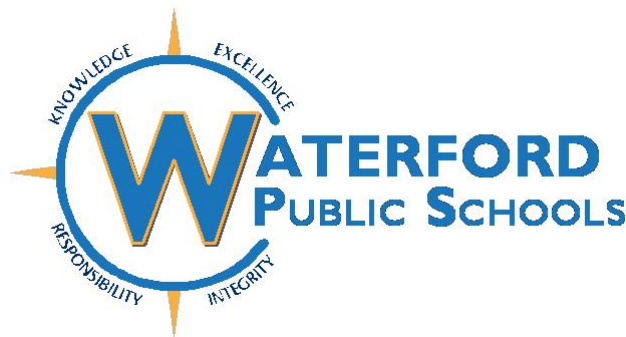


Waterford Public Schools

Professional Learning & Evaluation Plan



May 2015

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Professional Learning & Evaluation Committee

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Professional Learning & Evaluation Model

Introduction

The Waterford Public Schools Professional Learning & Evaluation Model was developed by a diverse group of educators using the best practice research from around the country and grounded in the Connecticut Guidelines for Educator Evaluation. Waterford had completely revamped the teacher evaluation system during the 2012-2013 school year. In this year, Waterford Public Schools fully implemented the SEED Pilot Program to provide quality feedback to both state and local institutions throughout Connecticut. Each year after, the Professional Learning & Evaluation Committee has honed and refined the evaluation process and system and what follows is our best thinking to date.

Purpose

When teachers succeed, students succeed. Research has proven that no school-level factors matter more to students' success than high-quality teachers and effective leaders. To support our teachers and administrators, we need to clearly define excellent practice and results, give accurate, useful information about educators' strengths and development areas and provide opportunities for professional learning, growth and recognition. The purpose of Connecticut's educator evaluation and support model is to fairly and accurately evaluate performance and to help each educator strengthen his/her practice to improve student learning.

The model aims to minimize the variance between school leaders' evaluations of classroom practice and support fairness and consistency within and across schools. This model hinges on improving the professional conversation between and among teachers and administrators who are their evaluators. The dialogue in the new model occurs more frequently and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.

An evaluation system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of a teacher's performance. The model defines four categories of teacher effectiveness: student learning (45%), teacher performance and practice (40%), Parent or Guardian feedback (10%) and school-wide student learning or student feedback (5%). These categories are grounded in research-based, national standards; the Common Core State Standards, as well as Connecticut's standards: The Connecticut Common Core of Teaching (CCT); the Connecticut Framework K-12 Curricular Goals and Standards; accepted State of Connecticut student assessments; and locally-developed curriculum standards.

Research, such as the Gates Foundation's *Measures of Effective Teaching* study, has shown that multiple snapshots of practice conducted by multiple observers provide a more accurate picture of teacher performance than one or two observations per year. These observations don't have to cover an entire lesson to be valid. Partial period observations can provide valuable information and save observers precious time.

Observations in and of themselves aren't useful to teachers – it's the feedback based on observations that helps teachers to reach their full potential. All teachers deserve the opportunity to grow and develop through observations and timely feedback. In fact, teacher surveys conducted nationally demonstrate that most teachers are eager for more observations and feedback that they can then incorporate into their practice throughout the year.

Professional Learning & Evaluation System

Professional Learning & Evaluation Overview

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in four categories, grouped in two major focus areas: Teacher Practice and Student Outcomes.

1. **Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:
 - (a) **Observation of teacher performance and practice (40%)** as defined in the Common Core of Teaching (CCT) Rubric for Effective Teaching, which articulates four domains and twelve components of teacher practice
 - (b) **Parent/Guardian feedback (10%)** measure determined by Professional Learning & Evaluation Committee.
2. **Student Outcomes Related Indicators:** An evaluation of teachers' contribution to student academic progress at the school and classroom level. There is also an option in this focus area to include student feedback. This focus area is comprised of two categories:
 - (a) **Student growth and development (45%)** as determined by the teacher's student learning objectives (SLOs)
 - (b) **Whole-school measures of student learning** as determined by aggregate student learning indicators or **student feedback (5%)** through student surveys, as determined by Professional Learning & Evaluation Committee.

