS site will offer localized support to staff members new to the district or building. A variety of general topics will be addressed, including but not limited to:
- School philosophy and goals
- Policies and procedures
- Assignments and responsibilities

- Facility and staffing
- Curriculum and instructional support
- Resources for professional learning
- Schedules and routines
- Support services

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

Evaluator Orientation and Support

Understanding of KPS's Professional Learning and Evaluation Program's features, Connecticut Common Core of Teaching (CCT), Common Core of Leading (CCL), Connecticut Core Standards (CCS), Standards for Professional Learning, and the components of professional evaluation and observation is essential to facilitating the evaluation process and promoting student growth. To that end, evaluators will be provided with on-going training and support in the use and application of KPS's Evaluation Program. Evaluators will review Program elements and procedures prior to the beginning of each school year and at other appropriate intervals, to be determined. KPS's Assistant Superintendent and administrative team will coordinate plans for staff training annually. Additional professional development will be offered, at the building level, prior to the Goal Setting Conference. As needed, teachers may request additional professional development in connection with the teacher evaluation plan.

Resources for Program Implementation

Funds to provide material and training as well as time for Professional Learning options and collaboration necessary to support the successful achievement of the teachers' goals, objectives and implementation of the Evaluation Program will be allocated annually and determined on a program-by-program basis.

Dispute Resolution

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

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

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

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

Procedures

NOTE: The evaluatee shall be entitled to Collective Bargaining representation at all levels of the process.

1. Within three days of articulating the dispute in writing, the evaluatee will meet and discuss the matter with the evaluator with the object of resolving the matter informally.

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

Time Limits

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

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

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

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

TEACHER EVALUATION PROGRAM

Teacher Evaluation Program

Overview

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

To help foster such an environment, we have created the Professional Learning and Evaluation Program as a district-wide system that provides multiple opportunities and options for teachers to engage in individual and collaborative activities in which they collect, analyze, and respond to data about student learning, within and among KPS schools and programs. Teachers and administrators are expected to provide evidence related to the effectiveness of instructional practices and their impact on student learning. Teachers and administrators are also expected to take an active role in a cycle of inquiry into their practice, development, implementation and analysis of strategies employed to advance student growth, and reflection on effectiveness of their practice. The Program includes an additional component, Professional Assistance and Support System (PASS), for those teachers and administrators in need of additional support to meet performance expectations.

Standards and Indicators of Teaching Practice

The expectations for teacher practice in KPS's Professional Learning and Evaluation Program are defined using the six domains and their indicators of the Common Core of Teaching (CCT, 2010). The *Common Core of Teaching (CCT) Rubric for Effective Teaching 2014*, the tool used for observing and assessing teacher practice in the domains, reflects the spirit and specifics of the CCT, articulates components of teaching, and establishes designations of levels of practice, including: *Below Standard; Developing; Proficient; Exemplary*.

Core Requirements of the Evaluation Program

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

Process and Timeline of Teacher Evaluation

The annual evaluation process for a teacher will at least include, but not be limited to, the following outline:

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

Goal-setting Conference – by October 15:
Teacher Reflection—In advance of the Goal Setting Conference, the teacher will examine data related to current students' performance (including, but not limited to: standardized tests, portfolios and other samples of student work appropriate to teacher's content area, etc.), the prior year's evaluation, and survey results, previous professional learning goals, and the *CCT Rubric.* The teacher will draft the following goals:

a. **No More than two SMART Goals** to address student learning and achievement objectives, which will comprise 45% of a teacher's summative evaluation;

b. **One performance and practice focus area**, based on student growth data, whole-school climate or learning data, teacher reflection and previous year's evaluator observations and review of the *CCT Rubric,* which will comprise 40% of a teacher's summative evaluation;

c. **One focus area with strategies for improving outcomes** that is based on data from **parent feedback,** determined by the school improvement team**,** for which will indicate their strategies for achieving this school-wide goal which comprise 10% of a teacher's summative evaluation; and

d. **A whole school goal based on whole school indicators of student learning or student feedback** for the school year, which will comprise 5% of a teacher's

summative evaluation. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process. The teacher will indicate their strategies that will contribute to achieving the **whole-school goal.**

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

- *Goal-setting conference* – No later than October 15 of the school year, the evaluator and teacher will meet to discuss the teacher's proposed goals and indicated strategies in order to arrive at mutual agreement about them. The goals for the year must be informed by data and evidence collected by the teacher **and** evaluator about the teacher's practice. The evaluator collects evidence about teacher practice to support the review and may request revisions to the proposed goals and objectives if they do not meet approval criteria. At the goal setting conference administrator and teacher must establish criteria to be used to establish a ***Parent Feedback Rating.***

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

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

Observations of Practice:

Teachers on cycle A will be observed by November 30, January 31, and May 15. Evaluators will observe teacher practice in formal and informal in-class observations and non-classroom reviews of practice throughout the school year, with frequency based on the year of implementation of the program and the teacher's summative evaluation rating where available. Teachers on cycle B will have their first observation prior to the midyear conference and their second observation by May 15th.

Evidence collection and review throughout school year:

> The teacher collects evidence about his/her practice and student learning that is relevant to the agreed-upon professional goals. The evaluator also collects evidence about teacher practice for discussion in the interim conference and summative review.

Midyear/Interim Conference by February 28:

> The evaluator and teacher will hold at least one conference near the mid-point of the evaluation cycle. The discussion should focus on processes and progress toward meeting the goals and developing one's practice. Both the teacher and the evaluator will bring evidence about practice and student learning data to review. The teacher and evaluator will discuss the cause and effect relationship of practice to student learning data, i.e. – how practice positively impacts student learning. During the conference, both the teacher and evaluator will make explicit connections between the 40% and the 45% components of the evaluation program. If necessary, teachers and evaluators may mutually agree to revisions to strategies or approaches used and/or mid-year adjustment of SMART goals to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas.

End-of-year summative review by last day of school:

- *Teacher self-assessment* – (due to the evaluator at least 5 working days prior to the end-of-year conference). The teacher reviews and reflects on all information and data collected during the year related to the goals and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development, referencing the *CCT Rubric* and established in the Goal-setting Conference.
- *The self-assessment* should address all components of the evaluation program and include what the teacher learned throughout the year supported by evidence and personal reflection. The self-assessment should also include a statement that identifies a possible future direction that is related to the year's outcomes.
- *End-of-year conference* - The evaluator and the teacher meet to discuss all evidence collected to date. The teacher and evaluator will discuss the extent to which students met the SMART goals and how the teacher's performance and practice focus contributed to student outcomes and professional growth.

- *Summative Rating*—The evaluator reviews submitted evidence, self-assessments, and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating using the summative rating matrix.

Summative rating revisions by August 15:

> After all data, including state test data, are available, the evaluator may adjust the summative rating if the student outcome data aligned to the teacher's **Smart Goal(s)** or **Whole-School Goal** was not available at the time of the End-of-the-year Review conference and had a significant impact on a final rating. A final rating may be revised before August 15 of a school year.

Useful Terms and Definitions

<u>Formal Observation:</u>

- A formal observation will be defined as at least a 45-minute observation. Schools with periods that are longer than forty-five minutes shall ensure that at least one formal observation will consume an entire teaching period as applicable. Formal observations will include a pre-observation conference, observation, post-observation conference (verbal feedback), and written feedback. One pre-observation conference may be omitted (as mutually agreed upon).
- Formal observation guidelines for educational specialist may be modified.

<u>Informal Observation:</u>

- An informal observation will be defined as **at least a 20-minute in-class observation**. Informal observation do not requires a pre-observation conference. Either observer or observee may request a post-observation conference, however it is not mandated. Each informal observation must have written feedback.
- In-formal observation guidelines for educational specialist may be modified to reflect the parameters of the position.
- Informal observations may be unannounced

<u>Written Feedback:</u>

- Written feedback must have, at minimum, a brief synapsis of the observation, strengths, and recommendations.

<u>Review of Practice: An artifact driven conversation</u>

- Examples of non-classroom observations or reviews of practice include but are not limited to:
    - Discussion and review of lesson planning and teaching/student artifacts (Domain II)
    - Discussions relating to data team meetings (Domain IV)
    - Discussions relating to coaching/mentoring other teachers (Domain IV)
- Up to four artifacts when conducting a review of practice in Domain II or IV
- Artifacts to be submitted in advance (advance to be determined by evaluator)
- A Review of Practice will be rated at the indicator level, but look at artifacts at the attribute level (professional judgment)
- The mid-year conference is in essence a review of practice, however only formative feedback will be provided
- Additional review of practices can be added as needed

Components of Teacher Evaluation and Rating

The Core Requirements of the CT Guidelines for Teacher Evaluation require that districts weight the components of teacher's annual summative evaluations and ratings as follows:
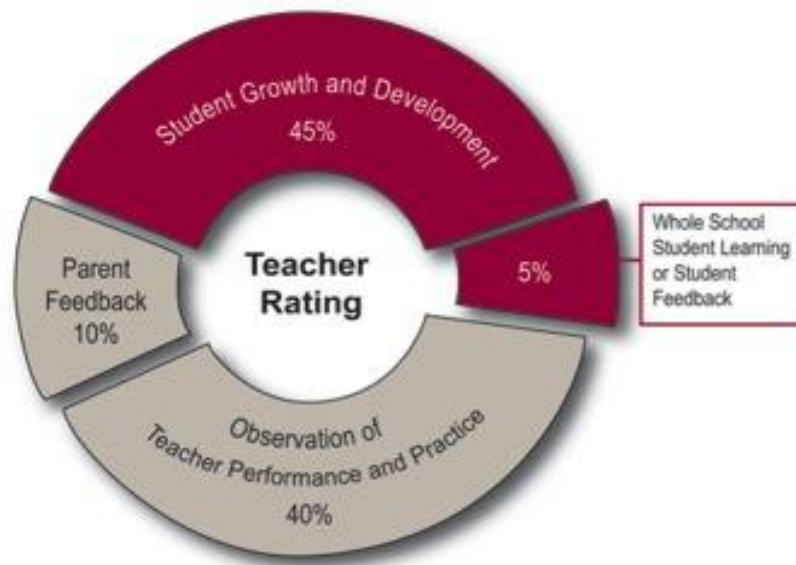
Student Outcomes and Achievement (45%)

Forty-five percent (45%) of a teacher's evaluation will be based on achievement of student learning outcomes defined by teacher-created SMART Goal(s) that are aligned with both standardized and non-standardized measures. Teachers are required to develop **no more than two SMART goals** related to student academic growth and development. SMART Goals shall be developed using multiple measures and may include standardized and non-standardized measures. One half 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 measure 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 measure will

select, through mutual agreement, subject to the local dispute-resolution procedure an additional non- standardized measure.

1. **SMART GOAL based on standardized measures.** For those teaching tested grades and subjects, SMART goals will be developed based on an analysis of results over time of student achievement on the appropriate standardized assessments where available. If no standardized assessment is available, teachers will select, through mutual agreement, at least one additional non-standardized measure.

   1a. Teachers may use standardized or non-standardized assessments to develop their SMART GOALS. State Mastery Examinations may <u>not</u> be used as an assessment in calculating a summative rating for teachers.

