

WATERBURY
Public Schools

Today's Students, Tomorrow's Leaders

ADMINISTRATOR EVALUATION PLAN

2016.2017

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Introduction and Overview

Introduction

Waterbury's Administrator Evaluation Model has been developed in alignment with the Connecticut Guidelines for Educator Evaluation as revised in 2015. Much of the plan has been adopted directly from SEED (Connecticut's System for Educator Evaluation and Development), thus drawing on the best practice and research embedded in this model.

Purpose and Rationale of the Evaluation System

The purpose of the new evaluation model is to fairly and accurately evaluate administrator performance and to help each administrator to strengthen his/her practice to improve teaching and learning.

The model applies to all administrators holding and serving under an 092 license, with appropriate adaptations and applications of the model for varying administrative assignments.

Core Design Principles

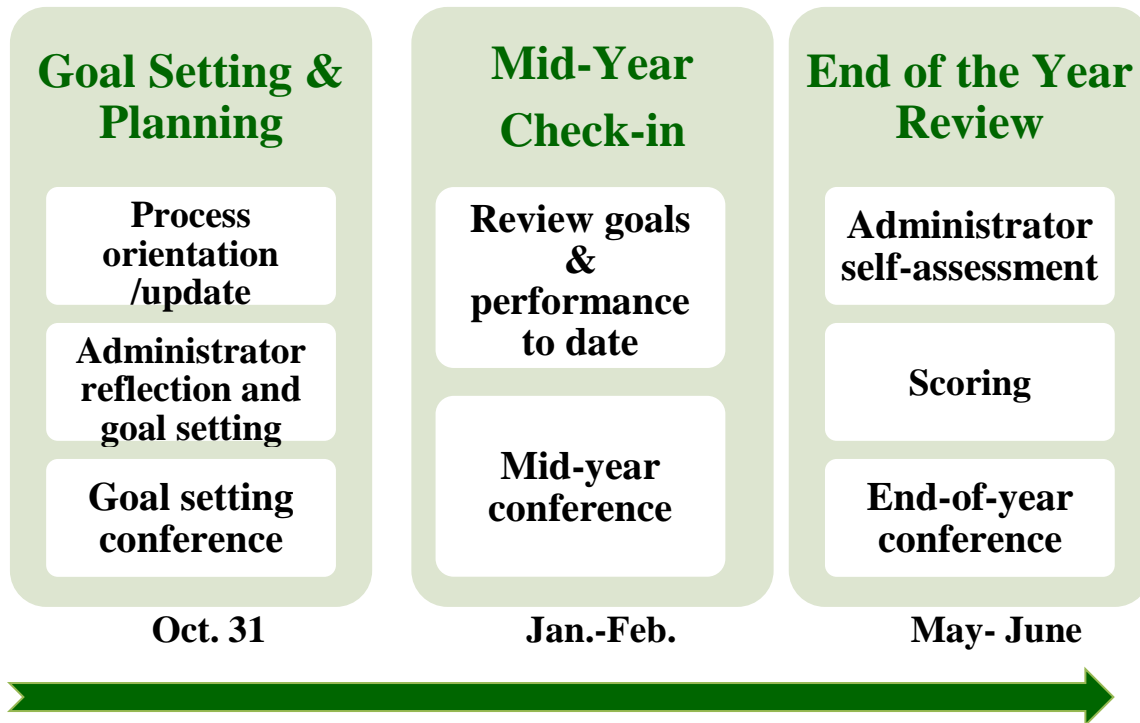
The Waterbury model draws on the core design principles of the Connecticut SEED model. The model is designed to:

1. Focus on what matters most: The model identifies four areas of administrator performance as important to evaluation and weights them in the following priorities: student learning (45%), administrator practice (40%), stakeholder feedback (10%), and teacher effectiveness (5%).
2. Emphasize growth over time: The evaluation of an administrator's performance should primarily be about continually improving practice.
3. Leave room for judgment: The model requires evaluators to observe the practice of administrators enough to make informed judgments about the quality and efficacy of practice and not to solely rely on quantitative measures.
4. Consider implementation at least as much as design: The model will evolve as educators implement, assess and reflect.

Administrator Evaluation Process and Timeline

The annual evaluation process includes a goal setting conference, a mid-year conference and an end of the year conference. The purposes of these meetings are

to clarify expectations for the evaluation process, provide comprehensive feedback to each administrator on his/her performance, set goals and identify development opportunities. These conferences should include conversations that are collaborative and require reflection and preparation by both the evaluator and the administrator.



Orientation August-September

1. Orientation on Process* – All administrators are provided with an up-to-date copy of the evaluation plan. This includes, but is not limited to, the rubric used for assessment of practice and the surveys used for stakeholder feedback. Evaluators meet with administrators (individually or in groups) to discuss the process, roles and responsibilities embedded in the plan.

Administrators new to the district should have a thorough orientation to the process as they join the district.

Goal Setting Conference to be Completed no Later than Oct. 31

1. A goal setting conference between the evaluator and administrator will take place at the beginning of the year. The administrator prepares for this conference by examining student and school data, prior year evaluation and survey results and the Connecticut School Leadership Standards to identify two areas of performance and practice focus, two student learning objectives (SLOs) and a stakeholder feedback goal.

In this meeting, they will discuss any school or district priorities that should be reflected in goals, targets or focus areas for observation. The conference will result in an agreement between the evaluator and administrator on specific measures, performance targets, student learning indicators, teacher effectiveness and stakeholder feedback (including intended audiences for central office surveys) as well as the support needed to meet the goals and targets.

