

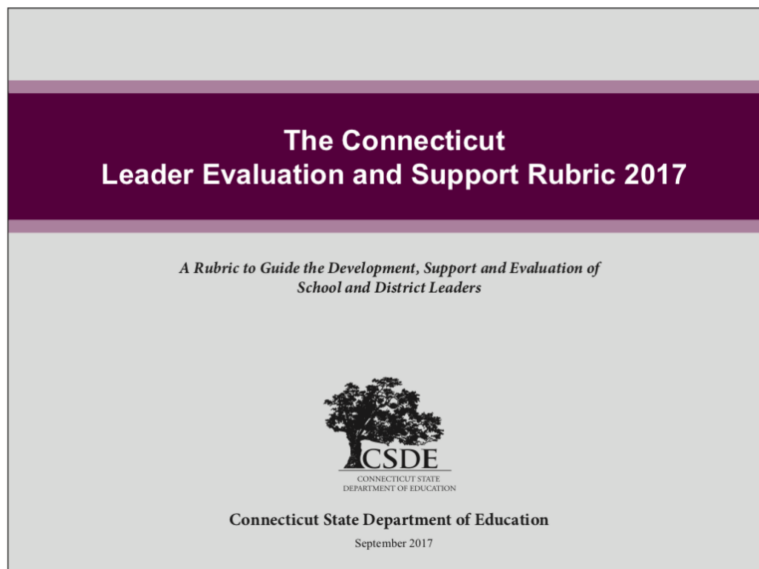


NORWALK PUBLIC SCHOOLS

ADMINISTRATOR EVALUATION

PROFESSIONAL LEARNING PLAN

2018-2019



Norwalk Public Schools
ADMINISTRATOR EVALUATION

Orientation

The evaluator provides the administrator with materials outlining the evaluation process, including the Connecticut Leader Evaluation and Support Rubric 2017, the instruments to be used to gather feedback from stakeholders and their alignment to the rubric, and the process and calculation by which all evaluation elements will be integrated into the overall rating. A timeline for the full cycle evaluation process, including general timing of each step throughout the year is also provided.

Evaluation Process

The Norwalk Public Schools Administrator Evaluation designed model for the evaluation in support of administrators is based on the Connecticut School Leadership Standards. Administrator evaluation and support model defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in his/her community.

The Norwalk model describes four levels of performance for administrators and focuses on the practices and outcomes for effective school and district leaders.

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

Administrator Evaluation and Steps in the Norwalk Model

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

1. Leadership Practice Related Indicators: An evaluation of the core leadership practices and skills that positively affect student learning. This category is comprised of two components:

a) Observation of Leadership Performance and Practice (40%) as defined by the Connecticut Leader Evaluation and Support Rubric 2017

b) Stakeholder Feedback (10%) on leadership practice through surveys.
2. Student Outcomes Related Indicators: An evaluation of an administrator's contribution to student academic progress, at the school and classroom level. This category is comprised of two components:

a) Student Learning (45%) assessed by performance and growth on locally determined measures.

b) Teacher Effectiveness Outcomes (5%) as determined by an aggregation of teachers success with respect to Student Learning Objectives (SLOs)

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

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

Process and Timeline

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

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

Each administrator participates in the evaluation process as a cycle of continuous improvement. The cycle is the centerpiece of state guidelines designed to have all educators play a more active, engaged role in their professional growth and development. For every administrator, evaluation begins with goal-setting for the school year, setting the stage for implementation of a goal-driven plan. The cycle continues with a Mid-Year Formative Review, followed by continued implementation. The latter part of the process offers administrators at chance to self-assess and reflect on progress to date, a step that

informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the administrator's subsequent goal setting, as the cycle continues into the subsequent year.



