WESTBROOK: 2014-15 ADMINISTRATOR AND SUPPORT PLAN

BOE - Approved

September 9, 2014

INTRODUCTION

Westbrook Administrators recognize the challenges facing all educators and the importance of their leadership to affect ongoing school and district improvements that will foster positive learning environments, exemplary professional performance, practice and high student achievement. Administrators espouse the belief that it takes great leaders to lead great schools. Great schools prepare students to interact collaboratively and participate in their learning, problem solve through inquiry-based investigation, and make informed and ethical decisions. In setting the standards for their leadership, administrators are integral in preparing students to develop the knowledge, skills and sense of community to compete and succeed on a global scale. Administrators must foster a collaborative educational platform where they, teachers, student support services professionals, parents/guardians and all school community stakeholders are engaged in continuous improvement efforts.

To that end, the WESTBROOK Administrator Evaluation and Support Plan aligns with the Educator Development and Performance Plan and aligns with its philosophy and practice as required by the State of Connecticut's System for Educator Evaluation. It is based on the Model of continuous Improvement and is the defining connection between the plans. The WESTBROOK Administrator plan is designed to inspire, support, and evaluate the educational process and is grounded in the administrator's obligation:

- To support student learning, growth, and development as the most important measure of leadership success;
- To engage and support the development of themselves and those that are lead;
- To create a climate of connectedness with all stakeholders;
- To communicate clear expectations and a forum for collaboration by providing consistent feedback on practice and performance;
- To engage in reflective practice individually and collectively; to be willing to hear feedback on their practice from stakeholders;
- To be committed to data collection and examination as the basis for measuring practice and developing goals and standards for action planning;
- To share the district efforts to use resources strategically.

Westbrook Public Schools Board of Education and its staff recognize the importance of every child. Our commitment is to provide a supportive learning environment that is intellectually, emotionally and physically safe so that all members of the learning community can realize their potential and achieve their goals. Our mission is to educate,

challenge and inspire all students. Our administrators are integral to the achievement of the learning community.

WESTBROOK ADMINISTRATOR PLAN EVALUATION AREAS:

The plan focus areas are in alignment with the CT SEED model requirements that are designed to insure that the needs of the learning community stakeholders are met. The Administrators Development and Performance Plan parallels the Educator (Teacher, Student Support Professional) Development and Performance Plan by defining Administrator effectiveness in terms of practice and performance (practice and stakeholder feedback), and student outcomes and teacher effectiveness/learning (academic progress and teacher growth and development).

Focus Areas and Metrics:

The Four areas defined by CONNECTICUT'S SEED SYSTEM, identify that administrators' work must be measured as follows: student learning (45%), administrator practice (40%), stakeholder feedback (10%), and educator effectiveness (5%). Administrators' most key role is that of Instructional Leader. As such it is weighted in this plan as the most critical connection to the WESTBROOK support and evaluation core of instruction theory.

Measuring Leadership Growth and Success:

WESTBROOK Administrators' leadership practice will be based on continuous improvement and valued on the basis of multiple measures. This applies to their professional practice goals and the outcomes they are striving to reach. Based on the standards for School Leader's performance sustaining high achievement results is the purpose of the administrator's work, but documenting sustained and improved leadership practice, which is recognized as key in this evaluation model of reflective practice, is also critically important and valued in this model. Standards for administrator practice are recognized in:

- The Connecticut Common Core of Leading (Appendix)
- The Connecticut Standards for School Leaders (Appendix)
- The State of Connecticut's *"New Leaders"* Document
- The Code of Professional Responsibility for School Administrators (Appendix)

Recognition of Professional Judgment

As much as administrators are held accountable for their professional practice, their conduct and their decision-making, this evaluation process must have a principled commitment to decision-making and evaluative judgment that is based on observation, feedback, reflection and conversation on the part of the evaluator as well. Conversations and collaborative discussion between the administrator and the evaluator is requisite. Judgments concerning the quality and efficacy of practice cannot be based conjecture derived only from artifacts, but demands observation and reflection on that process. The evaluator will collect data in the observation of he administrator's practice.

Implementation of the Plan

This Administrator plan is designed to create the connective tissue between the educator evaluation plan and the district/school improvement process. The purpose of the administrator plan in is to place administrator participation in their own evaluation process on a goal-setting trajectory that is integrated with their own work as evaluators. Administrators' work to improve must be based on the school improvement process and, therefore, work to participate in the evaluation process should not be viewed as an added administrative obligation. This evaluation model views the administrator participation in their own evaluation as informing all evaluation work. In that educator evaluation is based on the development of goals that are aligned to the school improvement process, the administrator's goals for student learning, the WESTBROOK plan places the administrator's skills in goal-setting (theirs and others), observation and providing high quality feedback as a priority.