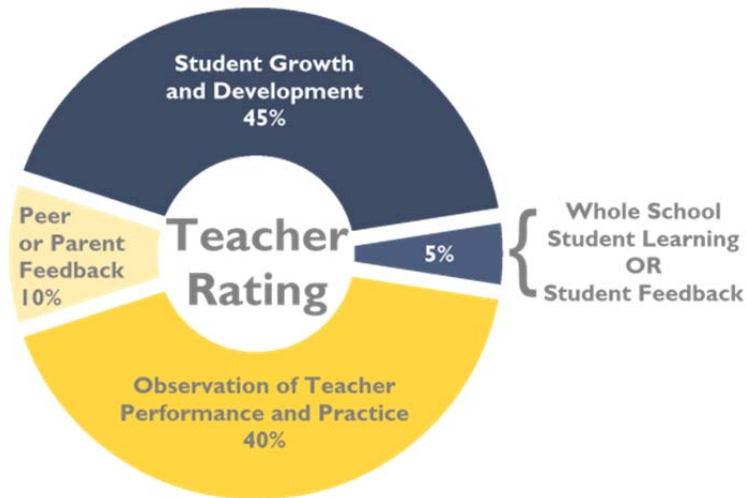
Scores from each of the four categories will be combined to produce a summative performance rating of Highly Effective, Effective, Developing, or Below Standard. The performance levels are defined as:

Highly Effective – Substantially exceeding indicators of performance

Effective – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

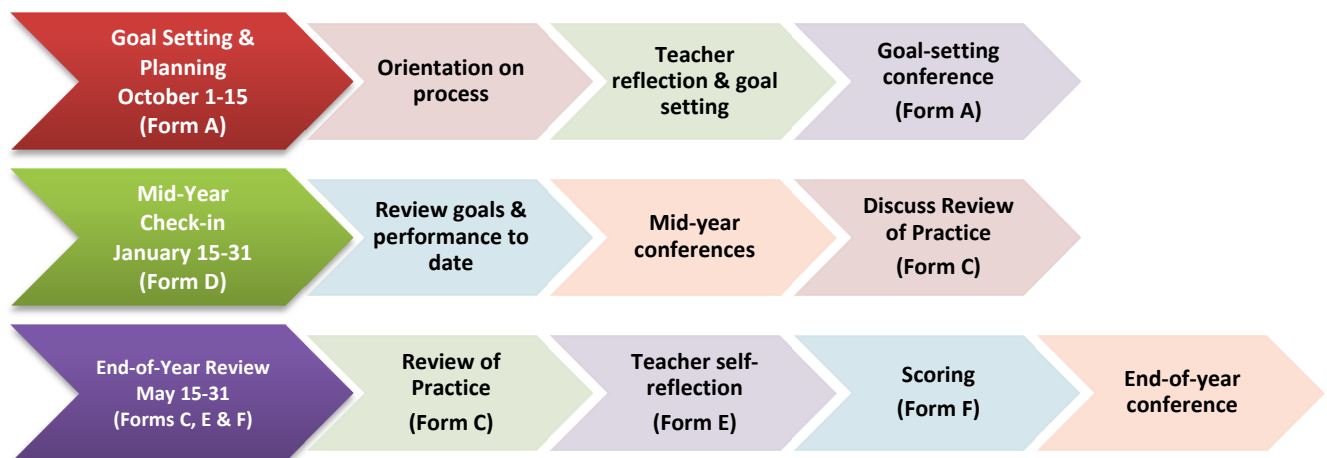
Below Standard – Not meeting indicators of performance



Professional Learning & Evaluation Process and Timeline

At the beginning of each school year, administrators will review the teacher evaluation process with their faculty. The Evaluation Plan will also be posted on the district intranet.

The annual evaluation process between a teacher and an evaluator is anchored by three performance conversations at the beginning, middle and end of the school year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set development goals and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.



Goal Setting and Planning

Timeframe: Meetings between individual teachers and evaluators should occur **between October 1 and October 15**. All documents must be completed and submitted to Central Office by **October 31**.