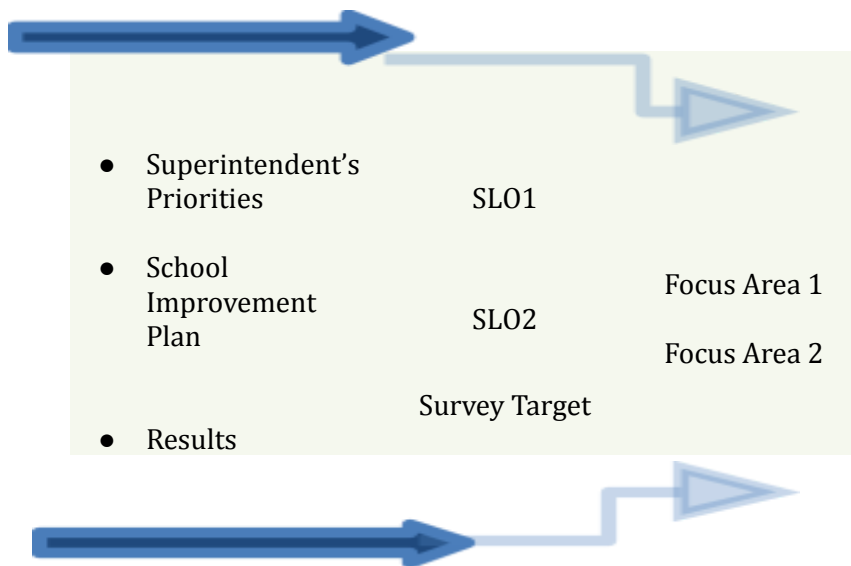
Step 1: Orientation and Context-Setting

To begin the process, the administrator needs five things to be in place:

1. Student assessments data such as Smarter Balanced, and/or beginning of year (BOY), middle of year (MOY) or end of year (EOY) district evaluations are available for review by the administrator and the state has assigned the school a Next Generation Accountability System index
2. Stakeholder survey data are available for review by the administrator.
3. The superintendent has communicated his/her students learning priorities for the year.
4. The administrator or has developed a school improvement plan that includes student learning goals.
5. The evaluator has provided the administrator with this document in order to orient him/her to the evaluation process. Only #5 is required by the approved Guidelines for Educator Evaluation, but the data from #1-4 are essential to a robust goal-setting process.

Step 2: Goal-Setting and Plan Development

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



Locally-Determined Measures (Student Learning Objectives)

Administrators establish two Student Learning Objectives (SLOs) on measures aligned to the district goals. In selecting measures, certain parameters apply:

- All measures must align to Common Core State Standards and Connecticut Content Standards. In instances where there are no such standards that apply to a subject/grade level, administrators must provide evidence of alignment to research-based learning standards.
- 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 for school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.
- For administrators assigned to a school in "review" or "turnaround" status indicators will align with the performance targets set in the schools mandated improvement plan

Step 3: Plan Implementation and Evidence Collection

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

Administrator's evaluator may want to consult the following sources of evidence to collect information about the administrator were in relation to his or her focus areas and goals:

- Data systems and reports for student information
- Artifacts of data analysis and plans for response
- Observations of teacher team meetings
- Observations of administrative/leadership team meetings
- Observations classrooms where the administrator is present
- Communications to parents and community
- Conversations with staff
- Conversations with students
- Conversations with families

Step 4: Mid-Year Formative Review

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

- The administrator analyzes available student achievement data and considers progress toward outcome goals
- The evaluator reviews observation and feedback forms to identify key themes for discussion.
- In the administrator and evaluator hold a Mid-Year Formative Conference, with explicit discussion of progress towards student learning targets, as well as any areas of performance related to standards of performance and practice. The meeting is also an opportunity to surface any changes in the context (e.g., a large influx of new students) that could influence accomplishment of outcome goals; goals may be changed at this point. Mid-Year Conference Discussion Prompts are available on the SEED website.

Step 5: Self-Assessment

In the spring, the administrator takes an opportunity to assess his/her practice on all 11 elements of the Connecticut Leader Evaluation and Support Rubric 2017. For each element, the administrator determines whether he/she:

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

Step 6: Summative Review and Rating

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

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators of administrators will receive training on the SEED evaluation and support model and calibration for inter-rater reliability by September 15. All evaluators are required to complete training. The purpose of training is to provide evaluators of administrators with the tools that will result in evidence-based school site observations; professional learning opportunities tied to evaluation feedback, improve teacher effectiveness and student performance. Norwalk has adopted the Connecticut Leader Evaluation and Support Rubric 2017.

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 adopted by the Connecticut State Board of Education in June of 2012.

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: Educational leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.

3. Organization 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 to mobilize community resources.

5. Ethics and Integrity: educational 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 need by influencing systems of political, social, economic, legal and cultural contexts affecting education.

The CT Leader Evaluation and Support Rubric 2017 is organized into four domains and addresses leadership practices from each of the six performance expectations of the Common Core of Leading Connecticut School Leadership Standards (CCL-SLS). Domain 1, Instructional Leadership is weighted twice as much as the other domains.