Model of Continuous Improvement:

Overarching in all assumptions of the Administrator Plan is that it is imperative to view it as a cyclical stage. Continuous improvement based on goal-setting, data collection, individual and group reflection implies a final review of achievement that provides a summative rating, but more importantly, informs the next year's goal-setting process.
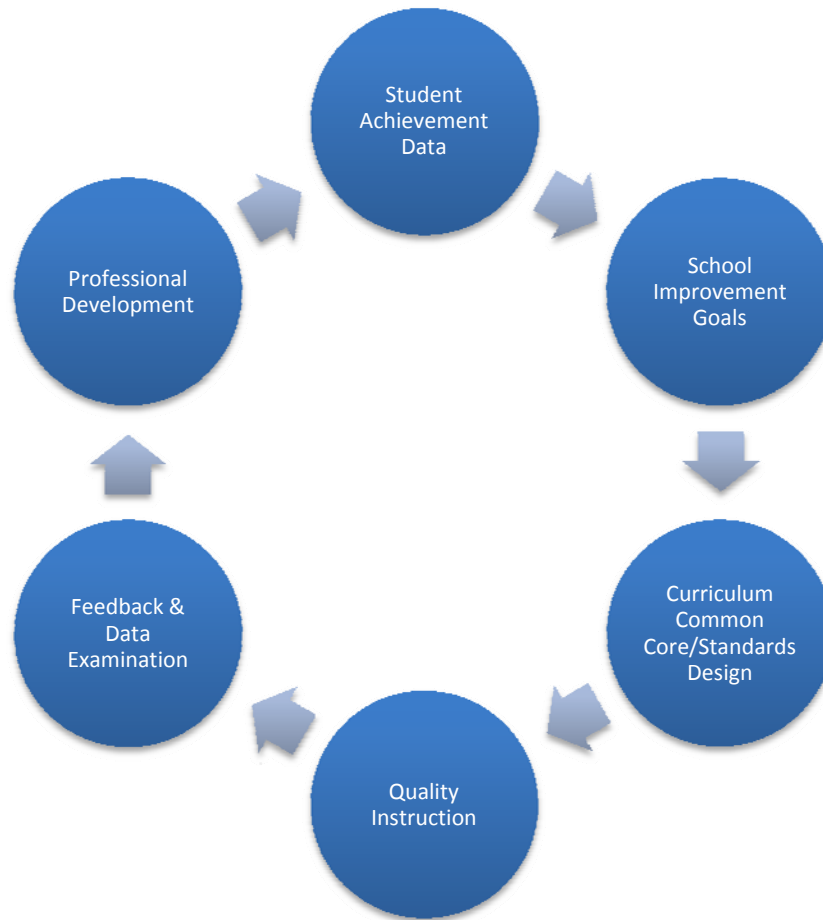
The Westbrook model sets the framework for the focus on the practice and outcomes of the "effective" administrator/leader. To lead and supervise the pattern of goal-setting, data collection and review, observational feedback and professional development and action planning, accomplished Westbrook administrators must establish ambitious goals. And, within those goals place a high priority on meeting goal expectations on:

1) instructional leadership,
2) at least three other areas of practice,
3) a stakeholder feedback target,
4) state identified targets for growth on assessments of core academic subjects,
5) progress on two student learning objectives (SLO) aligned to school and district targets,
6) on a record of more than 60% of educators achieving ratings of "effective" on the performance component of the evaluation program as measured by student growth.

WESTBROOK ADMINISTRATOR ORIENTATION FRAMEWORK:

The District shall offer annual orientation programs regarding the administrator evaluation and development model to administrators who are employed by the Board of Education and whose performance is being evaluated.

The District will provide on-going training 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: Connecticut School Leadership Standards and the Leader Evaluation Rubric, so that all administrators fully understand the performance expectations and the requirement for being a "Proficient" administrator. Additional training and support will be provided throughout the school year to provide administrators with resources and time to connect with colleagues to deepen their understanding of the evaluation model.

The District will also provide all evaluators of administrators with training focused on the administrator evaluation system, including training on conducting effective observations and providing high-quality feedback.