   1b. State Mastery Assessment may be used as a supporting resource in guiding the development of a SMART GOAL.

2. **SMART GOAL based on non-standardized measures.** For those teaching in non-tested grades and subjects and where no standardized assessment is available or appropriate, SMART goals will be developed using non-standardized measures. Sources for the development of SMART goals based on non-standardized measures may include:
   o Benchmark assessments of student achievement of school-wide Expectations for Student Learning, measured by analytic rubrics.
   o Other curricular benchmark assessments.
   o Student portfolios of examples of work in content areas, collected over time and reviewed annually.

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

Goal Setting
KPS teachers' SMART goals address the learning needs of their students and are aligned to the teacher's assignment. The student outcome related indicators will be written to meet SMART goal criteria, i.e. Specific, Measurable, Attainable, Relevant, and Time-Bound.

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

Each SMART goal will:
1. consider the academic record and social, emotional, and behavioral needs and strengths of the students that teacher is teaching that year/semester.
2. address the most important purposes of a teacher's assignment through self-assessment.
3. align with school, district, and state student achievement objectives.
4. take into account students' learning needs vis-à-vis relevant baseline data.
5. be reflective of a reasonable sized cohort of students
6. if sub-goals are created, specific rating intervals must be established for each sub-goal
7. be reflective of baseline data and measurable mid-year data
8. be aligned to state and national curriculum standards/frameworks.
9. be mutually agreed upon by teacher and their evaluator.
10. be fair, valid, reliable, and useful to the greatest extent possible.

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

Phase I: Learn about this year's students by examining baseline data	Phase 2: Set SMART goals for student growth	Phase 3: Monitor and document student progress	Phase 4: Review multiple measures to determine progress towards attainment of SMART goals
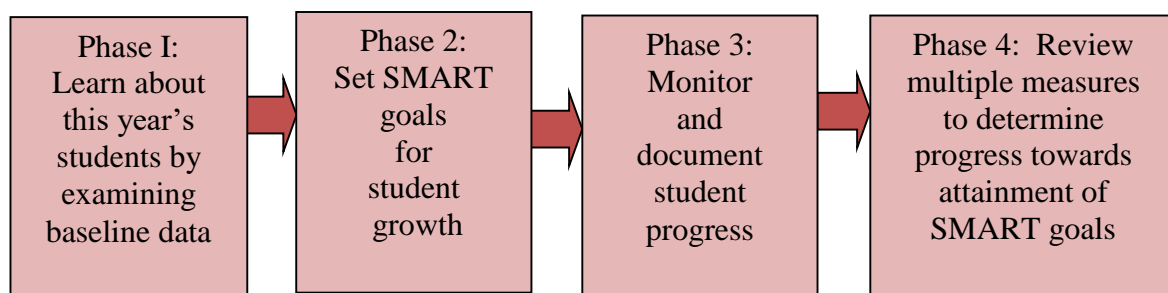
Phase I: Learn about this year's students by examining baseline data

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

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

- Student outcome data (academic)
- Behavior data (absences, referrals)
- Perceptual data (learning styles, results from interest inventories, anecdotal, etc.)

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

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

Phase 2: Set SMART goals for student growth

Each SMART goal should make clear:
1. What evidence was or will be examined.
2. What level of growth is targeted?
3. Strategies used to help students to reach learning targets.
4. What assessment(s)/indicator(s) will be used to measure the targeted level of performance.
5. What proportion of students is projected to achieve the targeted level of growth?

SMART goals can also address student subgroups, such as high or low-performing students or ELL students. It is through the Phase I examination of student data that teachers will determine what level of performance to target for which students.

Teachers will submit their SMART goal(s) to their evaluator for review, mutual agreement, and approval. The review and approval process of the SMART goal(s) will take place during the Goal-Setting conference, on or before October 15. SMART goals will be reviewed and based on the following criteria:

- *Priority of Content*-: SMART goal is deeply relevant to teacher's assignment and addresses the most important purposes of that assignment.

- *Rigor of SMART goal*: SMART goal is attainable, but ambitious, and represents at least one year's student growth (or appropriate growth for a shorter interval of instruction).

- *Analysis of Student Outcome* Data: SMART goal provides specific, measurable evidence of student outcome data through analysis by the teacher and demonstrates knowledge about students' growth and development.

Teachers and evaluator must agree on specific rating criteria at the Goal Setting Conference. The rating criteria will reflect an appropriate interval rating that aligns with the following table:

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

Phase 3: Monitor and document student progress
Once SMART goals are approved, teachers must monitor students' progress toward achieving student learning SMART goals.

Teachers may monitor and document student progress through:
- Examination of student work.
- Administration of periodic formative assessments.
- Tracking of students' accomplishments and challenges.

Teachers may choose to share their findings from formative assessments with colleagues during collaborative time. They may also wish to keep their evaluator apprised of progress. Artifacts related to the teacher's monitoring practices could be reviewed and discussed during the Mid-Year Conference.

At the Mid-Year Formative Conference, evaluators and teachers will review progress toward the SMART goal(s) using available information and data collected on student progress. This review may result in revisions to the instructional strategies or approaches teachers use. Teachers and evaluators may mutually agree to mid-year adjustments to SMART goal(s) for the purpose of accommodating significant changes in student population or teaching assignment. The Mid-Year Conference will take place by February 28 of the academic year.

Phase 4: Review multiple measures to determine progress towards attainment of SMART goals

End-of-year review of SMART goals:

End of Year Conference – The teacher shall collect evidence of student progress toward meeting the student learning goals/objectives. This evidence will reflect student progress toward meeting SMART goals for learning. The evidence will be submitted to the evaluator, and the teacher and evaluator will discuss the extent to which the students met the learning goals/objectives at the end of the year conference (by the last day of school). Following the conference, the evaluator will rate the extent of student progress toward meeting the student learning goals/objectives, based on criteria for the 4 performance level designations shown in the table below.

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

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

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

The final rating for Category 1: Student Outcomes and Achievement rating for a teacher is the average of their two SMART goal scores. Each SMART Goal will be assigned a numerical rating as outlined on page 22. Each SMART Goal will have a single rating of 1-4. The two SMART Goal ratings will be averaged and the overall Student Outcome and Achievement Rating and will be determined using the table below. For example, if one SMART goal was *Partially Met*, for 2 points, and the other SMART goal was *Met*, for 3 points, the student growth and development rating would be 2.5 [(2+3)/2].

Exemplary:	3.5 - 4.0
Proficient:	2.5 – 3.4
Developing:	1.5 – 2.4
Below Standard:	1.0 - 1.4

In the event a teacher has multiple sub-goals, the above table will be used to calculate the rating level of the SMART goals, prior to averaging the two SMART Goals together. For example, a teacher teaching a semester course will need to average the outcome of each semester to determine the rating for a single SMART goal.

Professional Learning for Teachers and Evaluators
Specific professional learning will be provided to develop evaluators' and teachers' data literacy and creation of the two SMART goals by which teachers will be evaluated. A training session will support and/or enhance the abilities and skills of each teacher to communicate their goals for student learning outcomes and achievement. The content of the training will include, but not be limited to:

- *SMART Goal Criteria: Specific, Measurable, Attainable, Relevant, Time-Bound*
- Data Literacy as it relates to: Analyzing and Interpreting Assessment Data, Understanding Root Cause, and Decision-Making based on Inferences
- Quality of measures and indicators used to determine student growth
- Alignment of SMART goals to school and/or district goals
- Writing plans that articulate the strategies and progress monitoring tools teachers will implement to achieve their SMART goals

All new teachers and evaluators will be required to attend this training to ensure a standardized approach to the documentation of student learning outcomes and achievement. Should additional training be needed, it will be decided on a case-by-case basis at the school or individual level.

Teacher Performance and Practice (40%)

Forty percent (40%) of a teacher's evaluation will be based on observation of teacher practice and performance, using all domains in the *CCT Rubric*.

The *Common Core of Teaching (CCT) Rubric*
The *Common Core of Teaching (CCT) Rubric*, the observation Rubric for KPS's Professional Learning and Evaluation Program, has been developed to align with Connecticut's Common Core of Teaching (CCT) and to reflect the content of its domains and indicators. The CCT has defined for Connecticut's educators key aspects of effective teaching, correlated with student learning and achievement, which have been evidenced in professional literature.

The *CCT Rubric*, which observers will use in conducting teacher observations and reviews of practice, was developed by teams of educators (including teachers, building-level administrators, central office administrators, and professional staff developers), who reviewed the six domains and 46 indicators that comprise the CCT, relevant research on effective instructional practices that improve student learning and achievement, and other models for observation of professional teaching practice (Danielson, 2011; Marshall, 2011; Marzano, et al., 2011). The *CCT Rubric* represents a distillation of each of these resources to essential elements, crucial to effective practice that can be observed and applied in appraisals of teachers.

The *CCT Rubric* addresses several principles that are essential components of effective teacher performance and practice. These principles are explicitly embedded in the *CCT Rubric* as observable practices, and teachers and evaluators are required to reflect on these practices during pre- and post-observation conferences and self evaluations. The overarching principles of the *CCT Rubric* are:

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

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

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

Teacher Focus Area Setting for Performance and Practice
In preparation for instructional planning and Goal-Setting Conferences with evaluators, teachers will analyze their student data and use the *CCT Rubric* to reflect on their own practices and their impact on student performance. Based on that reflection, teachers will develop a performance and practice focus area to guide their own professional learning and improvements in practice that will ultimately promote student growth and achievement of student outcome goals.   By mutual agreement, the focus area may be recommended by the building level principal in an effort to support systematic coherence in improving student achievement.

Data Gathering Process
KPS evaluators will use the *CCT Rubric* to guide data collection from three sources: teacher conferences, classroom observations and reviews of practice.

Over the course of the school year, evaluators will gather evidence for all Indicators and Domains of the *CCT Rubric* which will allow teachers to demonstrate: the context for their work; their ability to improve student learning and performance; their ability to engage in reflective practice to improve their own knowledge and skills; how they exercise leadership skills within their classrooms, schools and district.

Observation of Teacher Practice
Observations, both formal and informal, provide valuable information to all professional staff about instructional practice. Data collected through observations allow school leaders to understand more about the nature of learning and instruction in our schools, and feedback from observation provides individual teachers with insights regarding the impact of their management, planning, instruction, and assessment practices on student growth. Annually, administrators will engage in professional learning opportunities, including online options and collaborative sessions, that will develop their skills in effective observation, providing meaningful, useful feedback, and engaging in productive professional conversations with teachers.

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

Administrators may differentiate the number of observations based on experience, prior ratings, needs and goals of individual teachers.

In addition to formal conferences for goal setting and performance review and formal in-class observations, informal observations of teachers by evaluators will occur periodically. Observations are for the purpose of helping teachers to gain insights about their professional practice and its impact on student learning. Formal and informal observation of teachers is considered a normal part of the evaluator's job responsibilities. Observations that are less than twenty minutes will be formative in nature and not rated. More importantly, observation is essential for establishing a culture of continuous learning for educators and for understanding the nature, scope

and quality of student learning in a school as a whole. In addition to in-class observations, non-classroom reviews of practice will be conducted. Examples of non-classroom observations or reviews of practice include but are not limited to: discussions relating to data team meetings, coaching/mentoring other teachers, and/or review of lesson plans or other teaching artifacts. The Professional Learning and Evaluation Program also establishes opportunities for teachers to participate in informal, non-evaluative observations of teacher practice for the following purposes: to enhance awareness of teaching and learning practices in our schools; to create opportunities for problem-based professional learning projects and action research to improve student learning; and to enhance collaboration among teachers and administrators in advancing the vision and mission of their schools.