OBSERVATION PROTOCOL/SCHEDULE

Performance ratings will be based on evidence collected about leadership practice as described in the (CCL-SLS)

Performance ratings distinguish among at least four levels of performance and clearly identify administrator leadership actions related to improving teacher effectiveness, including conducting teacher evaluations

Observation protocol distinguishes between observations required for principals, assistant principals and central office administrators in alignment with guidelines and include the following requirements:

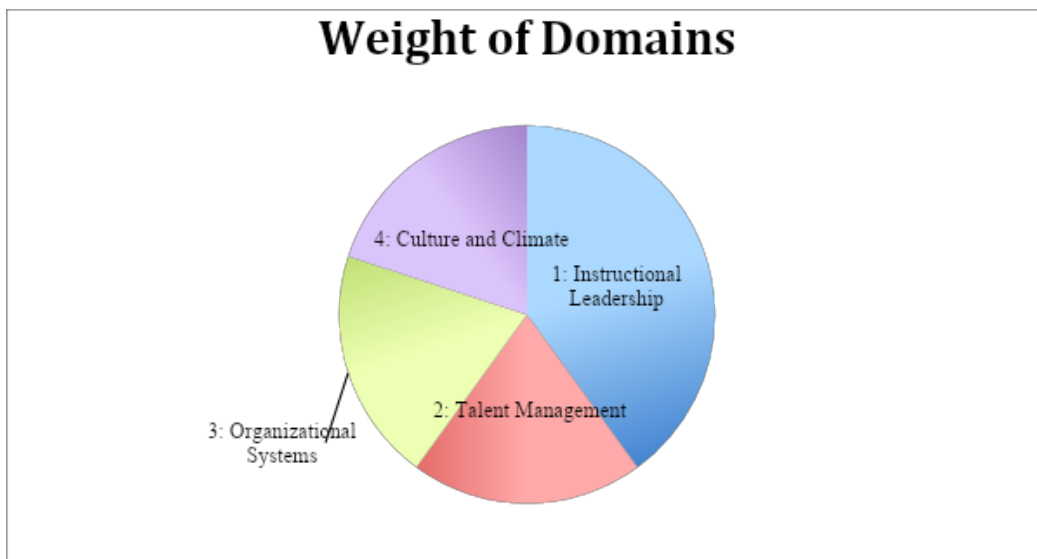
1. At least two school site observations for any administrator

2. At least four school site observations for administrators who are new to the district, school, the profession, or who have received ratings of developing or below standard.
3. Evaluators of assistant principals will conduct at least four observations.

Domains 2, 3, and 4 are weighted equally for all administrators. Domain 1 is worth double each of these.

The evaluator is required to provide feedback on administrator performance during the mid-year conference and end-of year-conference.

Figure 3: Leadership Practice: Four Domains of the CT Leader Evaluation and Support Rubric 2017



In order to arrive at these ratings, administrators are measured against the CT Leader Evaluation and Support Rubric 2017, which describes leadership actions across four performance levels for each of the four domains. The four performance levels are: Exemplary, Proficient, Developing, and Below Standard.

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

Strategies for using the CT Leader Evaluation and Support Rubric 2017

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

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

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the evidence for each Domain in the Connecticut Leader Evaluation and Support Rubric 2017. Evaluators collect written evidence about and observe the administrators leadership practice across this the four domains described in the rubric. Specific attention is paid to leadership practice areas identified as needing improvement.

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

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

1. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with a particular item emphasis on the identified focus areas for development. Evaluators of administrators must conduct at least two school site observations for any administrator and should conduct at least four school site observations for administrators who are new to their district, school, the profession or who have received ratings of developing or below standard.
2. The administrator and evaluator hold a Mid-Year Formative Conference with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
3. Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth, as well as progress on the focus areas.
4. The evaluator and 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.

5. Central office administrators will create two goals and objectives aligned with Connecticut School Leadership Standards or district assessment implementation and professional learning activities.

Principals and Central Office Administrators:

<i>Exemplary</i>	<i>Proficient</i>	<i>Developing</i>	<i>Below Standard</i>
Exemplary on Instructional leadership	At least Proficient on Instructional Leadership	At least Developing on Instructional Leadership	Below Standard on Instructional Leadership
Exemplary on at least 1 other Domains	At least Proficient on at least 2 other Domains	At least Developing on at least 2 other Domains	Below Standard on at least 2 other Domains
No rating below Proficient on any Domain	No rating below Developing on any Domain		

Assistant Principals and Other School-Based Administrators:

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

Component #2: Stakeholder Feedback (10%)

Feedback from stakeholders – assessed by administration of a survey with measures that align into the CCL: SLS – is 10% of an administrator’s summative rating.