Mid-Year Check-In: January-February

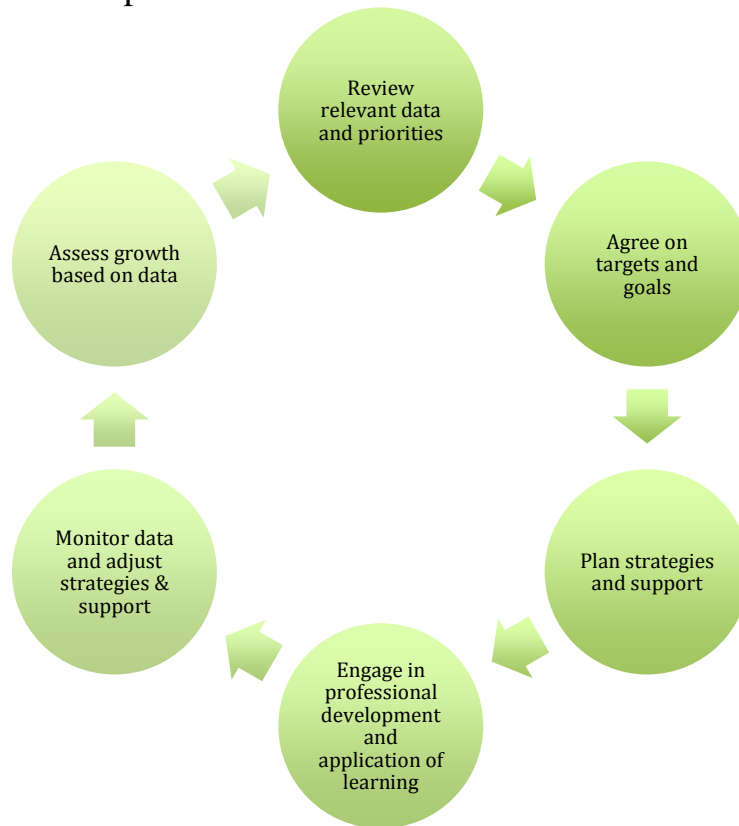
1. Reflection and Preparation – The administrator and evaluator collect and reflect on evidence to date about the administrator’s practice and progress on SLOs and stakeholder feedback target in preparation for the mid-year check-in conference.
2. Mid-Year Conference – The evaluator and administrator engage in a mid-year conference during which they review progress on student learning objectives (SLOs), the stakeholder feedback target and performance. Evaluators can deliver formative information on components of the evaluation framework. The conference is an important opportunity to make mutually agreeable adjustments to SLOs, strategies, support and approaches as warranted.

End-of-Year Summative Review: May and June (Must be completed by June 30)

1. Administrator Self-Assessment – The administrator reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. The administrator submits to the evaluator.
2. Ratings – The evaluator reviews submitted evidence, self-assessments and observation and other data to generate category ratings. (The evaluator bases the ratings on all available data. The ratings will be revised as necessary upon receipt of state testing data and indices, if applicable, no later than September 15.)
3. End-of-Year Conference – The evaluator and the administrator meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year, no later than June 30.

Evaluation-Based Professional Learning

Each educator will identify professional growth needs with his/her evaluator based on student achievement data, past performance data, school and district needs, and stakeholder feedback. Upon the mutual agreement on goals and targets, the educator and evaluator will plan for strategies and support to meet the goals and targets. Educators who share goals and targets can collaborate in shared professional development.



Process model for evaluation-based professional learning.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators will be trained in the evaluation model. The model is complex and important. Both initial and ongoing training should reflect this.

The training should include

- full orientation to the plan components
- skill development in those areas that are new to administrator evaluation
- skill practice in those areas that are transferable from other evaluation experiences including but not limited to goal setting, feedback/conferencing, and observation
- management strategies
- proficiency and calibration strategies

The Connecticut State Department of Education (CSDE) has offered and is continuing to develop training in administrator evaluation methods that are aligned with the Waterbury model. The District may pursue this or other training sources to deliver the initial and ongoing training. New evaluators and evaluators new to the district will receive appropriate training in the Waterbury model prior to evaluating administrators. The district will incorporate proficiency exercises and checks in its training plans. Evaluators who are not able to demonstrate an acceptable standard of proficiency will be paired and coached with proficient evaluators until such time as they are able to meet the standard. The district recognizes its obligations to the law and as such will comply with legislated reporting and auditing processes.

Improvement and Remediation Plans

Administrators whose performance is rated as ineffective (see definitions of effectiveness) will require improvement and remediation plans. The improvement and remediation plan should be developed in consultation with the administrator and his/her exclusive bargaining representative.

Improvement and remediation plans must:

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

Career Development and Growth

Administrators who are rated as exemplary through the evaluation process should have opportunities for career development and professional growth. Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career administrators; participating in development of administrator improvement and remediation plans for peers whose performance is developing or

below standard; leading district-wide committees or initiatives; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

Leadership Practice Related Indicators

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

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

Component #1: Observation of Leadership Practice 40%

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

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

- 6. The Education System:** Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal and cultural contexts affecting education.

The new *CT Leader Evaluation and Support Rubric 2015* is based on these standards, but consolidates the six performance expectations into four domains for the purpose of describing essential and crucial aspects of a leader's practice.