Data-Informed Observation of Teacher Performance and Practice (40%)		
SOURCES OF DATA	**EXAMPLES OF DATA**	**IMPORTANCE OF DATA**
Conferences	Data related to all 4 domains • Conversation and artifacts that reveal the teacher has an understanding of, content, students, strategies, and use of data • Teacher's use of data to inform instruction, analyze student performance and set appropriate learning goals	• Provides opportunities for teachers to demonstrate cause and effect thinking. • Provides opportunities for evaluator learning in content; systems effectiveness; priorities for professional learning • Provides context for observations and evaluation
In-class formal observations	Data related to Domains 1 & 3 • Teacher-student, student, student-student conversations, interactions, activities related to learning goals	• Provides evidence of teacher's ability to improve student learning and promote growth
Non-classroom reviews of practice Documentation Log	Data related to Domains 2 & 4 1. Teacher reflection, as evidenced in pre- and post-conference data. 2. Engagement in professional development opportunities, involvement in action research. 3. Collaboration with colleagues 4. Teacher-family interactions 5. Ethical decisions	• Provides evidence of teacher as learner, as reflective practitioner and teacher as leader.

Observation Cycles

Group A:

- All teachers with less than three years of experience as a Killingly certified teacher would receive at least three formal in-class observations and a review of practice. Two of the three observations will include a pre-conference and all will have a post-conference with timely written and verbal feedback.
- Teachers who receive a summative performance evaluation designation of below standard or developing for the previous year will receive a number of observations appropriate to their individual development plan, but no fewer than three in-class formal observations and a review of practice. Two of the three observations will include a pre-conference and all will include a post-conference with timely written and verbal feedback.

Group B:

- Teachers with two successful years of teaching experience in Killingly will receive a combination of one in-class formal observation and one in-class informal observation, and a review of practice.

Observation Frequency*

PERFORMANCE DESIGNATION	NUMBER OF OBSERVATIONS	CONFERENCING AND FEEDBACK
Group A: **New KPS Employees with less than two years experience** **Or** **Teachers who have completed 2 or more years and designated as Below Standard and/or Developing** **(Participation in Professional Assistance Support System)**	3 Formal In-class observations	Two must have pre-conferences and all must have post-conferences.
	At least one review of practice, with a mutually agreed upon area of practice	Feedback will be written; and verbal upon request.
	Additional Informal observation(s) as appropriate	
Group B: **Teachers with two successful years of teaching experience in KPS**	1 Formal In-Class and 1Informal observation	Formal must have pre-conferences and post-conferences; Informal must have written feedback and must have post-conference upon request.
	At least one review of practice, with a mutually agreed upon area of practice	Feedback will be written; and verbal upon request.
	Additional Informal observation(s) as appropriate	

*KPS reserves the right to place an employee hired on or after January 1 within an appropriate observation frequency cycle

Evaluation Ratings for Performance and Practice

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

However, during formal and in-formal observations teachers will receive feedback at the indicator level. Observers will rate evidence when applicable at the indicator level. When determining the rating at the Domain level observers will collectively consider all ratings at

the indicator level. Observers will consider all evidence holistically and with a growth mindset.

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

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

Evaluator Professional Learning and Proficiency

The Domains and indicators of the CCT Rubric guide formal observations of classroom practice. Evaluators participate in extensive training and are required to be proficient in the use of the *CCT Rubric* for educator evaluation. Training is conducted annually (at a minimum) to ensure consistency, compliance, and high-quality application of the *CCT* in observations and evaluation.

All KPS evaluators will be required to demonstrate proficiency in the use of the *CCT Rubric* for educator evaluation annually. Any evaluator who does not initially demonstrate proficiency will be provided with additional practice and coaching opportunities as needed and will be required to successfully complete online proficiency activities. In the second year of proficiency, evaluators will be required to calibrate their ability to appropriately apply the *CCT Rubric* by participating in district update/calibration sessions.

1. Face-to-face training that will focus on: using the *CCT Rubric* for data collection, analysis and evaluation;
2. practice to be completed independently or as a collaborative learning activity at the school or district level;
3. calibrations activities requiring evaluators to demonstrate their ability to: recognize bias; identify evidence from classroom observations, conferences and non-classroom reviews of practice that is appropriate to specific *CCT Rubric* Indicators and Domains; gather and analyze a comprehensive set of data to assign appropriate ratings at the Domain level;
4. follow-up face-to-face training to enhance evaluator conferencing and feedback skills and debrief on proficiency as needed.

Parent Feedback (10%)

Ten percent (10%) of a teacher's evaluation shall be based on parent feedback, including data from surveys and/or may include focus group data. The school improvement team in consultation with the building level principal will mutually agree on survey type and questions. The dispute resolution protocol will be used to resolve disagreement.

KPS schools strive to meet the needs of all of the students all of the time. To gain insight into what parents perceive about our ability to accomplish this, a school-wide parent survey will be used.

All KPS schools will collect and analyze parent feedback data that will be used for continuous improvement. Surveys will be administered one time per year. The survey data will be used by teachers as baseline data for the following academic year. Analysis of survey data will be conducted on a school-wide basis, with all certified staff engaged in the analysis, and result in one school-wide goal to which all certified staff would be held accountable.

Once the school community has determined the school-wide parent feedback goal, individual teachers will identify the strategies **and provide evidence of implementation** they will implement to achieve the school-wide goal.

Teacher ratings will be determined using a 4-level performance matrix. Ratings will be based on evidence of teacher's implementation of strategies to address areas of need as identified by the survey results. Teachers and administrators will mutually agree upon as to the criteria and evidence in order to establish each rating. Please refer to the table below as an example.

Rating	Criteria
Exemplary	**All strategies were implemented with fidelity**
Proficient	**4 of 5 strategies were implemented with fidelity**
Developing	**3 strategies were implemented with fidelity**
Below Standard	**Less than three strategies were implemented with fidelity**

Whole-School Student Learning Indicators (5%)

Five percent (5%) of a teacher's evaluation shall be based on whole-school student learning indicators derived from the school's principal/director rating on his or her two SMART goals (Administrator's 45%).

KPS schools will define and communicate Whole School Learning Indicators that is based on an aggregate data for multiple student learning indicators established for the administrator's evaluation rating (Principal's - Whole School Goal). Certified staff will be asked to identify strategies that will, through their instructional practice, contribute to the achievement of the Whole School Learning Indicators.

Teachers' efforts and actions taken towards achievement of the Whole School Learning Indicator will be discussed during the pre-, mid-year, and post-conferences. Teachers will be expected to bring artifacts from their practice that support and provide evidence of their contributions to the attainment of this indicator. Teachers' efforts and actions may be reflected as a review of practice in the Teacher Performance and Practice category.

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

Summative Teacher Evaluation and Ratings

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

- *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

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

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

D*eveloping* ratings indicate performance that has met a level of proficiency in some indicators but not others. Improvement is necessary and expected.

Below standard ratings indicates performance that has been determined to be below proficient on all components or unacceptably low on one or more indicators.

Determining Summative Ratings

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

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

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

Teacher Practice Rating Matrix (50%)

Teacher Performance & Practice Rating (40%)					
		Exemplary	*Proficient*	*Developing*	*Below Standard*
Parent Rating (10%)	*Exemplary*	*Exemplary*	*Proficient*	*Developing*	*Developing*
	Proficient	*Exemplary*	*Proficient*	*Developing*	*Below Standard*
	Developing	*Exemplary*	*Proficient*	*Developing*	*Below Standard*
	Below Standard	*Exemplary*	*Proficient*	*Below Standard*	*Below Standard*

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

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

Teacher Outcome Rating Matrix (50%)

		Student Outcome & Achievement Rating (45%)			
		Exemplary	*Proficient*	*Developing*	*Below Standard*
Whole-School Student Learning Rating (5%)	*Exemplary*	*Exemplary*	*Proficient*	*Developing*	*Below Standard*
	Proficient	*Exemplary*	*Proficient*	*Developing*	*Below Standard*
	Developing	*Exemplary*	*Proficient*	*Developing*	*Below Standard*
	Below Standard	*Proficient*	*Proficient*	*Developing*	*Below Standard*

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

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

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

If upon re-examination of the data, the ratings do not change, the evaluator will use his/her professional judgment and the Matrix to determine the rating.

In accordance with The CT Guidelines for Educator Evaluation, KPS's Professional Learning and Evaluation Program employs a 4-level matrix rating system, as follows:

Final Summative Rating Matrix

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

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

2. In order to determine summative rating designations for each teacher, KPS evaluators will:
   A. Rate teacher performance in each of the four Categories:
      1. Student Outcomes and Achievement;
      2. Observations of Teacher Performance and Practice;
      3. Parent Feedback, and
      4. Whole-School Student Learning Indicators.
   B. Combine the Student Outcomes and Achievement and Whole-School Student Learning Indicator rating into a single rating, taking into account their relative weights. This will represent an overall "**Outcomes Rating**" of Exemplary, Proficient, Developing, or Below Standard.
   C. Combine the Observations of Teacher Performance and Practice rating and the Parent Feedback rating into a single rating, taking into account their relative weights; this will represent an overall "**Practice Rating**" of Exemplary, Proficient, Developing, or Below Standard.
   D. Combine the **Outcomes Rating** and **Practice Rating** into a __final__ __rating__. In undertaking this step, teachers will be assigned a summative rating category of **Exemplary, Proficient, Developing, or Below Standard.**

PRIMARY EVALUATORS

The primary evaluator for most teachers will be the school principal, assistant principal or central office administrator who will be responsible for the overall evaluation process, including assigning summative ratings. Primary evaluators MUST do at least one formal observation (when applicable) of those teachers working with secondary administrators who may conduct supplementary evaluations. When approved by the Professional Learning and Evaluation Committee, Central Office Administrators may include contracted administrators with Killingly Public Schools. Contracted Administrators must meet KPS proficiencies guidelines.

KPS will not be utilizing Complimentary Evaluators, defined as a KPS teacher with a summative rating of **Exemplary** for at least two consecutive years.

Definition of Teacher Effectiveness and Ineffectiveness

Teacher effectiveness will be based upon a pattern of summative teacher ratings collected over time. In order to be deemed effective, teachers will need to have a summative rating of Proficient or Exemplary. Teachers are required to be effective within two years of being evaluated using this program. Teachers who are not deemed effective by these criteria will be deemed ineffective.

Any teacher having a summative rating of Developing or Below Standard after one year of being evaluated with this program may be placed on an individual improvement plan. (**See Professional Assistance and Support System, or PASS, below)**

After one year of participating in PASS, a teacher receiving such support will be expected to have a summative rating of Proficient or Exemplary. Teachers who do not receive a summative rating of Proficient or Exemplary after one year of participation in PASS shall be placed on an Improvement and Remediation Plan for 45 days, and Intensive Remediation plan for an additional 45 days if required. No teacher will be placed on PASS for more than one and one-half consecutive years.