DESCRIPTION OF PROCESS AND EVALUATION COMPONENTS:

Administrators will be evaluated on four priority areas:

- Student Learning
- Educator/Teacher Effectiveness
- Leadership Practice
- Stakeholder Feedback

Final Summative Ratings will be based on a weighted review of each of the four priority areas. This model is derived from the mandated core requirements of the Connecticut SEED system of evaluation for School Leaders. (See the state's *New Leaders* document, Appendix) "*The document was authored by a national, non-profit organization committed to developing transformational school leaders and advancing the policies and practice that allow great leaders to succeed.*"

Process:

The district will provide all evaluators of administrators with training focused on the administrator evaluation system, including training on conducting effective observations and providing high-quality feedback as well as ongoing development in the aforementioned Leadership Standards and evidentiary leadership rubric. The process begins at stage one of the continuous improvement cycle with the Administrator examining student learning data. That leads to the creation/update of the School Improvement Plan and the establishment of meaningful goals for performance and practice. The school improvement plan must support the establishment of high quality instruction development and sustainability, metrics by which results can be communicated in the form of ongoing feedback and collaborative conversations with all stakeholders.

Specific goal-setting for the duration of one year leads to the implementation of the school improvement action plan and the administrator's evaluation plan. The Westbrook Administrator

plan in compliance with the SEED requirements follows with a Mid-Year Formative Review, as the administrator continues implementation of the plan (adjustments may be considered at this stage). As the Plan progresses administrators are encouraged to reflect through self-assessment on progress (perceived and documented). This component should be given a priority bill in Administrator/Evaluator conversations and become an integral part of the summative evaluation, as well as inform future goal-setting.

June-July:

The Administrator will have the necessary data to review.

- Student learning data should available as well as the
- School's Performance Index (SPI) assigned by the CSDE should be available;
- Stakeholder survey (CSCI) data should be available;
- Superintendent's learning priorities for the year have been delineated;
- Administrator has developed the framework School Improvement Plan;

- Evaluator has reviewed the School Improvement Plan as a foundation document in the evaluation process.

July-September: Goal-Setting and Plan Development

The School Administrator must develop 3 Student Learning Objectives/SLOs (one must be a goal for Graduation Rate in secondary/high school) and one Stakeholder Survey target goal based on available data, the School Improvement Plan, prior evaluation results (where available) and the Superintendent's priorities. Two areas of focus for their practice must also be identified. The Administrator and Superintendent/Evaluator will meet to discuss and agree upon the performance/outcome goals and the practice focus areas. The discussion should include setting the context for goal achievement and success. A thorough dialogue should include inquiry and considerations to reach a shared understanding about factors that might impact each specific goal, attainment, e.g. specific assumptions regarding the school setting/context, issues not within the control of the administrator that will impact goal attainment, and a clear sharing of the metrics/evidence that will be used in assessing the administrator's performance.

Professional Development (PD) will be an important part of Administrator/Evaluator discussion to identify resources and PD needs to support the Administrator's goal attainment. The Westbrook Plan approach to PD is aligned with the continuous improvement model toward building leadership capacity to meet Westbrook performance goals. PD will be tailored to Administrator individual needs and experience. In accordance with Connecticut's SEED system, the PD will be individual, embedded and in the ideal circumstances in the form of coaching, technical assistance, and other specified delivery means. PD will support Administrators with research-based approaches to improve leadership skills in the pursuit of student achievement, and the systematic collection and analysis of data to support the Administrator's successful goal attainment. Other individual needs will be assessed for the appropriate identification of resources and supports to affect an Administrator's practice, e.g. training in observation of

practice, writing improvement plans, goal-setting, developing strong feedback mechanisms and professional conversations. PD will also be planned to improve the Administrator's skills and resourcefulness in Assessment strategies and in the use of Technology.

Within all of the components, goals, practice focus areas, and professional development resources and supports, there must be agreement as these are the components of the Administrator's individual plan. In the absence of agreement, the Evaluator has the responsibility to finalize the goals, supports and metrics/evidence that will be used to evaluate the plan. Throughout this process, the Evaluator may suggest additional goals or practice focus areas as appropriate.