In 2015, the CSDE convened a committee that included an extensive group of practicing administrators and superintendents representative of various school districts and educational organizations throughout Connecticut. The committee reviewed work that was currently in progress by other organizations as well as research regarding a rubric for the observation of administrator performance and practice. With a focus on creating a tool that aligns with the CCL-CSLS as well as school and district improvement processes and that can be used to support continuous growth and development of administrators, the committee developed an improved *CT Leader Evaluation and Support Rubric 2015*. The Rubric is organized into four domains, each with two or three indicators of leadership practice. To assist in identifying areas of strength and areas in need of development, each indicator includes attributes with descriptors across four levels of performance. An added feature to the rubric includes examples of potential sources of evidence for each indicator.

CCL-CSLS	CT Leader Evaluation and Support Rubric 2015
<p>Performance Expectation 1: Vision, Mission and Goals: Element A: High Expectations for All Element B: Shared Commitments to Implement and Sustain the Vision, Mission and Goals Element C: Continuous Improvement toward the Vision, Mission and Goals</p> <p>Performance Expectation 2: Teaching and Learning Element A: Strong Professional Culture Element B: Curriculum and Instruction Element C: Assessment and Accountability</p> <p>Performance Expectation 3: Organizational Systems and Safety Element A: Welfare and Safety of Students, Faculty and Staff Element B: Operational Systems Element C: Fiscal and Human Resources</p> <p>Performance Expectation 4: Families and Stakeholders Element A: Collaboration with Families and Community Members Element B: Community Interests and Needs Element C: Community Resources</p> <p>Performance Expectation 5: Ethics and Integrity Element A: Ethical and Legal Standards of the Profession Element B: Personal Values and Beliefs Element C: High Standards for Self and Others</p> <p>Performance Expectation 6: The Education System Element A: Professional Influence Element B: The Educational Policy Environment Element C: Policy Engagement</p>	<p>Domain 1: Instructional Leadership Indicator 1.1 Shared Vision, Mission and Goals Indicator 1.2 Curriculum, Instruction and Assessment Indicator 1.3 Continuous Improvement</p> <p>Domain 2: Talent Management Indicator 2.1 Recruitment, Selection and Retention Indicator 2.2 Professional Learning Indicator 2.3 Observation and Performance Evaluation</p> <p>Domain 3: Organizational Systems Indicator 3.1 Operational Management Indicator 3.2 Resource Management</p> <p>Domain 4: Culture and Climate Indicator 4.1 Family, Community and Stakeholder Engagement Indicator 4.2 School Culture and Climate Indicator 4.3 Equitable and Ethical Practice</p>

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.

Developing: The Developing Level focuses on leaders with a general knowledge of leadership practices but practices are not sufficiently developed so as to lead to consistently 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.

Strategies for Using the Leadership Evaluation Rubric

Assigning ratings for each performance expectation:

Administrators and evaluators will not be required to complete this rubric at the Indicator level for any self-assessment or evaluation process. Evaluators and administrators will review performance and complete evaluation detail at the **Domain** level. They may use the indicator level for more detailed discussions.

Making judgments about administrator practice:

In some cases, evaluators may find that a leader demonstrates one level of performance for one concept and a different level of performance others. In those cases, the evaluator will use judgment to decide on the overall level of performance.

Assessing the practice of administrators other than principals:

The SEED guidelines do not include rubrics specifically developed for other administrative positions. The leadership evaluation rubric will be used as applicable and as indicated in the table below.* Other ratings will be generated by evaluating evidence directly against the Connecticut School Leadership Standards.

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the evidence for each Domain in the *CT Leader Evaluation and Support Rubric 2015*. Evaluators observe the administrator's leadership practice and collect artifacts of the administrator's performance related to the four domains of the rubric. Specific attention is paid to leadership performance areas identified as needing development. This is accomplished through the following steps, undertaken by the administrator being evaluated and by the evaluator completing the evaluation:

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

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

Principals:

Exemplary	Proficient	Developing	Below
<i>Exemplary on Instructional Leadership</i> +	At least <i>Proficient</i> on Instructional Leadership +	At least <i>Developing</i> on Instructional Leadership +	<i>Below Standard</i> on Instructional Leadership
<i>Exemplary on at least 2 other Domains</i> +	At least <i>Proficient</i> on 2 other Domains +	At least <i>Developing</i> on 2 other Domains	<i>Below Standard</i> on the 3 other Domains
No rating below <i>Proficient</i> on any Domain	No rating below <i>Developing</i> on any Domain		

Assistant Principals Central Office Administrators and Other School-Based Administrators:

Exemplary	Proficient	Developing	Below
<i>Exemplary on at least half of measured Domains</i> +	At least <i>Proficient</i> on a majority of Domains +	At least <i>Developing</i> on a majority of Domains	<i>Below Standard</i> on at least half of Domains
No rating below <i>Proficient</i> on any Domains	No rating below <i>Developing</i> on any Domain		

Stakeholder Feedback (10%)

Stakeholder Feedback comprises 10% of teacher evaluation and 10% of administrator evaluation.

The Waterbury Public Schools will use surveys in order to gather feedback from several stakeholders, including administrators, teachers and parents. The surveys

will be used to help administrators identify the areas of their practice that could be improved.

Survey Background

The Waterbury Public Schools had already begun development of stakeholder surveys under a district-wide improvement initiative when SEED guidelines became available. Because this work involved wide stakeholder involvement and was intended for use in school improvement, the district elected to continue the development and adaptation of these surveys for the purpose of educator evaluation.