For each administrative role, the stakeholders surveyed should be those in the best position to provide meaningful feedback. For school-based administrators, stakeholders solicited for feedback must include teachers and parents, but may include other stakeholders (e.g., other staff, community members, students, etc.)

Leadership practice surveys focus directly on feedback related to a leader’s performance and the impact on stakeholders. Leadership Practice Surveys for principals and other administrators are available and there are also a number of instruments that are not specific to the education sector, but rather probe for information aligned with broader leadership competencies that are also relevant to Connecticut administrator’s practice. Typically, leadership practice surveys for use in principal evaluations collect feedback from teachers and other staff members.

School climate surveys cover many of the same subjects as school practice surveys but are also designed to probe for perceptions from stakeholders on the school’s prevailing attitudes, standards and conditions. They are typically administered to all staff as well as to students and their family members.

At the summative conference the evaluator and evaluatee will mutually determine overall rating of Exemplary, Proficient, Developing, or Below Standard, with the following criteria.

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

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

Component #3: Student Learning (45%)

- Student learning is assessed in equal weight by performance and growth on locally determined measures, which will account for 45% of the administrator’s evaluation. **Locally-Determined Measures (Student Learning Objectives)** Administrators establish three Student Learning Objectives (SLOs) on measures they select. In selecting measures, certain parameters apply:
 - All measures must align to Connecticut Core Standards and other Connecticut content standards. In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.
 - For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in CT’s Next Generation Accountability System. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.
 - For administrators assigned to a school in “review” or “turnaround” status, indicators will align with the performance targets set in the school’s mandated improvement plan.

At the summative conference the evaluator and evaluatee will mutually determine overall rating of *Exemplary, Proficient, Developing, or Below Standard*, with the following criteria.

Exemplary	Proficient	Developing	Below Standard
Met all three objectives and substantially exceeded at least two targets.	Met two objectives and made at least substantial progress on the third.	Met one objective and made substantial progress on at least one other.	Met zero objectives or Met one objective and did not make substantial progress on either of the other two

Component #4: Teacher Effectiveness Outcomes (5%)

It is evident that 5% of an administrator’s summative rating is based on teacher effectiveness outcomes as measured by: (a) improving the percentage (or meeting a target of a high percentage) of teachers who meet the student learning objectives outlined in their performance evaluations; and/or (b) other locally-determined measures of teacher effectiveness.

At the summative conference the evaluator and evaluatee will mutually determine overall rating of Exemplary, Proficient, Developing, or Below Standard, with the following criteria.

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

Administrator Final Summative Rating	Teacher Final Summative Rating
Outcome Rating 50%	Outcome rating 50%

<p>5% Teacher Effectiveness Outcomes</p> <p>45% Multiple Student Learning Indicators</p>	<p><i>These percentages are derived from the same set of data</i></p> <p><i>These percentages may be derived from the same set of data</i></p>	<p>45% Student Growth and Development</p> <p>5% Whole-School Student Learning Indicators or Student Feedback</p>
<p>Practice Rating 50%</p>		<p>Practice Rating 50%</p>
<p>40% Observations of Performance & Practice</p> <p>10% Stakeholder Feedback</p>	<p><i>Survey data gathered from the same stakeholder groups should be gathered via a single survey, when possible</i></p>	<p>40% Observations of Performance & Practice</p> <p>10% Peer or Parent Feedback</p>

Summative Administrator Evaluation Rating

At the summative conference the evaluator and evaluatee will mutually determine overall rating of *Exemplary, Proficient, Developing, or Below Standard*.

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

- Meeting expectations as instructional leader;
- Meeting expectations in at least three other areas of practice;
- Meeting one target related to stakeholder feedback;
- Meeting and making progress on two Student Learning Objectives aligned to school and district priorities and making progress on a third; and
- Having more than 60% of teachers proficient or exemplary on the student learning objectives portion of their evaluation

Supporting administrators to reach proficiency is at the very heart of this evaluation model.

Exemplary ratings are reserved for performance that significantly exceed proficiency and could serve as a model for leaders district-wide or even statewide. Few administrators are expected to demonstrate *Exemplary* performance on more than a small number of practice elements.

A rating of *Developing* means that performance is meeting proficiency in some components but not others. Improvement is necessary and expected and two consecutive years at the *Developing* level is, for an experienced administrator, a cause for concern. On the other hand, for administrators in their first year, performance rating of *Developing* is

expected. If, by the end of three years, performance is still rated *Developing*, there is cause for concern.

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

Determining Summative Ratings

The ratings will be determined using the following steps:

1. Determine a Leader Practice rating;
2. Determine a Student Outcomes rating;
3. Combined the two into an overall rating using the Summative Matrix.