1. *Orientation on Process* – Evaluators will meet with teachers to discuss any school or district priorities that should be reflected in teacher practice goals and student learning objectives. All teachers will have an overview of the process at a faculty meeting. All new teachers will have an in-depth orientation to discuss the evaluation process and their roles and responsibilities within it during the annual “New Teacher Orientation” day the week prior to school commencing.
2. *Teacher Reflection and Goal-Setting* – The teacher examines student data, prior year evaluation and survey results and the CCT Rubric for Effective Teaching to draft a proposed performance and practice goal(s), a Parent or Guardian feedback goal, student learning objectives (SLOs), and a student feedback goal (if required) for the school year. In general, for the elementary level one SLO should be on literacy and one on numeracy. In general, for the secondary level, one SLO should be on a district goal and one on a department goal. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process of an SLO, realizing that each teacher will have a different IAGD and plan to achieve the goal. (Form A).
3. *Goal-Setting Conference* – The evaluator and teacher meet to discuss the teacher’s proposed goals and objectives in order to arrive at mutual agreement about them. Agreement is reached by reviewing collected evidence supporting the need for individual and school-wide objectives and goals. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria.

Mid-Year Check-in

Timeframe: Meetings between individual teachers and evaluators should occur **between January 15 and January 31**. All documents must be completed and submitted to Central Office by **February 15**.

1. *Reflection and Preparation* – The teacher and evaluator collect and reflect on evidence to date about the teacher’s practice and student learning in preparation for the check-in.
2. *Mid-Year Conference* – The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on teacher practice goals, student learning objectives (SLOs) and performance on each to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results from the first half of the year. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment). Evaluator and teacher also discuss actions that the teacher can take and supports the evaluator

can provide to promote teacher growth in his/her development areas. At this meeting the teacher should be informed as to their progress towards their teacher practice goals. (see pg. 9) *The evaluator and teacher should discuss Form C Review of Practice.* This is intended to be an opportunity for the teacher to reflect on what he/she has done to date in regards to domain 4.

End-of-Year Summative Review

Timeframe: Meetings between individual teachers and evaluators should occur **between May 15 and May 31**. All documents must be completed and submitted to Central Office by **the last day of school (unless agreement stipulating later submission is reached in which case, review must be completed by June 30)**. ***Teachers who are in danger of scoring below effective must have their End of Year Review by May 1 to allow time for the appeals process.***

1. *Teacher Self-Reflection* – The teacher reviews all information and data collected during the year and completes a self-reflection (Form E) and review of practice (Form C) by May 15 in preparation for the end of year conference with evaluator.
2. *Scoring* – The evaluator reviews submitted evidence, self-assessments, and observation data to generate an overall summative rating. After all data, including state test data, are available, the evaluator, after conferencing with the teacher, may adjust the summative rating, if the state test data results changes the student-related indicators significantly to change the final rating. Such revisions should take place as soon as state test data are available and before September 15 of the following year.
3. *End-of-Year Conference* – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss the summative rating. Following the conference, the evaluator generates a summary report of the evaluation and summative rating before the end of the school year and before June 15.

Teacher on a Leave of Absence

Waterford Public Schools realizes that in any given school year, there may be teachers who are on approved leaves of absences for various reasons. While a short term leave of absence may prohibit a teacher from completing each component of this plan, every effort should be made to fulfill all requirements. Form I should be used to denote which components are missing from a teacher's evaluation. Teachers on a year-long leave of absence will not be required to complete the process during that given year.

Primary Evaluators

The Primary Evaluator for most teachers will be the school Principal, Assistant Principal, or Director of Special Services, and is responsible for the overall evaluation process, including assigning summative ratings. Primary Evaluators will have sole responsibility for assigning final summative ratings and must

achieve proficiency on the training modules provided. Primary Evaluators will be initially trained and calibrated in observation and evaluation, and how to provide high-quality feedback by attending week-long workshops held by the CT State Department of Education. Additionally, time is dedicated throughout the school year at administrative meetings to discuss goal-setting expectations, observations and conducting effective conferences.