The following outlines steps that the Educator Evaluation Committee has planned and begun in order to ensure usefulness, validity, reliability, and fairness:

- The educator evaluation committee applied their expertise in analyzing each question for validity. Some questions were purged and some were rewritten.
- The evaluation committee performed an alignment check on the surveys with the Connecticut School Leadership Standards. They found all four domains represented in both the parent and the teacher survey.
- The evaluation committee engaged the School Governance Councils in trials and reviews of usefulness in supporting school improvement efforts. They used the results to further refine the validity of questions as well as the clarity of directions, fairness, and usefulness.
- The committee recognizes that confirming validity, reliability, usefulness, and fairness will happen over time and that the surveys are subject to future revision.

Survey Administration

The Educator Evaluation Committee recognizes that the best method of administering surveys may vary from level to level and school to school. Therefore, it has built flexibility and discretion into the administration of the survey. There are only a limited number of requirements.

Requirements for the administration of surveys:

1. They must be anonymous
2. They must be administered in the spring semester

3. There must be a cover message from the principal/administrator that clearly informs stakeholders of procedures and purposes associated with the survey.

Among the strategies that they can consider for parent surveys are the following:

- Administering at an open house or other event that attracts large numbers of parents
- Mailing surveys to all families (one per household)
- Offering electronic options
- Mailing postcards that offer a menu of options
- Using the IRIS system to notify parents
- Creating incentives for survey return

Among the strategies that they can consider for teacher and Central Office Administrator surveys are the following:

- Distribution via faculty mailboxes
- Electronic distributions
- Electronic response options
- Faculty meeting distributions
- Return locations that assure anonymity and security

Survey Analysis

Principals will analyze the results of the surveys for two purposes:

1. To analyze parent survey responses for stakeholder goal options for teachers and themselves.
2. To analyze teacher and administrator survey responses for stakeholder goal options for themselves.

Depending on the volume of responses and the availability of funding sources, principals may seek assistance from the IT department or an outside vendor in tabulating and providing an analysis of results.

Principals will engage School Governance Councils in the process of analyzing and utilizing stakeholder feedback as appropriate.

In that surveys should be continually improved over time, principals should report problems with individual questions or survey design to the teacher evaluation committee for review and possible modification.

Administrator Stakeholder Feedback Guide

Topic	Description
<i>Designation of Stakeholders</i>	Administrators, Parents and Teachers
<i>Tool for Gathering Stakeholder Feedback</i>	Parent, Teacher, and Central Office Administrator Surveys Developed by District (appendix)
<i>Utilization of Stakeholder Feedback</i>	Administrator will select an area for targeted improvement from the teacher, administrator and/or parent feedback.
<i>Standard for Demonstrating Improvement</i>	50% based on measurable evidence of improvement 50% based on implementation of improvement strategies
<i>Rating of Stakeholder Feedback Category</i>	<p><u>Exemplary</u>=evidence of exceeding the target set for measurable evidence of improvement AND evidence of successful implementation of an ambitious set of improvement strategies.</p> <p><u>Proficient</u>=evidence of meeting the target set for measurable evidence (within 10% either way) AND evidence of successful implementation of a reasonable set of improvement strategies.</p> <p><u>Developing</u>=evidence of substantially meeting the target set for measurable evidence (over 50% achievement of target) and evidence of substantial implementation of improvement strategies.</p> <p><u>Below Standard</u>=evidence shows less than 50% attainment of measurable target AND only partial implementation of improvement strategies.</p> <p><i>When evidence splits between ratings for measurable improvement and strategies, an overall judgment of attainment will be applied to assign the rating.</i></p>
<i>Timeline of Key Events</i>	<u>Spring</u> -Administration of parent and teacher surveys (dates and administration to be determined by building administrator based on plan to maximize survey return).

	<p>Review of feedback and selection of target for improvement. Engage School Governance Council in process.</p> <p><u>Summer</u> -Setting of target for improvement and outlining of improvement strategies in goal setting conference with evaluator.</p> <p><u>Mid-year</u>- At scheduled mid-year conference meeting with evaluator, discuss progress in implementing strategies and any evidence that may forecast measureable improvement. Discuss any revisions that are in order.</p> <p><u>Spring</u>- Survey stakeholders to determine if improvement target has been met.</p> <p><u>Spring</u>- Add evidence of improvement and evidence of strategy implementation to self-assessment document.</p> <p><u>Prior to Close of School</u>- Final conference with evaluator followed by rating assignment by evaluator.</p>
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Student Learning (45%)

Student learning is assessed in equal weight by: (a) performance and progress on the academic learning measures in the state’s accountability system for schools (School Performance Index-SPI) and (b) performance and growth on locally-determined measures (SLOs). Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrator’s evaluation. Should a School Performance Index not be available, the entire 45% of an administrator’s Student Learning rating will be based on the administrator’s SLOs.

STATE MEASURES OF ACADEMIC LEARNING (22.5%)

Currently, the state’s accountability system includes two measures of student academic learning:

School Performance Index (SPI) progress – changes from baseline in student achievement on Connecticut’s standardized assessments [Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT)].

SPI progress for student subgroups – changes from baseline in student achievement for subgroups on Connecticut’s standardized assessments.