Teacher Professional Assistance and Support System (PASS)

The goal of the Teacher Professional Assistance and Support System is to ensure that teachers who are in need of support receive it. Any teacher who receives a Summative Rating of Developing or Below Standard must have a Teacher Professional Assistance and Support System (PASS) the following year. An evaluator may put a teacher on a PASS Plan at any time during the year if concerns arise. This applies to all teachers regardless of their status in the cyclical process.

Teacher Professional Assistance and Support System (PASS) must:
- Include time-bound goals, action steps, and benchmarks.
- Identify action steps the teacher will take to improve his or her practice.
- Clearly identify who is responsible for implementing each aspect of the plan.
- Plan for additional observations as a required support

The plan will be designed and written in a collaborative manner. The teacher, local association president or designee, and evaluator or designee will sign the plan.

If at the conclusion the school year the teacher does not attain a summative rating of Proficient or Exemplary (thereby attaining a less than Proficient rating for a second year), the teacher shall be required to participate in the PASS Improvement and Remediation Plan.

PASS Improvement and Remediation Plan (45 Days)

The PASS Improvement and Remediation Plan is a further step in the attempt to provide a teacher with the support, supervision, and resources needed to foster positive growth in situations when an individual is having considerable difficulty implementing the professional responsibilities of teaching. The evaluator(s) will help the teacher outline specific goals and objectives with timelines, resources, and evaluative criteria. The evaluator(s) and/or teacher may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. Consistent supervision and, at minimum, a weekly observation followed by timely feedback, will be provided by the evaluator(s). This intervention will operate for a period of time that the evaluator determines to be appropriate, but will normally conclude within 45 school days. At the end of the intervention period, the evaluator will issue a recommendation. If the teacher demonstrates that he/she is ***Effective*** or better, the evaluator will designate placement of that teacher to a normal plan phase. ***Effective*** shall be specifically defined as having

Proficient ratings at the indicator level of the CCT Rubric for a minimum of 80% of all formal and informal observations during the Improvement and Remediation phase. In situations when progress is unacceptable, the teacher will move into Intensive Remediation Plan. Specific written reports of the intervention plan with reports of observations and a final determination on progress will become part of the teacher's personnel file.

PASS Intensive Remediation Plan (45 Days)

The PASS Intensive Remediation Plan is the final attempt and is implemented after the Improvement and Remediation Plan if necessary, to provide the help necessary to meet the requirements of the position. The teacher, evaluator, and another appropriate administrator will develop a plan that includes specific goals, timelines, resources, and evaluative criteria. The teacher may choose to include their bargaining representative. The evaluator and/or the teacher may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. The plan will be in operation for a period of time that the observations followed by feedback will be provided during this phase. At the conclusion of this phase, the evaluator will make a recommendation as to whether the intensive supervision will be terminated or extended. If the teacher demonstrates that he/she is ***Effective*** (as defined above) or better, the evaluator will designate placement of that teacher to the normal plan phase. If the teacher's performance is below ***Effective***, the evaluator will recommend termination of that teacher's employment to the superintendent.

Resolution of Differences

Should a teacher disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report, but is not obligated to do so. The teacher has the right to attach a statement to the observation report, progress report, or summative evaluation identifying the areas of concern and presenting his/her perspective. However, observation and evaluation reports are not subject to the grievance procedure. In the event that the teacher and evaluator are unable to resolve their differences, they can submit the matter to the superintendent for review and decision. Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) school days.

ADMINISTRATOR EVALUATION PROGRAM

Administrator Evaluation Program

OVERVIEW

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

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

- Meeting expectations as an instructional leader
- Meeting expectations in at least 2 other areas of practice
- Meeting 1 target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on 2 SMART goals aligned to school and district priorities
- Having more than 60% of teachers proficient on the student growth portion of their evaluation

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

Component of the Administration Program

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

Leadership Practice (40%)

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

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

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, **Domain 1: Instructional Leadership for principals will be weighted twice as much as** any other Performance Expectation. The other Performance Expectations must have a weighting of at least 5% of the overall evaluation.

These weightings will be consistent for all principals and other KPS administrators. For assistant principals, 097 certificate holders, and other 092 certificate holders in non-teaching roles, the four Domains are weighted equally.

In order to arrive at these ratings, administrators are measured against the **Connecticut Leader Evaluation and Support Rubric 2015,** which describes leadership actions across four performance levels for each of the four domain expectations and associated indicators. The four performance levels are:

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

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

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

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

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

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

Assessing the practice of assistant principals or assistant directors: For KPS assistant administrators, additional evidence will be generated by the evaluator conferencing with the building level principal or director to discuss performance and conduct a review of practice.

Assessing the practice of administrators other than principals and assistant principals: For KPS assistant administrators, additional evidence will be generated by the evaluator. In circumstances where assistant administrators report to multiple supervisors, the evaluator will conference with relevant supervisors to discuss performance and conduct a review of practice.

Leadership Practice Summative Rating

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

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

The administrator and evaluator meet for a Goal-Setting Conference by September 1 to identify focus areas for development of the administrator's leadership practice.

1. The administrator being evaluated collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified focus areas for development. **Evaluators of principals must conduct at least two school site observations for any principal and will conduct at least four school site observations for principals and directors who are new to their district, school, the profession, or who have received ratings of *developing* or *below standard*.** Evaluators of assistant principals will conduct at least four observations of the practice of assistant principals. Evaluators of other KPS administrators will conduct at least two observations and/or reviews of practice.

2. The administrator being evaluated and the evaluator hold a Mid-Year Formative Conference by February 28 with a focused discussion of progress toward proficiency in the focus areas identified as needing development.

3. By May 30, the administrator being evaluated reviews all information and data collected during the year and completes a summative self-reflection for review by the evaluator, identifying areas of strength and continued growth as well as progress on their focus areas.

4. By June 30, the evaluator and the administrator being evaluated meet to discuss all evidence collected. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of exemplary, proficient, developing, or below standard for each performance expectation. Then the evaluator assigns a total practice

rating based on the criteria in the Leadership Practice Matrix and generates a summary report of the evaluation by June 30.

Orientation and Training Programs

During the spring and summer of each year, KPS will provide a series of sessions for all administrators being evaluated so that they will understand the evaluation system, the processes, and the timelines for their evaluation. Special attention will be given to the Common Core of Leading Performance Expectations and the **Connecticut Leader Evaluation and Support Rubric**, so that all administrators fully understand Domains and the requirement for being a "Proficient" administrator. Additional sessions will be provided throughout the academic year that will provide KPS administrators with access to resources and to connect with colleagues to deepen their understanding of the Evaluation Program.

By July 30, KPS will provide all evaluators of administrators with training focused on the administrator evaluation system.

- Professional Learning will include an in-depth overview and orientation of the program including:
  - ➢ 4 categories that are part of the program;
  - ➢ the process and timeline for program implementation;
  - ➢ the process for arriving at a summative evaluation, and use of the data management system being utilized by the district;
  - ➢ using the **Connecticut Leader Evaluation and Support Rubric**, so that evaluators are thoroughly familiar with the language, expectations, and examples of evidence required for administrator Proficiency;
  - ➢ in conducting effective observations and providing high-quality feedback.

Ratings Guidelines for Observation of Teacher Performance and Practice	
Rating	Criteria
Exemplary	Minimum of three exemplary ratings at the domain level and no ratings below proficient ***(Principals must have at least an Exemplary rating in Domain 1)***
Proficient	Minimum of three proficient ratings at the domain level and no rating below standard ***(Principals must have at least a Proficiency rating in Domain 1)***
Developing	Minimum of 2 proficient ratings at the domain level and not more than one rating below standard
Below Standard	Less than two proficient ratings at the domain level or two or more ratings at the domain level below standard

Stakeholder Feedback (10%)

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

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

The survey instrument to be used in grades K – 12 was developed by Panorama in consultation with the CSDE. The survey that will be used for our preschool program is a part of our NAEYC accreditation process. The surveys have been subjected to a rigorous vetting process that has found them to be fair, reliable, valid, and useful. The KPS School Governance Councils are consulted regarding the use of the appropriate survey tool.

The surveys will be administered in paper and/or on-line and allows for anonymous responses. All KPS administrators will collect and analyze stakeholder feedback data that will be used for continuous improvement. Surveys will be administered one time per year, in March or April. The survey data will be used by administrators as baseline data for the following academic year.

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

ARRIVING AT A STAKEHOLDER FEEDBACK SUMMATIVE RATING

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

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

This is accomplished in the following steps, undertaken by the administrator being evaluated and reviewed by the evaluator:
1. Review baseline data on selected measures,
2. Set 1 target for growth on a selected measure (or performance on a selected measure when growth is not feasible to assess or performance is already high)
3. In the spring, Administer surveys to relevant stakeholders
4. Aggregate data and determine whether the administrator achieved the established target
5. Assign a rating, using this scale:

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

SMART Goals (45%)

Student learning is assessed in equal weight by performance and growth on two locally determined measures, (SMART goals). Each of these SMART GOALS will have a weight of 22.5% and together they will account for 45% of the administrator's evaluation.

LOCALLY-DETERMINED MEASURES – SMART GOALS

Administrators establish two SMART goals on measures they select. In selecting measures, certain parameters apply:

- All measures must align to Connecticut learning standards. In instances where there are no such standards that apply to a subject/grade level or an administrators' assignment, KPS will use research-based learning standards appropriate for that administrators' assignment (i.e., Standards for Professional Learning, American School Counselors Association, etc.).
- For administrators in high school, one measure will 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 out in the school's mandated Improvement Plan.

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.

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

1. First, establish student-learning priorities for a given school year based on available data.
2. The principal uses available data to craft an improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
3. The principal chooses student-learning priorities for her/his own evaluation that are (a) aligned to KPS priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
4. The principal chooses measures that best assess the priorities and develops clear and measurable goals for the chosen assessments/indicators.
5. The principal shares the SMART goals with her/his evaluator, informing a conversation designed to ensure that:
   a. The SMART goals are attainable.
   b. There is adequate data that can be collected to make a fair judgment about whether the administrator met the established SMART goals.
   c. The SMART goals are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
   d. The professional resources are appropriate to supporting the administrator in meeting the performance targets.
6. The administrator being evaluated and the evaluator collect interim data on the SMART goals to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

Based on this process, administrators receive a rating for this portion using the KPS Administrator Evaluation Summative Rating Form

To arrive at an overall student learning rating, the ratings for the state assessment and the locally determined ratings are plotted on the following matrix:

		SMART GOAL #2 (22.5%)			
		Exemplary	**Proficient**	**Developing**	**Below Standard**
SMART GOAL #1 (22.5%)	**Exemplary**	Exemplary	Exemplary	Proficient	Developing
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard

Teacher Effectiveness (5%)

Teacher effectiveness – as measured by an aggregation of teachers' SMART goals – is 5% of an administrator's evaluation. Administrator's Teacher Effectiveness Rating will be based on the teachers' and Education Specialists' student growth portion of their evaluation he or she is evaluating.