September-December: Implementation and Evidence Collection

Throughout the plan implementation, the Administrator will gather practice evidence and the Superintendent/Evaluator will parallel evidence collection. The Superintendent will collect evidence of practice in a variety of ways, but must include a minimum of 3 site visits for this purpose. More may be conducted, and the 3 minimum visits should be scheduled within fall, winter and spring school segments.
The Superintendent will recognize that observations of practice may vary in timing and setting. The focus of these visits is to significantly observe the Administrator "in practice" where it is likely that all stakeholders are impacted. Most critical to this process is the Superintendent's responsibility to provide timely feedback and host conversations with the Administrators individually and collectively. To insure that this process is structured to provide ample and rich opportunities for evidence collection, both Superintendent and Administrator should engage in a discussion of evidence and events that align. Their collective professional judgment will enrich this process.

January: Mid-year Formative Review

The Administrator and Evaluator will hold a Mid-Year Formative Review/Conference to consider the progress toward goal accomplishment. This will be based on interim student achievement data toward achieving the target goals and should include any areas of performance related to the Administrators' practice as well. This is a formal meeting in the pursuit of goals' adjustments. Therefore, the Administrator should prepare for the meeting by analyzing student achievement data and be prepared to suggest their evidence, judgment and thoughts as a prognosis toward goal attainment. Anticipated data sets for this interim conference that are unexpectedly not available should be noted at the start of this conversation. Administrator and Evaluator should consider why the anticipated data is not available and whether there are concerns related to leadership practice or educator practice, or reasons outside of administrator/evaluator control. The Evaluator should review observation and feedback forms to add key elements of practice to this conference conversation.

This conversation is also very important as a critical time to identify any changes the teaching/learning program, school operations, student's issues, educator issues that may impact successful goal attainment. Such items/issues that may present significant positive or negative impacts on goal attainment might be specific chronic educator absenteeism, a population of new

students, major events causing prolonged school cancelation, protracted Administrator illness, etc.

April: Administrator Self-Assessment Completion

In this phase, the Administrator is expected to review the elements of the Connecticut Leadership standards (18 in all) and consider their practice. This review should be framed on personal inquiry to determine which each standard that the administrator feels he/she:

- Needs to improve;
- Is somewhat effective, but needs further improvement;
- Is unquestionably and consistently effective;
- Exemplifies outstanding effectiveness and leads others toward such practice.

The Administrator's self-assessment should be used to inform the final rating for the year. The Administrator should submit this reflection to their Evaluator.

May: Summative Assessment – Can be adjusted at a later date, if appropriate

This conversation is intended to provide a forum for both Administrator and Evaluator to share thoughts, insight and discuss all of the data/evidence collected over the evaluation year and to discuss the Administrator's self-assessment. The conversation should look at strengths, weaknesses, areas of improvement, and progress overall. This conference should be a conversation that will allow Administrators to contribute to probable ratings. The Evaluator will assign a summative rating based on all evidence presented and shared when this meeting has concluded.

The Evaluator will complete the summative rating report and present it to the Administrator. It will become a part of the Administrator's personnel file with any and all attachments that the Administrator requests be added. **By June 30th the process should be concluded and the ratings with attachments filed.** Given that there may be data not yet available (such as state standardized test data) by the final rating time, the Evaluator is required to assign a final rating based on the evidence and data that has been collected. In circumstances where such data as state standardized test data, or overall educator effectiveness ratings, and those results will impact the **Administrator's overall rating positively or negatively, the evaluator may recalculate the summative rating when the data is available and submit the adjusted rating no later than September 15.** Obviously, best practice would intimate that the adjustments should be made before the start of the new school year to inform the goal-setting process for the next school year.

Evaluation Areas Percentages:

As stated above, administrators will be both supported and evaluated on the four focus areas in accordance with the CSDE SEED system mandates:

- Student Learning

- Leadership Practice
- Educator/Teacher Effectiveness
- Stakeholder Feedback

Student Learning (45%)

Student Learning is assessed in equal weight by:

- Performance and progress on academic learning in accordance with the state's accountability system for schools
- Other metrics/evidence of performance and growth in academics (district determined)

Each of the above measures will carry the value of 22.5% to total the Student Learning component of 45% of the evaluation rating.

The CSDE SEED system requires 4 measures of Student Learning, Achievement and Growth.