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

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

SPI Progress (all students and subgroups)

SPI \geq 88	Did not Maintain.	Maintain		
	1	4		
SPI<88	<50% target progress	50-99% target progress	100-125% target progress	>125% target progress
	1	2	3	4

Step 2: Each subgroup* receives a weighting of 10% (up to a maximum of 5 subgroups). The weight of the whole school score is 100%-the total weights of subgroups.

Sample for school with three subgroups:

Factor	Weighting
Whole School	70%
Black Subgroup	10%
Free & Reduced Subgroup	10%
Students with Disabilities Subgroup	10%

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

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

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

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

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

LOCALLY-DETERMINED MEASURES (22.5%)

Administrators establish **two** student learning objectives (SLOs). In selecting objectives and measures, certain parameters apply:

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

Chart Showing SLO Requirements by Position

	SLO 1	SLO 2
Elementary or Middle School Principal	Non-tested subjects or grades	Broad discretion
High School Principal	Graduation (this meets requirement for non-tested grades and subjects)	Broad discretion
Elementary or Middle School Assistant Principal	Non-tested subjects or grades	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels, or subjects

		consistent with the job responsibilities of the assistant principal being evaluated.
High School Assistant Principal	Graduation (this meets requirement for non-tested grades and subjects)	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels, or subjects consistent with the job responsibilities of the assistant principal being evaluated.
Central Office Administrators	Non-tested grades/subjects.	Broad Discretion

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

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).
- Students’ progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.
- Students’ performance or growth on school- or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.

Examples of student learning objectives and indicators of growth are in the chart below:

Grade Level	Student Learning Objective	Indicators of Growth
2 nd Grade	Second grade students who stay in my school from September to May will show adequate growth in reading	80% of the second grade students who remain in my school from September –May will show at least one year of growth on the MAP

		(NWEA)
Middle School	Students will demonstrate understanding of the inquiry process in Science.	78% of students will attain at least the proficient or higher level on the CMT section concerning science inquiry
High School	A high % of tenth grade students will remain on track for graduation in no more than four years.	95% of students will complete tenth grade with 12 credits.

The process for selecting measures and creating SLOs should strike a balance between alignment to district student learning priorities and a focus on the most significant school-level student learning needs.

Steps for Implementing the Locally Determined Measures of Academic Learning

- The administrator reviews district and school priorities as well as available data. The administrator engages stakeholders in crafting an improvement plan that includes clear student learning targets.
- The administrator chooses student learning priorities for her/his own evaluation that are aligned with the priorities and plan identified in the first step.
- The administrator develops SLOs including appropriate indicators of measurement. These must be consistent with the requirements charted above.
- The administrator shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:
 - The objectives are adequately ambitious
 - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives
 - The objectives are based on relevant data
 - Appropriate professional resources are available to support the administrator in meeting the targets.
- The administrator implements strategies and brings data to the mid-year conference with the evaluator. Adjustments are made as necessary and appropriate.

The administrator provides data on the attainment of the SLOs prior to the final

conference with the evaluator.

1. The evaluator determines the degree of attainment for each SLO and applies the results to the chart below to determine the ratings for the *Locally Determined*

Measures of Academic Achievement

Exemplary	Proficient	Developing	Below Standard
Met two objectives and substantially exceeded the target on at least one.	Met two objectives.	Met one objective and made substantial progress on the other.	Met 0 objectives or met one objective and did not make substantial progress on the other.

Determining the Overall Student Learning Rating

State Measures (22.5%) + Local Measures (22.5%) = Overall Student Learning Rating

The overall student learning rating is determined by plotting the ratings on the state and locally determined measures.

		STATE	MEASURES OF	STUDENT	LEARNING
		Exemplary	Proficient	Developing	Below Standard
LOCALLY DETERMINED	Exemplary	Exemplary	Exemplary	Proficient	Gather more information
MEASURES OF	Proficient	Exemplary	Proficient	Proficient	Developing
STUDENT LEARNING	Developing	Proficient	Proficient	Developing	Developing
	Below standard	Gather more information	Developing	Developing	Below Standard

In the absence of state testing/SPI, the local measures of student learning will constitute the entire Student Learning Rating.

Teacher Effectiveness (5%)

Teacher effectiveness constitutes 5% of an administrator's evaluation. The teacher effectiveness measure is an aggregation of teachers' student learning objectives (SLOs).