The Primary Evaluator may ask a Department Head to participate in the observation process for the sole purpose of ensuring that the content is at an appropriate level of challenge and is accurate. The Department Head's sole purpose in the observation process is to confirm appropriate implementation of curriculum and provide that information to the Primary Evaluator regarding a teacher's content expertise.

The Primary Evaluator is solely responsible for the summative evaluation of each teacher. A Department Head must share his/her information with the Primary Evaluator and the observed teacher as it is collected.

Professional Learning & Support

Evaluation-Based Professional Learning

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. Throughout the Waterford Public Schools teacher evaluation system, every teacher will be identifying his/her professional learning needs in mutual agreement between the teacher and his/her evaluator, which serves as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes.

The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can be targeted with school-wide, department-wide, or content-oriented professional development opportunities. The district will allow for flexible, self-determined professional development opportunities throughout the year which will include observation of peers both within and outside the district, team teaching opportunities and release time dedicated to effective and extended PLC meetings, district workshops, and outside conferences.

A comprehensive survey of teachers' needs and interests will be given by March 31 of each year and used to inform school and district goals and to design relevant professional development opportunities. Survey results will be reviewed by the Professional Learning and Evaluation Committee and shared with the administrative team, specialists, instructional coaches, curriculum leaders and department heads. Ongoing, focused surveys may be utilized to gather additional information about specific needs that surface in the survey. Professional development will be planned on the district, school, department and individual levels and will align with the goal of high student achievement.

Career Development and Growth

Dialogue between administration and teachers at the beginning of the year and at mid-year conferences will inform the selection of appropriate areas of focus for career development and professional growth.

Examples of such opportunities include, but are not limited to:

- Mentoring early-career teachers
- Participating in development of teacher improvement and remediation plans for peers whose performance is *developing* or *below standard*
- Leading Professional Learning Communities
- Differentiated career pathways
- Focused professional development based on goals for continuous growth and development
- Opportunities to take on special administrative assignments for a school year
- Opportunities to work on focus areas with peer coaches
- Opportunities to work with language arts, math and technology coaches
- Opportunities for peer observation within the building, district and region
- Opportunities for team teaching
- Teacher teams develop, pilot, observe and polish individual lessons in lesson study groups
- Sharing teaching strategies in PLC meetings
- Professional development opportunities based on department/grade level goals
- Utilizing social media supports (e.g., Twitter, Pinterest, Teachers Pay Teachers, YouTube, Columbia University Teachers' College website) to improve teaching strategies
- Team work to develop a multi-media virtual professional development library on the intranet
- Staff professional development clusters based on professional growth goals.
- Opportunities for special area teachers to develop interdisciplinary units with classroom teachers.
- Opportunities for individual Professional Development conferences and other support.
- Interest-specific professional readings and book clubs
- Participation in internal rounds process within the building.

These activities shall be documented through Evidence of Domain 4: Review of Practice and Professional Growth Log (Form C).

Evaluation Appeal

In the event a staff member disagrees with **the results of a single observation**, the following appeal procedure will be followed in order to resolve the problem in the most professional and collegial manner possible.

An evaluatee will submit the Evaluation Appeal Process Form (Form G) to the Assistant Superintendent with a copy to the WFCT President. The appeal must be submitted no later than five (5) school days from the date the staff member **receives his/her written feedback**.

The Assistant Superintendent (or his/her designee) will arrange and conduct an appeal conference with the evaluatee and the WFCT president within five (5) school days of the receipt of the Evaluation Appeal Form. At this conference, the evaluatee may request an additional evaluator from within the Waterford Public Schools to become a co-evaluator with the Principal in order to provide a supplemental evaluation. The additional evaluator must be mutually agreed upon by the evaluatee, the Principal and the WFCT. The additional evaluator's responsibility will be to perform an observation(s) of the teacher according to the CCT Rubric for Effective Teaching or the CCT Rubric for Effective Service Delivery. All data provided by the additional evaluator will be shared with the evaluatee, WFCT President, Principal and Assistant Superintendent. Said data will be taken into consideration in the appeal process.

The Assistant Superintendent (or his/her designee) will arrange a formal meeting with the Principal, the evaluatee and the WFCT President within five (5) school days of the appeal conference.