Improving teacher effectiveness is central to an administrator's role in driving improved student learning outcomes. That is why, in addition to measuring the actions that administrators take to increase teacher effectiveness – from hiring and placement to ongoing professional development to feedback on performance – the administrator's evaluation model also assesses the outcomes of all of that work. As part of KPS's teacher evaluation program, teachers are assessed in part on their accomplishment of their SMART goals. This is the basis for assessing administrator's contribution to teacher effectiveness outcomes.

Exemplary	Proficient	Developing	Below Standard
More than 90% of teachers are rated *proficient* or *exemplary* on the student growth portion of their evaluation	More than 80% of teachers are rated *proficient* or *exemplary* on the student growth portion of their evaluation	More than 65% of teachers are rated *proficient* or *exemplary* on the student growth portion of their evaluation	65% or fewer teachers are rated *proficient* or *exemplary* on the student growth portion of their evaluation

Administrator Evaluation Process

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

OVERVIEW

Each administrator participates in the evaluation process as a cycle of continuous improvement. The cycle is the centerpiece of state guidelines designed to have all educators play a more active, engaged role in their professional growth and 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.

SCHOOL YEAR: PROGRAM IMPLEMENTATION AND EVIDENCE COLLECTION

JULY	SEPTEMBER	FEBRUARY	MAY	JUNE
Orientation and context setting	Goal setting and program development	Mid-year formative review	Self-assessment	Preliminary summative rating to be finalized in August

Step 1: Orientation and Context-Setting by July 30

To begin the process, the administrator needs four things to be in place:
1. Student learning data are available for review by the administrator
2. Stakeholder survey data are available for review by the administrator.
3. The superintendent has communicated his/her student learning priorities for the year.
4. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process.

Step 2: Goal-Setting and Program Development by September 1

Before a school year starts, administrators will:
1. identify two SMART goals,
2. identify one stakeholder feedback target, and
3. identify two specific areas of focus for their practice **that will help them accomplish** their SMART goals, and their stakeholder feedback target, choosing from among the elements of the Connecticut School Leadership Standards

Administrators will identify these two specific focus areas of growth in order to facilitate a professional conversation about their leadership practice with their evaluator. What is critical is that the administrator can connect improvement in the practice focus areas to the growth in the SMART goals and the stakeholder feedback target, creating a logical through-line from practice to outcomes.

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

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

The goal-setting form is to be completed by the administrator being evaluated. The administrator's evaluator prior to the beginning work on the goals will review the focus

areas, goals, activities, outcomes, and timeline. The evaluator may suggest additional goals as appropriate.

The evaluator will establish a schedule of school visits with the administrator to collect evidence and observe the administrator's work.   The first visit will take place near the beginning of the school year to ground the evaluator in the school context and the administrator's evaluation program.   Subsequent visits will be planned at most two- to three-month intervals.

A note on the frequency of school site observations:
- Two observations for each administrator
- Four observations for assistant principals and for any first year administrator in KPS, or who has received ratings of *developing* or *below standard*.

*Step 3: Mid-Year Formative Review***:**
Midway through the school year there will be 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 being evaluated and the evaluator hold a Mid-Year Formative Conference, with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and practice.   The meeting is also an opportunity to surface any changes in the context (e.g., a large influx of new students) that could impact accomplishment of outcome goals; goals may be changed at this point.

*Step 4: Self-Assessment***:**
By May 30, the administrator being evaluated completes a self-assessment on his/her practice on all six Performance Expectations of the Connecticut Leadership Standards. For each Performance Expectation, the administrator being evaluated determines whether he/she:
- Needs to grow and improve on this Performance Expectations;

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

The administrator being evaluated will also focus on the areas of development established in the Goal-setting conference. The administrator being evaluated submits his/her self-assessment to his/her evaluator.

Step 5: Summative Review and Rating:

The administrator being evaluated and the evaluator meet by June 21st to discuss the administrator's self-assessment and all evidence collected over the course of the year. This meeting serves as an opportunity to convey strengths, growth areas, and their probable rating.   After the meeting, the evaluator assigns a rating, based on all available evidence (see next section for rating methodology).

The evaluator completes the summative evaluation report, shares it with the administrator, and adds it to the principal's personnel file with any written comments attached that the principal 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 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 ratings, the evaluator may recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than August 15. This adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

Summative Administrator Evaluation Rating

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

Exemplary: Exceeding indicators of performance

Proficient: Meeting indicators of performance

Developing: Meeting some indicators of performance but not others

Below standard: Not meeting indicators of performance

Proficient represents fully satisfactory performance. It is the rigorous standard expected for most experienced administrators. Specifically, proficient administrators can be characterized as:

- Meeting performance expectations as an instructional leader

- Meeting performance expectations in at least 2 other areas of practice

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

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

- Having more than 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.

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

Determining Summative Ratings

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

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

The practice rating derives from an administrator's performance on the six performance expectations of the leader evaluation rubric and the stakeholder feedback target. Evaluators record a rating for the performance expectations that generates an overall rating for leadership practice. The Stakeholder Feedback rating is combined with the Leadership Practice rating and the evaluator uses the matrix to determine an overall Practice Rating.

Administrative Practice Rating Matrix

Stakeholder Feedback Rating (10%)		**Leadership Practice Rating (40%)**			
		Exemplary	*Proficient*	*Developing*	*Below Standard*
	Exemplary	*Exemplary*	*Proficient*	*Developing*	*Developing*
	Proficient	*Exemplary*	*Proficient*	*Developing*	*Below Standard*
	Developing	*Exemplary*	*Proficient*	*Developing*	*Below Standard*
	Below Standard	*Exemplary*	*Proficient*	*Below Standard*	*Below Standard*

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

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

Administrative Outcomes Rating Matrix

		SMART Goals Rating (45%)			
Teacher Effectiveness Rating (5%)		*Exemplary*	*Proficient*	*Developing*	*Below Standard*
	Exemplary	*Exemplary*	*Proficient*	*Developing*	*Below Standard*
	Proficient	*Exemplary*	*Proficient*	*Developing*	*Below Standard*
	Developing	*Exemplary*	*Proficient*	*Developing*	*Below Standard*
	Below Standard	*Proficient*	*Proficient*	*Developing*	*Below Standard*

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

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

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

Administrative Final Summative Rating Matrix

Administrator Practice Rating (50%)				
	Exemplary	**Proficient**	**Developing**	**Below Standard**
Exemplary	Exemplary	Exemplary	Proficient	Developing
Proficient	Exemplary	Proficient	Proficient	Developing
Developing	Proficient	Proficient	Developing	Below Standard
Below Standard	Developing	Developing	Below Standard	Below Standard

(Administrator Outcomes Rating (50%))

Definition of Effectiveness and Ineffectiveness

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

Any administrator having a summative rating of Developing or Below Standard after one year of being evaluated with this plan may be placed on an individual improvement plan as outline in the **Professional Assistance and Support System.**

Administrator Professional Assistance and Support Plan (Admin-PASS)

Administrators who receive a summative evaluation rating of Developing or Below Standard will be notified in writing at a conference. The Administrator will collaborate with his/her evaluator (or designated Administrator Performance Remediation Plan Developer) to develop a plan. The plan will be created within 30 days after the completion of the summative evaluation rating. The plan will identify areas of needed improvement and include supports that KPS will provide to address the performance areas identified as needing improvement.

The plan must include the following components:
1. *Areas of Improvement*: Identify area of needed improvement.
2. *Rationale for Areas of Improvement*: Evidence from observations that show an area needing improvement.
3. *Performance Expectation*: List performance expectation rated "developing" or "below standard."
4. *Improvement Strategies to be Implemented*: Provide strategies the administrator can implement to show improvement in performance expectations rated "developing" or "below standard."
5. *Tasks to Complete*: Specific tasks the administrator will complete that will improve the performance expectation.
6. *Support and Resources*: List of supports and resources the administrator can use to improve, e.g. professional learning opportunities, peer observation, colleague mentor, books, etc.
7. *Indicators of Progress (and timeline when applicable)*: How the administrator will show progress towards proficient/exemplar in domain through observations, data, evidence, etc.
8. *Determination for Effectiveness*: Assessment of effective rating at the end of the actions plan.

If at the conclusion the school year the administrator does not attain a summative rating of Proficient or Exemplary (thereby attaining a less than Proficient rating for a second year), the administrator shall be required to participate in the ADMIN-PASS Improvement and Remediation Plan.

IMPROVEMENT AND REMEDIATION PLAN (60 DAYS)

The Improvement and Remediation Plan is a further step in the attempt to provide an administrator with the support, supervision, and resources needed to foster positive growth in situations when an individual is having considerable difficulty implementing the professional responsibilities of leadership. Based on a determination by the appropriate evaluator, the evaluator will help the administrator outline specific goals and objectives with timelines, resources, and evaluative criteria. The evaluator and/or administrator may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. The Evaluator will provide consistent supervision and monitoring as outlined in the plan.

At the end of the remediation period, the evaluator will issue a recommendation. If the administrator demonstrates that he/she is ***Effective* (*Effective* shall be defined in the plan)** or better, the evaluator will designate placement of that administrator to a normal plan phase. If the administrator demonstrates he/she is not ***Effective*** the evaluator will have the option of moving the administrator into a 30 School day intensive intervention plan or recommend termination of employment to the Superintendent/Board of Education. Specific written reports of the intervention plan with reports of observations and a final determination on progress will become part of the administrator's personnel file.

INTENSIVE INTERVENTION PLAN (30 DAYS)

The Intensive Intervention Plan is the final attempt and is implemented after the Improvement and Remediation Plan to provide the supports necessary to meet the requirements of the position. The evaluator, and/or another appropriate administrator will develop a plan that includes specific goals, timelines, resources, and evaluative criteria. The evaluator and/or the administrator may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. Weekly observations followed by feedback will be provided during this phase.

At the conclusion of this phase, the evaluator will make a recommendation as to whether the intensive supervision will be terminated or extended. If the administrator demonstrates that he/she is ***Effective*** or better, the evaluator will designate placement of that administrator on the normal plan phase. If the administrator's performance is below ***Effective***, the evaluator will recommend termination of that administrator's employment to the superintendent.

Resolution of Differences

Should an administrator disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report, but is not obligated to do so. The administrator has the right to attach a statement to the observation report, progress report, or summative evaluation identifying the areas of concern and presenting his/her perspective. In the event that the administrator and evaluator are unable to resolve their differences, they can submit the matter to the Superintendent for review and decision. Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) school days.

EDUCATION SPECIALIST EVALUATION PROGRAM

Education Specialist Evaluation Program

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

The Program aligns the professional standards for education specialists with outcomes for learning in evaluation of practice, while recognizing the unique responsibilities of each education specialist.

Goals of the Education Specialist Professional Learning and Evaluation Program:
- Improve learner outcomes through meaningful evaluation of practice of education specialists, aligned with professional learning.
- Improve school-wide learning goal outcomes through effective collaboration among educators.
- Improve the quality of instruction by ensuring accountability for learner outcomes and educational specialist effectiveness.
- Provide professional assistance and support for education specialists when and where necessary.

Who are Education Specialists?
Education Specialists include non-teaching (<50% of the school day), non-administrative education professionals who provide a variety of services to students, teachers, and parents. Specialists may include counselors, library/media specialists, school psychologists, social workers, speech and language therapists, education staff developers, and others with specialized training who offer a broad range of services. KPS's education specialists may be located exclusively within a single school or they may provide services to a number of schools.