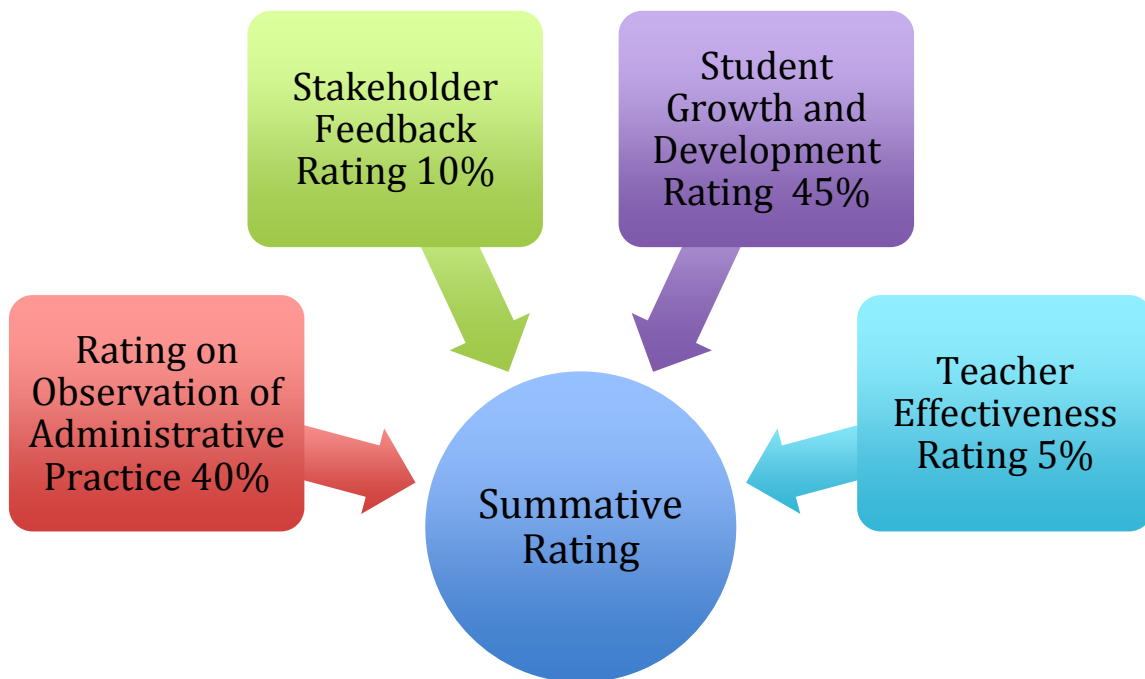
Steps in Determining the Teacher Effectiveness Rating

1. The administrator completes the rating of all SLO's for teachers in his/her building or unit.
2. The administrator determines what percent of teachers attained each of the four ratings (exemplary/proficient/developing/below standard).
3. The administrator shares the information with the evaluator.
4. The following table is used to determine the teacher effectiveness rating for the administrator.

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

Summative Administrator Evaluation Rating

Administrators are rated in each of the four categories of the administrator evaluation model and subsequently receive a summative rating for their performance.



The categories are paired into the divisions of Administrator Practice and Student Outcomes.

Administrator Practice = *Observation of Administrator Practice* and *Stakeholder Feedback*.

Student Outcomes=*Student Growth and Development* and *Teacher Effectiveness*

Each administrator 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

Determining Summative Ratings

The process for determining summative evaluation ratings has three steps:

- (1) Determining a practice rating,
- (2) Determining an outcomes rating and
- (3) Combining the two into an overall rating using the summative matrix.

Step 1: Determine an overall practice rating (40% + 10%)

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

Example

Component	Score	Weight	Points
Observation of Practice	2	40	80
Stakeholder	3	10	30

Feedback			
		Total	110

Points	Rating
50-80	Below Standard
81-126	✓ Developing
127-184	Proficient
185-200	Exemplary

Step 2 Determine an overall outcome rating (45%+ 5%)

The outcomes rating is derived from student learning and teacher effectiveness outcomes. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table.

Example

Component	Score	Weight	Points
Student Learning	3	45	135
Teacher Effectiveness	2	5	10
		Total	145

Points	Rating
50-80	Below Standard
81-126	Developing
127-184	✓ Proficient
185-200	Exemplary

Step 3: Apply the overall Practice and Outcome Ratings in the Summative Matrix Below

Administrator Practice Summative Rating

	4	3	2	1
4	Exemplary	Exemplary	Proficient	**

3	Exemplary	Proficient	Proficient	Developing
2	Proficient	Proficient	Developing	Developing
1	**	Developing	Developing	Below Standard

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

Administrator Practice Outcome Summative Rating

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data be anticipated but not 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, the evaluator may recalculate the administrator’s summative rating when the data is available and submit the adjusted rating no later than September 15. These adjustments should inform goal setting in the new school year.

Definitions of Effectiveness and Ineffectiveness

Waterbury has adopted the following definitions of effectiveness and ineffectiveness:

Educator Category	Definition of Effectiveness	Definition of Ineffectiveness
Novice-Years 1-2	Summative ratings of developing or better	Summative rating of below standard
Novice Year 3	At least one summative rating of proficient or	Summative rating of below standard

	better in years 1-3 and no summative rating less than developing	
Novice Year 4	Two summative ratings of proficient or better, one of which must be in year 4 and no summative rating less than developing	Below standard summative rating OR More than two developing summative ratings in years 1-4
Experienced Educator New to District Year 1	Summative rating of developing or better	Below standard summative rating
Experienced Educator New to District Year 2	At least one summative rating of proficient or better (other summative rating must be at least developing)	Below standard summative rating OR Two consecutive summative ratings of developing
Post-Tenure Educator	A pattern of summative ratings of proficient or better with no two consecutive ratings of developing	Summative rating of below standard OR Two consecutive summative ratings of developing

Dispute-Resolution Process

A panel, composed of the superintendent or designee, the administrator's union president and a neutral third person, shall resolve disputes where the evaluator and administrator cannot agree on focus areas, targets, objectives, the evaluation period, feedback on performance and practice, or the final summative rating. Resolutions must be topic-specific and submitted within 7 calendar days. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

APPENDIX

Administrator Evaluation Plan

Connecticut School Leadership Standards

Parent Survey (Revised)

Teacher Survey (Revised)

List of Waterbury Standardized Assessments

Forms to aid the process can be found in the implementation guidelines packet developed for evaluators.

Parent Survey
Waterbury Public Schools

Directions:

Thank you for taking the time to fill out our survey. We need information for school improvement planning. If you have several children in this school, think of one of them as you respond. This is an anonymous survey.