Each step is illustrated below:

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

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

Component	Score (1-4)	Weight	Summary Score
Observation of Leadership Practice	2	40	80
Stakeholder Feedback	3	10	30
TOTAL LEADER PRACTICE-RELATED POINTS			110

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

B. OUTCOMES: Student Learning (45%) + Teacher Effectiveness Outcomes (5%) = 50%

The Outcomes rating is derived from student learning as measured by student learning objectives and teacher effectiveness outcomes. As shown in the Summative Rating Form, state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating.

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

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

C. OVERALL: Leader Practice + Student Outcomes

The overall rating combines the practice and outcomes ratings using the matrix below. Using the ratings determined for each major category: Student Outcomes-Related Indicators and Leader Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. For the example provided, the Leader Practice-Related rating is developing and the Student Outcomes-Related rating is *Proficient*. The summative rating is therefore *Proficient*.

If the two major categories are highly discrepant (e.g., a rating of *Exemplary* for Leader Practice and a rating of *Below Standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to determine a summative rating.

		Overall Leader Practice Rating			
		4	3	2	1
Overall Student Outcomes Rating	4	Rate Exemplary	Rate Exemplary	Rate Proficient	Gather further information
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	Gather further information	Rate Developing	Rate Developing	Rate Below Standard

Improvement and Remediation Plans

A. Focused Assistance Plan and Process

Definition: If an administrator’s summative rating is developing or below standard, or there is a substantive change in performance, it signals the need for the evaluator to create an individual administrator improvement and remediation plan in consultation with the administrator and his/her exclusive bargaining representative. No administrator shall be put on a plan without being presented with all of the evidence used to justify the necessity of the plan. The evaluator may create a focused assistance or remediation plan for an administrator during the school year when there is evidence that there are significant performance issues that have not been improved after repeated attempts at improvement through the observation and post-observation process. Norwalk will use a Focused Assistance Model and/or an Intensive Assistance model. If there are not documented performance and practice concerns, a focused assistance plan is not recommended. The goal of Focused Assistance is to improve the current practice of an administrator.

- The primary evaluator shall meet with the administrator and his/her exclusive bargaining representative to discuss the assessment and identify the specific assistance that shall be provided in order for the administrator to improve performance to the proficiency level over a period of time.
- The District’s Human Resource Officer and the NASA President shall be notified in writing by the primary evaluator when the administrator is placed on Focused Assistance.
- There are three required parts to any Focused Assistance plan that must be developed in consultation with the administrator during this meeting:

1. **Identify resources**, coaching, professional development, and other supports and strategies to be provided by the district to address documented deficiencies.
2. **Indicate a specific time frame** for implementing such resources, support and other strategies, and a cycle of observations and meetings with primary evaluator in the course of the same school year as the plan is issued. No more than one formal observation per week should be scheduled.
3. **Identify indicators of success**, including a summative rating of *proficient* or better at the conclusion of the improvement and remediation plan.
4. **Optionally**, should a “Collegial Collaborator” wish, he/she may volunteer to provide assistance to the administrator in need of a professional assistance plan and to serve as a resource to the administration in the development of the plan. This relationship shall be short term, confidential, non-evaluative and mutually acceptable to the collegial collaborator and the administrator who may need assistance with a particular issue. To the extent possible, the District shall facilitate this process by structuring time when the two administrators may meet.

- During Focused Assistance, the administrator shall continue in his/her current evaluation phase. At the end of the Focused Assistance period, the administrator shall be removed from this status or be placed on Intervention. A record shall be maintained that the administrator has been placed on Focused Assistance and the outcome of that process.

B. Intensive Assistance Plan and Process

Definition: When an administrator’s performance has been evaluated as “*Developing*” in two or more domains in the summative assessment, an intensive process of intervention shall be set in place for the purpose of bringing maximum support and supervision to the administrator. This administrator may be a candidate for termination.

An administrator whose performance during the school year has been documented to be “*Developing*” in two or more domains may also be placed in this category. Under normal circumstances, this will only be after a “Focused Assistance” cycle has been completed.

Definition of Effectiveness and Ineffectiveness

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

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

Dispute-Resolution Process

A panel, composed of Director of Human Services, Administrator's Union President and a neutral third person, shall resolve disputes where the evaluator and administrator cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, for final summative rating. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the Superintendent.

Career Development and Growth

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

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

Informed Professional Learning

Learning opportunities are clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observations of professional practice and/or the results of stakeholder feedback. This is linked to district mission and goals as outlined in each school growth plan.