1. School Performance Index (SPI) **progress** (student achievement on Connecticut's standardized tests) YEARLY RATING

2. SPI **progress** for student subgroups (student achievement in subgroups on standardized tests) YEARLY RATING

3. SPI rating - student achievement measure on Connecticut standardized tests

4. SPI rating for student subgroups (student achievement measure for subgroups on Connecticut standardized tests)

In accordance with the CSDE SEED system, the evaluative rating for principals on the above are computed as follows in the SEED/Westbrook plan: (Taken from CSDE SEED Document)

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

	Target (4)	Target (3)	Target (2)	Target (1)
SPI Progress	>125% of target progress	100-125% of target progress	50-99% of target progress	<50% of target progress
Subgroup SPI Progress	Meets performance targets for all subgroups that have SPI <88 OR all subgroups have SPI > 88 OR The school does not have any subgroups of sufficient size	Meets performance targets for 50% or more of sub-groups that have SPI <88	Meets performance targets for at least one sub-group that has SPI <88	Does not meet performance target for any subgroup that has SPI <88

SPI Rating	89-100	77-88	64-76	< 64
SPI Rating for Subgroups	The gap between the "all students" group and each subgroup is <10 SPI points or all subgroups have SPI > 88 OR The school has no subgroups	The gap between the "all students" group and 50% or more of sub-groups is <10 SPI points	The gap between the "all students" group and at least one subgroup is >10 SPI points.	The gap between the "all students" group and all subgroups is >10 SPI points.

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

Exemplary	Proficient	Developing	Below Standard
>3.5	Between 2.5 and 3.5	Between 1.5 and 2.4	Less than 1.5

This score represents 22.5% of the rating for this area of focus.

Other School/District Metrics:

As per the SEED System mandates, Administrators must establish a minimum of three student learning objectives (SLOs) which will be integrated with their school improvement plans. (If there are no statewide assessments available to the Administrator, three SLOs must be selected as evidenced by other measures. Other measures must conform to SEED requirements:

- All measures must align with Connecticut Learning standards. Where such standards do not apply to a subject/grade level, there must be the identification of research-based learning standards alignment.

- 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.

Administrators have discretion in selecting indicators, which can include:

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

- 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.

- SLOs should reflect alignment to district student learning goals and whole school student learning needs. These should also align with District student learning goals based on available data and documented in the District Improvement plan. The plan may be based on one year, or goals that reflect multiple year strategies. The Administrator should craft a school improvement plan (SIP) that relies on that data and develop clear student learning priorities. The establishment of the SIP creates the basis for the Administrator's selection of learning objectives for students that reflect areas of need. The objectives should not be focused on areas that are not areas of need. Should the Administrator choose to write objectives that reflect high achievement in student learning, the Evaluator should expect a justification for the choice and documentation of changes necessary to sustain the success/progress. The Administrator should clearly define the metrics that will be used to assess progress on the SLO's. The Administrator and Evaluator will have a conversation to ensure that:
  - The objectives are considered both doable and 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 reviewed with factors concerning mobility, attendance, other demographics considered.
  - The administrator and evaluator discuss the provision of professional resources needed to support administrator in meeting the performance targets.

In accordance with established timelines and SEED system mandates, both administrator and evaluator should collect interim data on the SLOs to inform the mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings as illustrated below.

Exemplary	Proficient	Developing	Below Standard
Met all three objectives and substantially exceeded at least 2 targets	Met 2 objectives substantially with substantial progress on the third	Met 1 objective and made substantial progress on at least 1 other	Met 0 objectives OR Met 1 objective and did not make substantial progress on the other two

The overall rating on Student Learning Objectives is illustrated below, combined to achieve the required 45%.

State Assessments (22.5%)					
		Exemplary	Proficient	Developing	Below Standard
Local Measures (22.5%)	Exemplary	Exemplary	Exemplary	Proficient	*Gather further information*
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Below Standard
	Below Standard	*Gather further information*	Developing	Below Standard	Below Standard

Leadership Practice Rating (40%)

Administrators are rated on the basis of their Leadership practice which constitutes 40% of the overall summative rating. In compliance with SEED System mandates and core requirements the rating will be computed on the basis of both direct observation of practice and the collection

of other evidentiary artifacts. The Administrator (evaluatee) and evaluator meet for a Goal-Setting Conference to identify focus areas for development of the evaluatee's leadership practice.

1. The evaluatee collects evidence about his/her practice and the evaluator collects evidence about the evaluatee's practice with particular emphasis on the identified focus areas for development. **Evaluators must conduct at least two site observations for any evaluatee and must conduct a minimum of four site observations for evaluatees who are new to the district, school, the profession, or who have received ratings of *developing* or *below standard*.** Evaluators are defined as Central Office administration for principals and directors, principals for assistant principals and directors for supervisors.

As described earlier in the document, the Administrator's standards of expectation will be based on the Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June, 2012, which uses the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations which speaks to the underlying premise of the evaluation plan; i.e. administrators must develop across the board skills as leaders and continue to show progress in their leadership as they continue in their profession.