The Assistant Superintendent (or his/her designee) will respond to the appeal in writing with a decision regarding the status of the appeal no later than five (5) school days after the conclusion of the formal meeting. Once the Assistant Superintendent (or his/her designee) renders a decision, that decision is final.

Teacher Practice Related Indicators (Categories 1 &2)

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

- Teacher Performance and Practice, 40% of summative rating; and,
- Parent or Guardian Feedback, 10% of summative rating.

These categories will be described in detail below.

CATEGORY #1: TEACHER PERFORMANCE AND PRACTICE (40%)

The Teacher Performance and Practice category of the model is a comprehensive review of teaching practice against a rubric of practice (CCT Rubric for Effective Teaching 2014), based on multiple observations. Student and Educator Support Specialists (SESS), those individuals who, by the nature of their job description, do not have traditional classroom assignments, but serve a "caseload" of students, staff and/or families will be reviewed against the CCT Rubric for Effective Service Delivery 2014. The Teacher Performance and Practice category comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify teacher's strengths, development needs and tailor support to those needs.

Teacher Practice Framework

The Connecticut Framework for the CCT Rubric for Effective Teaching is organized into four domains, each with 3 components:

CCT Rubric for Effective Teaching			
Evidence generally collected through in-class observations	<p>Domain 1: Classroom Environment, Student Engagement and Commitment to Learning</p> <p><i>Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <p>1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.</p> <p>1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.</p> <p>1c. Maximizing instructional time by effectively managing routines and transitions.</p>	<p>Domain 2: Planning for Active Learning</p> <p><i>Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.</p> <p>2b. Planning instruction to cognitively engage students in the content.</p> <p>2c. Selecting appropriate assessment strategies to monitor student progress.</p>	Evidence generally collected through non-classroom observations/reviews of practice
	<p>Domain 3: Instruction for Active Learning</p> <p><i>Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>3a. Implementing instructional content for learning.</p> <p>3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</p> <p>3c. Assessing student learning, providing feedback to students and adjusting instruction.</p>	<p>Domain 4: Professional Responsibilities and Teacher Leadership</p> <p><i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <p>4a. Engaging in continuous professional learning to impact instruction and student learning.</p> <p>4b. Collaborating to develop and sustain a professional learning environment to support student learning.</p> <p>4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.</p>	

Service Delivery Framework

The Connecticut Framework for the CCT Rubric for Effective Service Delivery is organized into four domains, each with 3 components:

CCT Rubric for Effective Service Delivery			
Evidence generally collected through in-class observations	<p>Domain 1: Learning Environment, Student Engagement and Commitment to Learning</p> <p><i>Service providers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <p>1a. Promoting a positive learning environment that is respectful and equitable.</p> <p>1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.</p> <p>1c. Maximizing service delivery by effectively managing routines and transitions.</p>	<p>Domain 2: Planning for Active Learning</p> <p><i>Service providers plan prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>2a. Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.</p> <p>2b. Planning prevention/intervention to actively engage students in the content.</p> <p>2c. Selecting appropriate assessment strategies to monitor student progress.</p>	Evidence generally collected through non-classroom observations/reviews of practice
	<p>Domain 3: Service Delivery</p> <p><i>Service providers implement prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>3a. Implementing service delivery for learning.</p> <p>3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</p> <p>3c. Assessing student learning, providing feedback to students and adjusting instruction.</p>	<p>Domain 4: Professional Responsibilities and Leadership</p> <p><i>Service providers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <p>4a. Engaging in continuous professional learning to impact service delivery and student learning.</p> <p>4b. Collaborating to develop and sustain a professional learning environment to support student learning.</p> <p>4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.</p>	

Observation Process

The Waterford Public Schools teacher evaluation model consists of the following components:

- **Formal-Comprehensive Observation** to consist of a pre- and post-conference meeting. **A Formal-Comprehensive observation should last at least 30 minutes.** These observations are to be conducted “in-class” (if the teacher’s primary responsibility is a classroom teacher). The post-conference will consist of verbal and written feedback.
- **Formal-Mini Observation** to be followed by a feedback conference. The majority of observations are to be conducted “in-class” (if the teacher’s primary responsibility is a classroom teacher). **A Formal-Mini observation is a non-scheduled classroom visit of at least 15 minutes.** The primary focus of the evaluator during a mini-observation will be on Domains 1 and 3 of the CCT rubric. The feedback conference will consist of verbal and written feedback. (*Mini-observations could occur in an alternative setting, such as a PPT, a parent night, etc. **if the teacher’s primary responsibility is not as a classroom teacher.**)
- **Review of Practice** is a means to outline the professional responsibilities and leadership defined in Domain 4. (Form C)