Please check your level of agreement with each

1. The school clearly communicates its expectations for my child's learning to my child and to me
 Strongly Agree Agree Unsure Disagree Strongly Disagree
2. I am satisfied with the opportunities to be involved in my child's education.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
3. The principal(s), supervisors and teachers are accessible.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
4. The school principal(s) consistently addresses and follows through on student issues.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
5. I am satisfied with the timeliness of response I get when I contact my child's school with questions or concerns.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
6. My child's teacher gives helpful comments on homework, classwork, and tests.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
7. The teachers and principal(s) keep me informed about my child's academic progress.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
8. Teachers and the principal(s) make available information about what your child is studying in school.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
9. I feel welcome at my child's school.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
10. My school offers meeting times that work for my schedule if I ask.

Strongly Agree Agree Unsure Disagree Strongly Disagree

11. My school provides interpreters for meetings if needed.

Strongly Agree Agree Unsure Disagree Strongly Disagree

12. I attend meetings and conferences at school.

Strongly Agree Agree Unsure Disagree Strongly Disagree

13. Adults at school treat my child with respect.

Strongly Agree Agree Unsure Disagree Strongly Disagree

14. The staff at this school treats me with respect.

Strongly Agree Agree Unsure Disagree Strongly Disagree

15. My child's school is clean.

Strongly Agree Agree Unsure Disagree Strongly Disagree

16. There is a person or a program in my school that helps students resolve conflicts.

Strongly Agree Agree Unsure Disagree Strongly Disagree

17. This school is sensitive to issues regarding race, gender, sexual orientation and disabilities.

Strongly Agree Agree Unsure Disagree Strongly Disagree

18. Crime and violence are a problem at my child's school.

Strongly Agree Agree Unsure Disagree Strongly Disagree

19. There is inappropriate physical contact or gestures among students at my child's school.

Strongly Agree Agree Unsure Disagree Strongly Disagree

20. Students treat other students with respect at my child's school.

Strongly Agree Agree Unsure Disagree Strongly Disagree

Thank you for completing the survey. Please submit at this time.

Teacher Survey
Waterbury Public Schools

Directions:

Thank you for taking the time to fill out this survey. There are no right or wrong answers. Read each statement carefully and respond based on how you feel. This is an anonymous survey.

Please check your level of agreement with each

1. My school has high academic expectations for all students.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
2. Instructional materials are in good condition.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
3. I have the materials needed to teach.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
4. The administrative team has confidence in the expertise of the teachers.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
5. Administrators let staff know what is expected of them.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
6. The administrative team visits classrooms to observe the quality of teaching at this school.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
7. Administrators give regular and helpful feedback about my teaching.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
8. Interactions among teachers in this school are constructive and professional.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
9. Teachers at this school trust and respect their administrators.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
10. There is a clear mission at this school.
 Strongly Agree Agree Unsure Disagree Strongly Disagree

11. In this school there is open and honest communication on important school issues.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
12. Obtaining information from parents about student needs is a priority at my school.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
13. Teachers and administrators in my school use information from parents to improve instructional practices and meet student learning needs.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
14. Parents at my school are given the opportunity to become involved in classrooms and the school.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
15. The school environment is conducive to learning.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
16. I can get help at my school to address student behavior and discipline problems.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
17. Adults at my school treat students with respect.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
18. Students at my school treat adults with respect.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
19. Parents treat adults at this school with respect.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
20. There is a person or program in my school that helps students resolve conflicts.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
21. My school is kept clean.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
22. The school is sensitive to issues regarding race, gender sexual orientation and disabilities.
 Strongly Agree Agree Unsure Disagree Strongly Disagree

Please note a scale change for the following questions:

How often. . . .

23. Have you attempted to have a conversation with a parent but failed because you were not able to contact the parent or the parent did not respond or attend?

Very often Often Sometimes Rarely Never

24. Have you sent home information on how parents can help students learn at home?

Very often Often Sometimes Rarely Never

25. Have you sent parents written information on what students are expected to learn?

Very often Often Sometimes Rarely Never

Thank you for completing the survey. Please submit at this time.

Central Office Administrator Survey Questions Waterbury Public Schools

Directions:

Thank you for taking the time to fill out this survey. There are no right or wrong answers. Read each statement carefully and respond based on how you feel. This is an anonymous survey.

Please check your level of agreement with each:

(Curriculum and Instruction Department)

1. Curricular, instructional and assessment practices align with the district's shared mission and goals.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
2. Systems to monitor and adjust the effectiveness of curriculum are in place.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
3. The effectiveness of professional development is monitored and evaluated in a variety of ways.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
4. Support, time and resources are provided to engage in reflective practice around teaching, learning, and assessment.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
5. The Curriculum Office fosters collaboration around reflective practice and feedback.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
6. The Curriculum Office uses a variety of strategies to engage in open communication with staff and families around curriculum, programming, assessment practices, technology, instruction, social/emotional development, etc.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
7. Curricular priorities are clearly established and communicated.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
8. Curriculum leaders model strong professionalism and work ethic.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
9. Curriculum leaders put a high priority on developing principals and teachers
 Strongly Agree Agree Unsure Disagree Strongly Disagree

(Special Education Department)

10. Special Education programs are consistent with and supportive of the mission, vision and goals of the district and school.