1. **Vision, Mission, 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** (weighs 1/2 of total): Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning. This is the core of the Administrator as Instructional Leader and evaluation of *"Practice"* is weighted fully 50% of the ISLLC standards (Standards 1, 3, 4, 5, and 6 are weighted as 50%).
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 (See Administrator Certification Code of Ethics, Appendix) 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 directing and being accountable for all areas that may impact students' achievement and support of the school and district, its social and economic systems, and its community of stakeholders.

Leadership is measured under the four performance levels for each of the six performance focus areas above. 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 distinguishes Exemplary performance from Proficient performance.
- **Proficient:** This evaluation model is in compliance with SEED system core requirements which are anchored at Proficient).
- **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 evidence.
- **Below Standard:** The Below Standard Level focuses on a limited understanding of leadership practices and general inaction observed or documented on the part of the leader.

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

<u>Leadership Practice Summative Rating</u>

Summative ratings are based on evidence for each performance expectation in the Connecticut School Leadership Standards. Evaluators observe and document, collect other written evidence about and the Administrator's leadership practice across the above described six performance expectations. Where specifically identified close attention should be paid to the leadership performance areas that have been identified as needing further development or progress. Both Administrator and Evaluator will engage in this process beginning with the Goal Setting Conference in July as described in the timelines section of the document. Beginning with that conference, the process unfolds as such:

- The administrator and evaluator identify any specific focus areas of leadership practice which represent areas in which the administrator should develop. Obviously, there may be focus areas which the administrator performing at the Exemplary level which should be sustained and observed as such during the evaluation year.

- The administrator begins the collection of evidence/documentation reflecting the practice standards and the evaluator collects evidence via observation, with particular emphasis placed on focus areas for development. This will require the evaluator to conduct at least two school site observations of the administrator. *(The evaluator must conduct a minimum of 4 school site observations for administrators who are new to their assignment, or for those who have received ratings of developing or below standard.)*

- The Mid-Year Formative Conference to follow should be focused on discussing progress or adjustments to be agreed upon, with special emphasis on the areas that were identified as less than effective.
- Near the end of the school year, the administrator should reflect on all information and data collected during the year and complete their summative self-assessment for review by the evaluator, identifying areas of strength and continued growth as well as progress on their focus areas.

- At the final meeting in May, administrator and evaluator will meet to discuss all evidence collected to date. Following that meeting, the evaluator will use the culminating evidence as discussed to assign a summative rating of *exemplary, effective, developing*, or *below standard* for each performance expectation. Then the evaluator will assign a total practice rating based on the criteria in the chart below and produce a summary report of the evaluation before the end of the school year.

Exemplary	Proficient	Developing	Below Standard
Exemplary on Teaching and Learning	Proficient on Teaching and Learning (a minimum requirement)	Developing on Teaching and Learning (a minimum requirement)	Below Standard on Teaching and Learning or Below Standard on at least 3 other performance expectations
Exemplary on at least 2 other performance expectations	Proficient on at least 3 other performance expectations	No less than Developing on at least 3 other performance expectations	
No rating below effective on any performance	No rating below Developing on any		
expectation	performance expectation		

Component Four: Teacher Effectiveness (5%)

Stakeholder feedback/Teacher Effectiveness -Feedback from stakeholders is 10% of an administrator's summative rating.   A survey with measures that align to the CCL: Connecticut School Leadership Standards is administered yearly to stakeholders to assess a leaders' effectiveness.

The survey(s) selected by the district for gathering feedback is valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time). In order to minimize the burden on schools and stakeholders, the surveys have a broader application as part of evaluator evaluation systems, school-or district-wide feedback and planning, or other purposes.

The survey administered aligns to some or all of the CCL: Connecticut School Leadership Standards, so that feedback is applicable to measuring performance against those standards. In most cases, only a subset of survey measures will align explicitly to the Leadership Standards, so evaluatees and their evaluators should select relevant portions of the survey's results to incorporate into the evaluation and development model.

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

Increasing teacher effectiveness through improving the percentage of teachers who meet the student learning objectives outlined in their performance evaluations or other locally-determined measures 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 evaluation and development model also assesses the outcomes of all of that work.

As part of the teacher evaluation and development model, teachers are assessed in part on their accomplishment of SLOs. This is the basis for assessing administrators' contribution to teacher effectiveness outcomes.