Who Evaluates Education Specialists?

KPS administrators and directors hold a shared responsibility for Education Specialists evaluations. A primary evaluator will be determined by the orientation date of Sept 15th.

Performance Standards

It is expected that education specialists and their evaluators will be knowledgeable about the appropriate professional standards in evaluation and assessment of performance. Those standards form the basis for goal setting, assessment of professional practice, and alignment of professional learning opportunities with the needs of education specialists. In observations of practice, evaluators will use the domains and indicators outlined in the *Common Core of Teaching Rubric for Effective Service Delivery (2014)* that has been adapted for evaluation of education specialists.

Links to Professional Standards Documents:
Links to standards and other informational documents related to the professional practice requirements of education specialists are provided as reference for education specialists and evaluators:

> **School Librarians: American Association of School Librarians (2009)**
> http://aasl.ala.org/essentiallinks/index.php?title=Performance_Evaluation_of_School_Librarians - National_Evaluation_Standards_and_Guidelines
>
> School Counselors: ASCA Ethical Standards for School Counselors (2010):
> http://www.schoolcounselor.org/files/EthicalStandards2010.pdf
>
> School Social Workers: NASW Standards for School Social Work Services (2012):
> http://www.naswdc.org/practice/standards/NASWSchoolSocialWorkStandards.pdf
>
> School Psychologists: NASP Professional Standards (2010):
> http://www.nasponline.org/standards/2010standards.aspx
>
> Behavioral Analysis: Behavior Analyst Certification Board
> http://www.bacb.com/index.php?page=57

Instructional Technology Specialists: NETS-T (2010)
http://www.iste.org/docs/pdfs/nets-t-standards.pdf?sfvrsn=2

Assistive Technology Specialists: RESNA Standards:
http://www.resna.org/atStandards/standards.dot

APTA SIG: Pediatric Site: References for School-Based Practice of Physical Therapy:
http://www.pediatricapta.org/pdfs/References%20for%20SB%20SIG1_23.pdf

Professional Development Coordinator, Education Staff Developers: Learning Forward, Standards for Professional Learning (2012):
http://www.learningforward.org/bookstore/standards-for-professional-learning

Speech and Language Pathologist:
http://www.asha.org

Process and Timeline of Education Specialist Evaluation

The annual evaluation process for a teacher will at least include, but not be limited to, the following outline:

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

Goal-setting Conference – by October 15:
Education Specialist Reflection—In advance of the Goal Setting Conference, the education specialist will examine data related to current students' needs performance data (including, but not limited to: data from various criterion- and norm-referenced assessments, IEP's, Section 504 plans, etc.), the prior year's evaluation, and survey results, previous professional learning goals, and the *CCT-SESS*. The education specialist will draft the following goals:
   a. **No More than two SMART Goals or create a Learning Portfolio** to address student growth and development for those education specialists with student caseloads., which will comprise 45% of their summative evaluation;
   b. **One performance and practice focus area**, based on data from the education specialists' reflection and evaluator observations, which will comprise 40% of their evaluation;
   c. **One focus area with strategies for improving outcomes** that is based on data from **parent feedback** determined by the school improvement team**,** for which will indicate their strategies for achieving this school-wide goal which comprise 10% of their evaluation; and
   d. **A whole school goal based on whole school indicators of student learning** for the school year, which will comprise 5% of a education specialist's summative

evaluation. The education specialist may collaborate in grade-level or subject-matter teams to support the goal-setting process. The teacher will indicate their strategies that will contribute to achieving the **whole-school goal.**

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

- *Goal-setting conference* – No later than October 15 of the school year, the evaluator and education specialist will meet to discuss the education specialist's proposed goals and indicated strategies in order to arrive at mutual agreement about them. The goals for the year must be informed by data and evidence collected by the education specialist **and** evaluator about the teacher's practice. The evaluator collects evidence about teacher practice to support the review and may request revisions to the proposed goals and objectives if they do not meet approval criteria. At the goal setting conference administrator and education specialist must establish criteria to be used to establish a ***Parent Feedback Rating.***

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

Education Specialist	Evaluator
• Specialist Products or Artifacts • Data on Learning or Achievement of Learners • Lesson, intervention, treatment, or customer action plans and records • Artifacts from work of Learners • Data Team Minutes • Journals/notes documenting reflections on practice • Schedule of meetings/conferences • Survey Data	• Standardized and Non-Standardized Data (based on the education specialist's role and caseload) • School **or** District Data • Observation data based on *CCT Rubric* and professional standards documents

Observations of Practice:

Ed Specialists on Cycle A will be observed by November 30, January 31, and May 15. Evaluators will observe specialist's practice in formal and informal in-class observations and non-classroom reviews of practice throughout the school year, with frequency based on the year of implementation of the plan and the education specialist's summative evaluation rating where available. Ed Specialists on Cycle B will have their first observation prior to the midyear conference and their second observation by May 15th.

Evidence collection and review throughout school year:

The education specialist collects evidence about his/her practice and student learning that is relevant to the agreed-upon professional goals. The evaluator also collects evidence about teacher practice for discussion in the interim conference and summative review.

Midyear/Interim Conference by February 28:

The evaluator and education specialist will hold at least one conference near the mid-point of the evaluation cycle. The discussion should focus on processes and progress toward meeting the goals and developing one's practice. Both the education specialist and the evaluator will bring evidence about practice and student learning data to review. The education specialist and evaluator will discuss the cause and effect relationship of practice to student learning data, i.e. – how practice positively impacts student learning. During the conference, both the education specialist and evaluator will make explicit connections between the 40% and the 45% components of the evaluation program. If necessary, education specialist and evaluators may mutually agree to revisions to strategies or approaches used and/or mid-year adjustment of SMART goals to accommodate changes (e.g., student populations, assignment). They also discuss actions that the education specialist can take and supports the evaluator can provide to promote teacher growth in his/her development areas.

End-of-year summative review by the last day of school:

- *Education specialist self-assessment* – (due to the evaluator at least 5 working days prior to the end-of-year conference). The education specialist reviews and reflects on all information and data collected during the year related to the goals and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development, referencing the *CCT-SESS Rubric* and

established in the Goal-setting Conference. *The self-assessment* should address all components of the evaluation program and include what the education specialist learned throughout the year supported by evidence and personal reflection. The self-assessment should also include a statement that identifies a possible future direction that is related to the year's outcomes.

- *End-of-year conference* - The evaluator and the education specialist meet to discuss all evidence collected to date. The education specialist and evaluator will discuss the extent to which students met the SMART goals and how the education specialist's performance and practice focus contributed to student outcomes and professional growth.
- *Summative Rating*—The evaluator reviews submitted evidence, self-assessments, and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating using the summative rating matrix.

Summative rating revisions by August 15:

After all data, including state test data, are available, the evaluator may adjust the summative rating if the student outcome data aligned to the teacher's **Smart Goal(s)** or **Whole-School Goal** was not available at the time of the End-of-the-year Review conference and had a significant impact on a final rating. A final rating may be revised before August 15 of a school year.

Useful Terms and Definitions

<u>Formal Observation:</u>

- A formal observation will be defined as at least a 45-minute observation. Schools with periods that are longer than forty-five minutes shall ensure that at least one formal observation will consume an entire teaching period as applicable. Formal observations will include a pre-observation conference, observation, post-observation conference (verbal feedback), and written feedback. One pre-observation conference may be omitted (as mutually agreed upon).
- Formal observation guidelines for educational specialist may be modified.

<u>Informal Observation:</u>

- An informal observation will be defined as **at least a 20-minute in-class observation**. Informal observations do not requires a pre-observation conference. Either observer or observee may request a post-observation conference, however it is not mandated. Each informal observation must have written feedback.
- In-formal observation guidelines for educational specialist may be modified to reflect the parameters of the position.
- Informal observations may be unannounced.

<u>Written Feedback:</u>

- Written feedback must have, at minimum, a brief synapsis of the observation, strengths, and recommendations.

<u>Review of Practice: An artifact driven conversation</u>

- Examples of non-classroom observations or reviews of practice include but are not limited to:
  - Discussion and review of lesson planning and teaching/student artifacts (Domain II)
  - Discussions relating to data team meetings (Domain IV)
  - Discussions relating to coaching/mentoring other teachers (Domain IV)
- Up to four artifacts when conducting a review of practice in Domain II or IV
- Artifacts to be submitted in advance (advance to be determined by evaluator)
- A Review of Practice will be rated at the indicator level, but look at artifacts at the attribute level (professional judgment)
- The mid-year conference is in essence a review of practice, however only formative feedback will be provided
- Additional review of practices can be added as needed

Components of Student Support Specialist Evaluation

Student Growth and Development (45%)

No more than **two SMART goals** addressing student growth will comprise 45% of the student support specialist summative evaluation.

As per the Guidelines, because of the unique nature of the roles fulfilled by Education Specialists, districts shall be granted flexibility in applying the Core Requirements of teacher evaluation in the following ways:

> *Districts shall be granted flexibility in using Indicators of Academic Growth and Development to measure attainment of goals and/or objectives for student growth. The Goal-setting conference for identifying a Learning Portfolio (Indicators of Academic Growth), which shall include the following steps:*
> - *The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.*
> - *The educator and evaluator will determine if the indicator will apply to the individual teacher, a team of teachers, a grade level or the whole school.*
> - *The educator and evaluator should identify the unique characteristics of the population of students, which would impact student growth (i.e. high absenteeism, highly mobile population in school).*
> - *The educator and evaluator will identify the learning standard to measure: the assessment, data or product for measuring growth; the timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.*
> - *The educator and evaluator will identify success indicators and establish rating levels specifically outlining the degree of success of such success indicator. Success indicators should be artifact driven and supportive of academic growth.*

Forty-five percent (45%) of a specialist's evaluation will be based on attainment of agreed upon measures of student outcomes defined by the SMART Goal(s) that are aligned to multiple measures of student growth. Education Specialists are required to develop no

more than **two SMART goals** related to the growth and development of students assigned to their caseloads.

Sources for the development of SMART goals may include:
- Norm or criterion-referenced assessments
- Benchmark assessments of student achievement of school-wide Expectations for Student Learning, measured by analytic rubrics.
- Other curricular benchmark assessments.
- Student portfolios of examples of work in content areas
- Other indicators of student growth as appropriate to the specialist's role

Goal Setting

KPS Education Specialists' SMART goal(s) address the needs of their students and are aligned to the specialist's assignment and, where applicable, to IEP goals and objectives. The student outcome related indicators will be written to meet SMART goal criteria, i.e. Specific, Measurable, Attainable, Relevant, and Time-Bound. Student support specialists will write no more than two (2) SMART goals that will address targeted areas for student growth and/or achievement.

Each SMART goal will:
1. consider the academic records and overall needs and strengths of the students assigned to the education specialist that year/semester;
2. address the most important purposes of a specialist's assignment through self-reflection;
3. align with school, district, and state student achievement objectives;
4. take into account students' needs upon analysis of relevant baseline data;
5. be reflective of a reasonable sized cohort of students
6. be reflective of baseline data and measurable mid-year data
7. consider Public School Information System (PSIS) factors.
8. be mutually agreed upon by the specialist and their evaluator;
9. be fair, valid, reliable and useful to the greatest extent possible.