Strongly Agree Agree Unsure Disagree Strongly Disagree

11. Special Education programs prepare students for higher education, work and life in the 21st century.

Strongly Agree Agree Unsure Disagree Strongly Disagree

12. Special education programs support students by providing a variety of strategies to meet with individual needs.

Strongly Agree Agree Unsure Disagree Strongly Disagree

13. Special Education programs use data to inform decisions.

Strongly Agree Agree Unsure Disagree Strongly Disagree

14. The Special Education Department provides professional development that is aligned with student outcomes and district need.

Strongly Agree Agree Unsure Disagree Strongly Disagree

15. Special Education programs offer a continuum of services.

Strongly Agree Agree Unsure Disagree Strongly Disagree

16. Appropriate technology is available and applied in the Special Education program.

Strongly Agree Agree Unsure Disagree Strongly Disagree

17. Individualized Education Plans (IEP's) are specific, rigorous and aligned with Common Core State Standards to the maximum extent possible.

Strongly Agree Agree Unsure Disagree Strongly Disagree

18. Special Education program resources are available as appropriate and necessary.

Strongly Agree Agree Unsure Disagree Strongly Disagree

19. Special Education programs seek parent participation in the IEP process.

Strongly Agree Agree Unsure Disagree Strongly Disagree

(Talent and Professional Development Office)

20. The Talent and Professional Development Office aligns with and supports priority areas and goals.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
21. The Talent and Professional Development Office promotes new teacher growth through quality induction practices.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
22. The Talent and Professional Development Office promotes teacher and administrator retention through professional development programming and appropriate intervention in issues of concern to teachers.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
23. The Talent and Professional Development Office staff consistently offers prompt, courteous and accurate responses to inquiries and requests.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
24. The Talent and Professional Development Office creates opportunities and structures for employee recognition and celebration.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
25. The Talent and Professional Development Office staff is responsive to administrators/program directors' requests for human resources (paraprofessionals, recess aides, etc.) extra daily assignments in a timely and effective manner.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
26. The Talent and Professional Development Office helps to ensure that excellence and equity of resources are available throughout the district.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
27. The Talent and Professional Development Office routinely updates stakeholders on the progress toward attaining goals.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
28. The Talent and Professional Development Office models collegiality and professional control, thus setting a climate of mutual respect among all stakeholders.
 Strongly Agree Agree Unsure Disagree Strongly Disagree
29. The Talent and Professional Development Office is a visible ambassador at the district level of education in the learning community and in the city, state or nation.

Strongly Agree Agree Unsure Disagree Strongly Disagree

(Grants Office)

30. The Grants Office supports student achievement by giving high priority to matters that affect teaching and learning.

Strongly Agree Agree Unsure Disagree Strongly Disagree

31. The Grants Office staff consistently offers prompt, courteous, and accurate responses to inquiries and requests.

Strongly Agree Agree Unsure Disagree Strongly Disagree

32. The organizational structure of the Grants Office is sufficiently clear so that individuals either know or can easily find out who can best service their needs.

Strongly Agree Agree Unsure Disagree Strongly Disagree

33. The Grants Office policies and procedures are widely understood or available through clearly documented avenues.

Strongly Agree Agree Unsure Disagree Strongly Disagree

34. The Grants Office communicates with employees in a proactive and timely way on changes in law or policy related to business matters.

Strongly Agree Agree Unsure Disagree Strongly Disagree

35. The Grants Office is helpful in solving problems.

Strongly Agree Agree Unsure Disagree Strongly Disagree

36. The Grants Office staff is responsive to requests from administrators/program directors.

Strongly Agree Agree Unsure Disagree Strongly Disagree

37. The Grants Office helps to ensure that excellence and equity of resources are available throughout the district.

Strongly Agree Agree Unsure Disagree Strongly Disagree

38. The Grants Office actively promotes and facilitates grant collaborations with outside agencies and sources.

Strongly Agree Agree Unsure Disagree Strongly Disagree

39. The Grants Office is respected and trusted among community members.

Strongly Agree Agree Unsure Disagree Strongly Disagree

(Health and Physical Education Department)

40. The Health and Physical Education Department fosters a culture of academic success.

Strongly Agree Agree Unsure Disagree Strongly Disagree

41. The Health and Physical Education Department implements evaluation and goal improvement plans with staff.

Strongly Agree Agree Unsure Disagree Strongly Disagree

42. The Health and Physical Education Department facilities and equipment are in compliance with Connecticut Interscholastic Athletic Conference (CIAC) and Federation standards.

Strongly Agree Agree Unsure Disagree Strongly Disagree

43. The Health and Physical Education Department plans for the safety of athletes and athletic contests.

Strongly Agree Agree Unsure Disagree Strongly Disagree

44. The Health and Physical Education Department communicates and interacts effectively with stakeholders.

Strongly Agree Agree Unsure Disagree Strongly Disagree

45. The Health and Physical Education Department communicates National Collegiate Athletic Association (NCAA) eligibility requirements to athletes and parents.

Strongly Agree Agree Unsure Disagree Strongly Disagree

46. The Health and Physical Education Department ensures that there is equity of resources and facilities among programs.

Strongly Agree Agree Unsure Disagree Strongly Disagree

47. The Health and Physical Education Department participates in league and state meetings.

Strongly Agree Agree Unsure Disagree Strongly Disagree

48. The Health and Physical Education Department clearly communicates professional responsibilities for all staff.

Strongly Agree Agree Unsure Disagree Strongly Disagree

Thank you for completing the survey. Please submit at this time.