In the Westbrook Plan, instructional leadership is key in the school administrator's role as driver of improved student learning/student achievement. Therein, teacher effectiveness constitutes 5% of the administrator's evaluation and is measured by the degree to which teachers' Student Learning Objectives (SLO) are met or progress toward meeting them has been achieved. This component of the administrator's total evaluation rating may be taken from the observation or documentation of the administrator's efforts to increase whole school teacher effectiveness through their own effective monitoring of recruitment, hiring, scheduling and placement, ongoing professional development/continuous feedback on teacher performance, but it must also include a measurement of the outcome of all of that work. As a major component in the Westbrook Educator Evaluation Plan, teachers are assessed in part on their accomplishment of goals. Toward that end, a strong focus on teacher goals set as *"ambitious"* is imperative and the evaluator and administrator must discuss the administrator's strategies for working with their teachers in goal setting. See table below for rating description.

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 or exemplary on the student growth portion of their evaluation	>40% of teachers are rated proficient or exemplary on the student growth portion of their evaluation	<40% of teachers are rated proficient or exemplary on the student growth portion of their evaluation

Component Two: Stakeholder Feedback (10%)

Feedback from stakeholders represents 10% of an administrator's summative rating. It is assessed by administration of yearly surveys with measures that align to the Connecticut Leadership Standards as embedded in the Westbrook Climate Surveys (CSCI). Stakeholders will include students, staff, parents/guardians and may include other community members (as measured on the Community Scale). Westbrook surveys are administered anonymously and will be considered in the aggregate. Administrators will collect and analyze the results to be used as feedback on strengths and weaknesses selected to stage continuous improvement efforts toward creating and sustaining positive school climates for the entire learning community. Data will be used as baseline data for each year following. Administrators are expected to use the survey data to establish their School Improvement Goals to address the outcomes of stakeholder feedback.

Once the School Improvement Goals based on stakeholder feedback have been determined, the administrator will identify the strategies to School Improvement Goals.

Stakeholder Feedback Summative Rating

Ratings should reflect the degree to which an administrator makes growth on feedback measures, using data from the prior year or beginning of the year as a baseline for setting a growth or a sustainability target. The following steps constitute the process that will be used by the administrator and evaluator to derive a rating in this category: by the administrator and evaluator are:

> **Work with the Westbrook CSCI administered in Spring of each school year, administrators should review data as baseline on selected measures and set a 1 goal or target for growth or sustainability impacting selected measures.**

Spring administration of the WB CSCI in the aggregate will be used to evidence achievement of the goal or target, and provide the foundation on which the next year's goals/targets will be selected.

> **The evaluator's rating will be assigned using the scale below.**

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

In the Westbrook Administrator Evaluation Plan, dialogue is intended to be a critical component of determining the administrator's rating as *"substantially exceeded"* the goal/target or constituting *"substantial progress"*. The discretion of the evaluator and the administrator in this conversation should set also set context for the next year's goal/target.

Administrator Summative Evaluation Rating

Yearly, each administrator will receive a summative rating in selected from one of the four previously described levels below:

Exemplary: Substantially exceeding indicators of performance
Proficient: Meeting indicators of performance
Developing: Meeting some indicators of performance but not others
Below standard: Not meeting indicators of performance

As this evaluation system represents the standards of rigor in Leadership that are expected for experienced administrators, it is anchored in the Proficient level and *Proficient* is defined as fully satisfactory performance. It is expected that the Proficient administrator will meet expectations set forth as an Instructional Leader. Further they will:

- Meet state accountability growth targets on tests of core academic subjects
- Meet and make progress on three student Learning objectives aligned to school and district priorities
- Meet expectations in at least three other areas of practice
- Having more than 60% of teachers proficient on the student growth portion of their evaluation
- Meet and make progress on one target related to stakeholder feedback

Exemplary ratings are earned for performance that significantly exceeds *Proficient* expectations. Leaders rated at this level should be recognized as leaders to learn from and may serve as district or statewide models.

A rating of *developing* means that performance is meeting the expectations for the *Proficient* rating in some areas but not all. Improvement is necessary and expected when summative ratings fall within this level. Efforts will be made by both Evaluator and Administrator to move the rating needle to *Proficient.* However, should ratings fall into the Developing level in two consecutive years for an experienced administrator, there would be sufficient cause for concern and other steps/guidance discussed. (For Administrators new to their assignments or in their first year as an administrator, a rating of *developing* is to be expected. The evaluator should be prepared to support and guide administrators at this level specifically toward achievement of Effective within the first three years. Should *Proficient* not be attained within that timeframe, there would be cause for concern and other steps/guidance employed.