SMART Goals and Student Progress

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

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

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

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

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

Phase 2: Set SMART goals for student growth

Each SMART goal should make clear (1) what evidence was or will be examined, (2) what level of growth is targeted, and (3) what proportion of students is projected to achieve the targeted growth level. It is through the Phase I examination of student data that specialists will determine what level of growth to target for which students.

Education specialists will submit their SMART goal(s) to their evaluator for review, mutual agreement and approval. The review and approval process of the SMART goals will take place during the Goal-Setting conference.

Phase 3: Monitor and document student progress

Once SMART goal(s) are approved, specialists monitor students' progress as it impacts attainment of the SMART goal(s). Specialists and evaluators may mutually agree to mid-year adjustments to SMART goal(s) to accommodate changes (e.g., student populations, assignment).

Mid-Year Formative Conference

The Mid-Year Formative Conference will take place by February 28 of the academic year. Education specialists will review progress toward the goals/objectives during the school year, using available information and data collected on student progress. This review may result in revisions to the instructional strategies or approaches specialists use.

Phase 4: Review multiple measures to determine progress towards attainment of SMART goals

End-of-year review of SMART goals:

The specialist will collect evidence of student progress toward meeting the SMART Goal(s). The evidence will be submitted to the evaluator, and the specialist and evaluator will discuss the extent to which the specialist met their SMART Goal(s) at the end of the year conference (by the last day of school). Following the conference, the evaluator will rate the SMART Goal(s) using the 4 performance level designations shown in the table below.

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

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

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

The final rating for Student Outcomes and Achievement rating for a teacher is the average of their two SMART goal scores. Each SMART Goal will be assigned a numerical rating. Each SMART Goal will have a single rating of 1-4. The two SMART Goal ratings will be averaged and the overall Student Outcome and Achievement Rating and will be determined using the table below. For example, if one SMART goal was *Partially Met*, for 2 points, and the other SMART goal was *Met*, for 3 points, the student growth and development rating would be 2.5 [(2+3)/2].

Exemplary:	3.5 - 4.0

Proficient:	2.5 – 3.4
Developing:	1.5 – 2.4
Below Standard:	1.0 – 1.4

Professional Learning for Student Support Specialists and Evaluators

Professional learning will be provided to develop evaluators' and specialist's data literacy and development of the SMART goal(s) by which specialists will be evaluated. Professional learning will support and/or enhance the abilities and skills of each specialist to communicate their goals for students. The content of the professional learning will include, but not be limited to:

- Data Literacy as it relates to: Analyzing and Interpreting Assessment Data, Understanding Root Cause, and Decision-Making based on Inferences;
- SMART Goal Criteria: Specific, Measurable, Attainable, Relevant, Time-Bound;
- Quality of measures and indicators used to determine student growth;
- Alignment of SMART goal(s) to school and/or district goals;
- Writing plans that articulate the strategies and progress monitoring tools teachers will implement to achieve their SMART goal(s).

 Should additional professional learning be needed, it will be decided on a case-by-case basis at the school or individual level.

Professional Practice (40%)

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

The CCT has defined for Connecticut's educators key aspects of effective teaching, correlated with student learning and achievement, which have been evidenced in professional literature. Key attributes of education specialist performance and practice outlined in the CCT are reflected in the descriptors of the Indicators within the *CCT-SESS* so that evaluators and specialists may understand how these attributes apply in practice, observations, and evaluation. Student support specialists plans, interventions, action plans, and associated documentation, pre-observation, post-observation, and specialist self-reflection forms and related conversations, as well as reviews of practice, such as communication with families, collaboration with colleagues, participation in data teams, professional learning presentations by faculty members, participation in mentoring,

instructional rounds, PPTs and action research, all provide rich data related to the CCT

<div style="background-color:#d08080;border:1px solid black;text-align:center;font-weight:bold;">
Data-Informed Observation of Education Specialist Performance and Practice (40%)
</div>

standards and the effectiveness of education specialists' performance and practice.

Education Specialist Focus Area for Performance and Practice
In preparation for instructional planning and Goal-Setting Conferences with evaluators, specialists will analyze their student data and use the *CCT-SESS* to reflect on their own practices and their impact on student growth. Based on that reflection, specialists will develop a performance and practice focus area to guide their own professional learning and improvements in practice that will ultimately promote student growth and achievement of student outcome goals. Education specialist practice focus areas will not be evaluated, but should result in improvements in specialist knowledge and skills, which will be evidenced in observations of performance and practice.

Data Gathering Process
KPS evaluators will use the *CCT-SESS* to guide data collection from three sources: **conferences with specialists, classroom observations and reviews of practice.** Over the course of the school year, evaluators will gather evidence for Indicators and Domains of the *CCT-SESS* which will allow specialists to demonstrate: the context for their work; their ability to improve student learning and/or performance and outcomes; their ability to engage in reflective practice to improve their own knowledge and skills; how they exercise leadership skills within their classrooms, schools and district.

SOURCES OF DATA	EXAMPLES OF DATA	IMPORTANCE OF DATA
Conferences	• Conversation and artifacts that reveal the specialist has an understanding of, content, students, strategies, and use of data • Specialist use of data to inform instruction, analyze student growth and set appropriate goals	• Provides opportunities for specialists to demonstrate cause and effect thinking. • Provides opportunities for evaluator learning in content; Systems effectiveness; priorities for professional learning. • Provides context for observations and evaluation.
Observations	• Specialist-student, student-student conversations, interactions, activities related to learning goals	• Provides evidence of specialist's ability to improve student learning and promote growth.
Non-classroom reviews of practice Documentation Log	• Specialist reflection, as evidenced in pre- and post-conference data. • Engagement in professional learning opportunities, involvement in action research. • Collaboration with colleagues • Specialist-family interactions • Ethical decisions	• Provides evidence of specialist as learner, as reflective practitioner and teacher as leader.

Observation of Education Specialist Practice
As per the Guidelines, because some Education Specialists do not have a classroom and may not be involved in direct instruction of students, the educator and evaluator shall agree to appropriate venues for observations and an appropriate rubric for rating practice and performance at the beginning of the school year. The observations will be based on standards when available. Examples of appropriate venues include but are not limited to: observing Education Specialist staff working with small groups of children, working with adults, providing professional development, working with families, participation in team meetings or Planning and Placement Team meetings.

Observations, both formal and informal, provide valuable information to all professional staff about instructional practice. Data collected through observations allow school leaders to understand more about the nature of learning and instruction in our schools, and

feedback from observation provides individual educators with insights regarding the impact of their management, planning, instruction, and assessment practices on student growth. On an ongoing basis, evaluators will engage in professional learning opportunities, including online options and collaborative sessions, designed to develop their skills in effective observation, providing meaningful, useful feedback, and engaging in productive professional conversations with educators.

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

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

Observation Cycles

Group A:

- All teachers with less than three years of experience as a Killingly certified teacher would receive at least three formal in-class observations and a review of practice. Two of the three observations will include a pre-conference and all will have a post-conference with timely written and verbal feedback.
- Teachers who receive a summative performance evaluation designation of below standard or developing for the previous year will receive a number of observations appropriate to their individual development plan, but no fewer than three in-class formal observations and a review of practice. Two of the three observations will include a pre-conference and all will include a post-conference with timely written and verbal feedback.

Group B:

- Teachers with two successful years of teaching experience in Killingly, will receive a combination of one in-class formal observation, one in-class informal observations, and a review of practice

The table on the following page summarizes the frequency of observations of practice for Student Support Specialists.

OBSERVATION FREQUENCY*

PERFORMANCE DESIGNATION	NUMBER OF OBSERVATIONS	CONFERENCING AND FEEDBACK
Group A: **New KPS Employees with less than two years experience** **Or** **Ed Specialists who have completed 2 or more years and designated as Below Standard and/or Developing** **(Participation in Professional Assistance Support System)**	3 Formal In-class observations	Two must have pre-conferences and all must have post-conferences.
	At least one review of practice, with a mutually agreed upon area of practice	Feedback will be written; and verbal upon request.
	Additional Informal observation(s) as appropriate	
Group B: **Ed Specialists with two successful years of teaching experience in KPS.**	1 Formal In-Class and 1 Informal observation	Formal must have pre-conferences and post-conferences; Informal must have written feedback and must have post-conference upon request.
	At least one review of practice, on a mutually agreed upon area of practice	Feedback will be written; and verbal upon request.
	Additional Informal observation(s) as appropriate	

*KPS has the reserves the right to place an employee hired on or after January 1 within an appropriate observation frequency cycle

Evaluation Ratings for Performance and Practice

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

However, during formal and in-formal observations Education Specialist will receive feedback at the indicator level. Observers will rate evidence when applicable at the indicator level. When determining the rating at the Domain level observers will collectively consider all ratings at the indicator level. Observers will consider all evidence holistically and with a growth mindset.

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

Ratings Guidelines for Observation of Education Specialist Performance and Practice	
Rating	Criteria
Exemplary	Minimum of three exemplary ratings at the domain level and no ratings below effective.
Effective	Minimum of three effective ratings at the domain level and no rating of below standard
Developing	Minimum of 2 effective rating at the domain level and not more than one rating below standard
Below Standard	Less than two proficient ratings at the domain level or two or more ratings at the domain level below standard

Evaluator Professional Learning And Proficiency

The Domains and Indicators of the CCT-SESS rubric guide formal observations of practice. Evaluators participate in extensive professional learning and are required to be Proficient in the use of the *CCT-SESS rubric* for educator evaluation. Professional learning is

conducted annually (at a minimum) to ensure consistency, compliance, and high-quality application of the *CCT-SESS rubric* in observations and evaluation.

All evaluators will be required to participate in professional learning and successfully complete calibration activities. Evaluators will also attend additional support sessions during the school year. To ensure consistency and fairness in the evaluation process, all evaluators must meet the proficiency standard prior to conducting teacher observations. Components will include the following:
1. face-to-face professional learning that will focus on using the *CCT-SESS rubric* for data collection, analysis and evaluation;
2. practice to be completed independently or as a collaborative learning activity at the school or district level;
3. calibration comprised of two calibration activities requiring evaluators to demonstrate their ability to: recognize bias; identify evidence from classroom observations, conferences and non-classroom reviews of practice that is appropriate to specific *CCT-SESS rubric* Indicators and Domains; gather and analyze a comprehensive set of data to assign appropriate ratings at the Domain level;
4. follow-up face-to-face professional learning to enhance evaluator conferencing and feedback skills and debrief on calibration as needed.

 Evaluators will also participate in two support sessions during the school year:

1. Facilitated conversation in preparation for Mid-Year Formative Conferences
2. Facilitated conversation in preparation for End of Year Summative Conferences

All evaluators new to KPS will be required to participate in the professional learning, proficiency, calibration and supports sessions described above.

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

Parent Feedback (10%)
Ten percent (10%) of a specialist's evaluation shall be based on parent feedback, including data from surveys and may also include focus group data.

KPS schools strive to meet the needs of all of the students all of the time. To gain insight into what parents perceive about our ability to accomplish this, a school-wide parent survey will be used.

All KPS schools will collect and analyze parent feedback data that will be used for continuous improvement. Surveys will be administered one time per year. The survey data will be used by Education Specialist as baseline data for the following academic year. Analysis of survey data will be conducted on a school-wide basis, with all certified staff engaged in the analysis, and result in one school-wide goal to which all certified staff would be held accountable.

Once the school community has determined the school-wide parent feedback goal, individual teachers will identify the strategies **and provide evidence of implementation** they will implement to achieve the school-wide goal.

Teacher ratings will be determined using a 4-level performance matrix. Ratings will be based on evidence of teacher's implementation of strategies to address areas of need as identified by the survey results. Teachers and administrators will mutually agree upon as to the criteria and evidence in order to establish each rating. Please refer to the table below as an example:

Rating	Criteria
Exemplary	**All strategies were implemented with fidelity**
Proficient	**4 of 5 strategies were implemented with fidelity**
Developing	**3 strategies were implemented with fidelity**
Below Standard	**Less than three strategies were implemented with fidelity**

Whole-School Student Learning Indicators (5%)

Five percent (5%) of a Education Specialist's evaluation shall be based on whole-school student learning indicators derived from the school's principal/director rating on his or her two SMART goals (Administrator's 45%).

KPS schools will define and communicate Whole School Learning Indicators that is based on an aggregate data for multiple student learning indicators established for the administrator's evaluation rating (Principal/Director's - Whole School Goal). Certified staff will be asked to identify strategies that will, through their instructional practice, contribute to the achievement of the Whole School Learning Indicators.

Education Specialists' efforts and actions taken towards achievement of the Whole School Learning Indicator will be discussed during the pre-, mid-year, and post-conferences. Education Specialists' will be expected to bring artifacts from their practice that support and provide evidence of their contributions to the attainment of this indicator. Education Specialists'' efforts and actions may be reflected as a review of practice in the Teacher Performance and Practice category.

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

Summative Student Support Specialist Evaluation Rating:

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

- *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

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

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

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

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

Determining Summative Ratings

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

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

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

Education Specialist Practice Rating Matrix (50%)

		Education Specialist Performance & Practice Rating (40%)			
		Exemplary	*Proficient*	*Developing*	*Below Standard*
Parent Rating (10%)	*Exemplary*	*Exemplary*	*Proficient*	*Developing*	*Developing*
	Proficient	*Exemplary*	*Proficient*	*Developing*	*Below Standard*
	Developing	*Exemplary*	*Proficient*	*Developing*	*Below Standard*
	Below Standard	*Exemplary*	*Proficient*	*Below Standard*	*Below Standard*

B. OUTCOMES RATING: Student Growth and Development (45%) + Whole-School Student Learning Indicators (5%) = 50%

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

Education Specialist Outcomes Rating Matrix (50%)

Student Growth and Development Rating (45%)				
		Exemplary	*Proficient*	*Developing*	*Below Standard*
Whole-School Student Learning Rating (5%)	*Exemplary*	*Exemplary*	*Proficient*	*Developing*	*Below Standard*
	Proficient	*Exemplary*	*Proficient*	*Developing*	*Below Standard*
	Developing	*Exemplary*	*Proficient*	*Developing*	*Below Standard*
	Below Standard	*Proficient*	*Proficient*	*Developing*	*Below Standard*

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

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

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

In accordance with The CT Guidelines for Educator Evaluation, KPS's Professional Learning and Evaluation Program employs a 4-level matrix rating system, as follows:

Education Specialist Final Summative Rating Matrix

		Education Specialist Practice Rating			
		Exemplary	**Proficient**	**Developing**	**Below Standard**
Education Specialist Outcomes Rating	**Exemplary**	*Exemplary*	*Exemplary*	*Effective*	*Developing*
	Proficient	*Exemplary*	*Effective*	*Effective*	*Developing*
	Developing	*Effective*	*Effective*	*Developing*	*Below Standard*
	Below Standard	*Developing*	*Developing*	*Below Standard*	*Below Standard*

1. Annual summative evaluations must provide each education specialist with a summative rating aligned to one of four performance evaluation designations: Exemplary, Proficient, Developing and Below Standard**.**

2. In order to determine summative rating designations for each Education Specialist, KPS evaluators will:
    A. Rate Education Specialist performance in each of the four Categories:
        1. Student Growth and Development Measures;
        2. Observations of Teacher Performance and Practice;
        3. Parent Feedback, and
        4. Whole-School Student Learning Indicators.
    B. Combine the Student Growth and Development Measures and Whole-School Student Learning Indicator rating into a single rating, taking into account their relative weights. This will represent an overall "**Outcomes Rating**" of Exemplary, Proficient, Developing, or Below Standard.
    C. Combine the Observations of Education Specialist Performance and Practice rating and the Parent Feedback rating into a single rating, taking into account their relative weights; this will represent an overall "**Practice Rating**" of Exemplary, Proficient, Developing, or Below Standard.
    D. Combine the **Outcomes Rating** and **Practice Rating** into a **<u>final</u> <u>rating</u>**. In undertaking this step, teachers will be assigned a summative rating category of **Exemplary, Proficient, Developing, or Below Standard.**

PRIMARY EVALUATORS

The primary evaluator for most Education Specialist will be the school principal, assistant principal or Central Office Administrator who will be responsible for the overall evaluation process, including assigning summative ratings. Primary evaluators MUST do at least one formal observation (when applicable) of those teachers working with secondary administrators who may conduct supplementary evaluations. When approved by the Professional Learning and Evaluation Committee, Central Office Administrators may include contracted administrators with Killingly Public Schools. Contracted Administrators must meet KPS proficiencies guidelines.

KPS will not be utilizing Complimentary Evaluators, defined as a KPS teacher with a summative rating of **Exemplary** for at least two consecutive years.

Definition of Education Specialist Effectiveness and Ineffectiveness

Education Specialist effectiveness will be based upon a pattern of summative ratings collected over time.   In order to be deemed effective, specialists will need to have a summative rating of Proficient or Exemplary. Specialists are required to be Effective within

two years of being evaluated using this plan. Specialists who are not deemed effective by these criteria will be deemed ineffective.

Any specialist having a summative rating of Developing or Below Standard after one year of being evaluated with this plan will be placed on an individual improvement plan. Education Specialist will follow the same guidelines as teachers, utilizing the **Professional Assistance and Support System, or PASS.**

After one year of participating in PASS, an Education Specialist or teacher receiving such support will be expected to have a summative rating of Proficient or Exemplary. Teachers and specialist who do not receive a summative rating of Proficient or Exemplary after one year of participation in PASS shall be placed on an Improvement and Remediation Plan for 45 days, and Intensive Remediation plan for an additional 45 days if required. No teacher or specialist will be placed on PASS for more than one and one-half consecutive years.

Education Specialist will follow the same guidelines as teachers, utilizing the **Professional Assistance and Support System, or PASS.** In the following sections "teacher" will be synonymous to "Education Specialist."

Professional Assistance and Support System (PASS)

The goal of the Teacher Professional Assistance and Support System is to ensure that teachers who are in need of support receive it. Any teacher who receives a Summative Rating of Developing or Below Standard must have a Teacher Professional Assistance and Support System (PASS) the following year. An evaluator may put a teacher on a PASS Plan at any time during the year if concerns arise. This applies to all teachers regardless of their status in the cyclical process.

Teacher Professional Assistance and Support System (PASS) must:
- Include time-bound goals, action steps, and benchmarks.
- Identify action steps the teacher will take to improve his or her practice.
- Clearly identify who is responsible for implementing each aspect of the plan.
- Plan for additional observations as a required support

The plan will be designed and written in a collaborative manner.   The teacher, local association president or designee, and evaluator or designee will sign the plan.

If at the conclusion the school year the teacher does not attain a summative rating of Proficient or Exemplary (thereby attaining a less than Proficient rating for a second year), the teacher shall be required to participate in the PASS Improvement and Remediation Plan.

PASS Improvement and Remediation Plan (45 Days)

The PASS Improvement and Remediation Plan is a further step in the attempt to provide a teacher with the support, supervision, and resources needed to foster positive growth in situations when an individual is having considerable difficulty implementing the professional responsibilities of teaching. The evaluator(s) will help the teacher outline specific goals and objectives with timelines, resources, and evaluative criteria. The evaluator(s) and/or teacher may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. Consistent supervision and, at minimum, a weekly observation followed by timely feedback, will be provided by the evaluator(s). This intervention will operate for a period of time that the evaluator determines to be appropriate, but will normally conclude within 45 school days. At the end of the intervention period, the evaluator will issue a recommendation. If the teacher demonstrates that he/she is ***Effective*** or better, the evaluator will designate placement of that teacher to a normal plan phase. ***Effective*** shall be specifically defined as having ***Proficient*** ratings at the indicator level of the CCT Rubric for a minimum of 80% of all

formal and informal observations during the Improvement and Remediation phase. In situations when progress is unacceptable, the teacher will move into Intensive Remediation Plan. Specific written reports of the intervention plan with reports of observations and a final determination on progress will become part of the teacher's personnel file.

PASS Intensive Remediation Plan (45 Days)

The PASS Intensive Remediation Plan is the final attempt and is implemented after the Improvement and Remediation Plan if necessary, to provide the help necessary to meet the requirements of the position. The teacher, evaluator, and another appropriate administrator will develop a plan that includes specific goals, timelines, resources, and evaluative criteria. The teacher may choose to include their bargaining representative. The evaluator and/or the teacher may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. The plan will be in operation for a period of time that the observations followed by feedback will be provided during this phase. At the conclusion of this phase, the evaluator will make a recommendation as to whether the intensive supervision will be terminated or extended. If the teacher demonstrates that he/she is *Effective* (as defined above) or better, the evaluator will designate placement of that teacher to the normal plan phase. If the teacher's performance is below *Effective*, the evaluator will recommend termination of that teacher's employment to the superintendent.

Resolution of Differences

Should a teacher disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report, but is not obligated to do so. The teacher has the right to attach a statement to the observation report, progress report, or summative evaluation identifying the areas of concern and presenting his/her perspective. However, observation and evaluation reports are not subject to the grievance procedure. In the event that the teacher and evaluator are unable to resolve their differences, they can submit the matter to the superintendent for review and decision. Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) school days.

LINKING EVALUATION AND PROFESSIONAL LEARNING

Evaluation-based Professional Learning

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

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

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

TENETS OF THE KPS PLAN: ALIGNING STANDARDS AND PROCESSES:

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

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

- ***Evaluation and professional learning must be differentiated to increase organizational effectiveness:*** There is a growing research base that demonstrates that individual and collective educator efficacy (defined by Bandura, 1997, as "the group's shared belief in its conjoint capabilities to organize and execute courses of action required to produce given levels of attainments"), is positively associated with and predictive of student achievement (Allinder, 1995; Goddard, et al., 2000; Moolenaar, et al., 2012; Tschannen-Moran and Barr, 2004)
    - The needs of veteran and novice educators are different, and evaluation-based professional learning is be designed to meet those needs, inspire and motivate individual and collective efficacy, and build leadership capacity in schools and districts (see Peterson, 2000). [*Standards: Learning Design; Leadership; Resources]*

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

Career Development and Professional Growth

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

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