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

Determining Summative Ratings

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

A. PRACTICE: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%
The practice rating derives from an administrator's performance on the six performance leadership expectations and the stakeholder feedback targets. Evaluators record a rating for the performance expectations that generates an overall rating for leadership practice. This forms the basis of the overall practice rating, but the rating is adjusted upward or downward one level in the event that the stakeholder feedback is either *exemplary* or *below standard*, respectively.

B. OUTCOMES: Student Learning (45%) + Educator Effectiveness (5%) = 50%
The outcomes rating derives from the student learning measures – state test results and student learning objectives – and educator effectiveness outcomes. State reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. These two combine to form the basis of the overall outcomes rating, but the rating is adjusted upward or downward one level in the event that educator effectiveness is either *exemplary* or *below standard*, respectively.

C. OVERALL: Practice (50%) + Outcomes (50%) = 100%
The overall rating combines the practice and outcomes ratings using the matrix below. If the two categories are highly discrepant (e.g., a rating of 4 for practice and a rating of 1 for outcomes), then the evaluator should examine the data and gather additional information in order to make a final rating.

Practice Related Indicators Rating					
		Exemplary	**Proficient**	**Developing**	**Below Standard**
	Exemplary	**Exemplary**	**Exemplary**	Proficient	Gather Further Information
Outcomes Related Indicators Rating	**Proficient**	Proficient	Proficient	Proficient	Gather further information
	Developing	Proficient	Developing	Developing	Below Standard
	Below Standard	*Gather further information*	Below Standard	Below Standard	Below Standard

Final Ratings: Dispute Resolution Process (see page 21).

Final Ratings: Support Plan and Dispute Resolution Process

Definition of Effectiveness and Ineffectiveness - Administrator effectiveness will be based upon a pattern of summative administrator ratings collected over time. All administrators will need to have a summative rating of "Proficient" or "Exemplary" within 2 years of the implementation of the evaluation and development model. Any administrator not rated "Proficient" or "Exemplary" will be placed on an Individual Administrator Improvement and Remediation Plan (Intensive Assistance).

Administrators receiving a summative rating of "Developing" or "Below Standard" in any year will be placed on an Individual Administrator Improvement and Remediation Plan. After one year of implementation of the Plan, the administrator must have a summative rating of "Proficient" or "Exemplary" to be considered effective.

Administrators new to the district will be required to have no more than one summative rating of "Developing" during their first 2 years and a summative rating of "Proficient" or "Exemplary" in the other year.

Intensive Assistance: When a tenured Westbrook administrator's performance is rated in summation at Developing or Below Standard, the administrator will be required to work with the superintendent and an administrator consultant (RESC or CAS designee to be agreed upon by the administrator and superintendent) to design an *intensive assistance* professional development/growth plan. The plan will be created within 30 days after the completion of the summative evaluation rating conference. The agreed upon evaluation criteria in the extended professional development and support plan will include the components found in the administrator evaluation and support plan and the methods used to evaluate within the administrator plan will also apply. The administrator placed in intensive assistance with a final rating of developing will have 180 days (1 school year) to achieve a rating of proficient. Administrators placed in intensive assistance with a final rating of below standard will have 90 days to achieve a developing rating and 1 year to achieve proficiency. Administrators whose ratings continue to be below proficient will not be automatically assigned the same extended support plan. The superintendent will recommend the assignment of an extended support plan or recommend dismissal to the Board of Education.

Dispute Resolution Process: In Westbrook, administrators are not a bargained unit. There is no representation for administrators as a unit. However, the Westbrook plan will provide a mechanism for dispute resolution that effectively creates representation in that circumstance. When there is disagreement between evaluator and evaluatee with respect to the evaluation process and/or final ratings, efforts shall be made to resolve the issue at the lowest possible level, potentially including mediation with a neutral party. Where agreement cannot be reached (on goals/objectives, the evaluation period, feedback, or the

professional development plan), the superintendent (the evaluator) will refer the dispute to an agreed upon entity which will consist of 2 neutral superintendents and 2 RESC or CAS recommended administrators (principal or director). Each member of the 4-person team will be agreed upon by both the superintendent (evaluator) and the administrator (evaluatee). In the event that the agreed upon team does not reach a unanimous conclusion, the superintendent (evaluator) decision shall be binding and recommended to the Board. The administrator has the right to appeal to the Board of Education.