A summary of requirements are below:

Teacher Category	Waterford Public School Model
New to District (Years 1 & 2)	2 Formal-Comprehensive observations (Pre-Conference, Observation, Post-Conference) 3 Formal-Mini observations (Observation, Post-Conference) 1 Review of Practice (Form C)
Teachers with Previous Summative Ratings of “Effective” or “Highly Effective” (Years 3 & 4)	1 Formal-Comprehensive observation (Pre-Conference, Observation, Post-Conference) 3 Formal-Mini observations (Observation, Post-Conference) 1 Review of Practice (Form C)
Tenured	3 Formal-Mini observations (Observation, Post-Conference) 1 Review of Practice (Form C)
Tenured Teacher with a final rating of “Developing” or identified in the “Developing” or “Below Standard” range	Intensive Supervision Plan, which includes Formal-Comprehensive and/or Formal-Mini observation(s) no fewer than twice within the 45 school day ISP (Pre-Conference, Observation, Post-Conference)
Non-Tenured Teacher identified in the “Developing” or “Below Standard” range	Notified by January 15. Intensive Supervision Plan, which includes Formal-Comprehensive and/or Formal-Mini observation(s) as defined in the ISP (Pre-Conference, Observation, Post-Conference)

Pre-Conferences and Post-Conferences

Pre-conferences are valuable for giving context for the lesson and information about the students to be observed and for setting expectations for the observation process. The focus for a pre-conference is to address Domain 2: Planning for Active Learning. A pre-conference can be held with a group of teachers, where appropriate.

Post-conferences provide a forum for reflecting on the observation against the CCT Rubric for Effective Teaching or the CCT Rubric for Effective Service Delivery and for generating action steps that will lead to the teacher's improvement. A model post-conference:

- begins with an opportunity for the teacher to share his/her self-reflection of the lesson observed;
- cites objective evidence from the CCT Rubric for Effective Teaching or from the CCT Rubric for Effective Service Delivery to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made, and where future observations may focus;
- involves written and verbal feedback from the evaluator; and
- occurs **within ten (10) school days** of the observation.

Classroom observations provide the most evidence for domains 1 and 3 of the CCT Rubric for Effective Teaching or the CCT Rubric for Effective Service Delivery, but both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

Reviews of Practice

Because the evaluation model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the CCT Rubric for Effective Teaching or the CCT Rubric for Effective Service Delivery, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. **A professional learning community goal and individual teacher's contributions towards the progress the goal should be identified.** Other interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, call-logs or notes from Parent or Guardian-teacher meetings, observations of coaching/mentoring other teachers, attendance records from professional development or school-based activities/events, and review of Practice and Growth Log (Form C).

Feedback

The goal of feedback is to help teachers grow as educators and become more effective with each and every one of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback should include:

- the use of the rubric to identify specific areas of growth (The evaluator should be clear with each teacher as to where performance falls on the rubric, but will not assign specific ratings until

the end of the year. Ratings at the end of the year will be based on a summary of the year's observations and growth shown.)

- specific evidence and ratings, where appropriate, on observed components of the CCT Rubric for Effective Teaching or the CCT Rubric for Effective Service Delivery;
- prioritized commendations and recommendations for development actions;
- next steps and supports the teacher can pursue to improve his/her practice; and,
- a timeframe for follow up.

Teacher Performance and Practice Goal-Setting

As described in the Evaluation Process and Timeline (page 4) section, teachers must select a focus from domain two or three and specify the component from the CCT Rubric for Effective Teaching or the CCT Rubric for Effective Service Delivery. If desired, a teacher may select an additional focus from domains one or three. These provide a foundation for observations and feedback conversations. Each selection should move the teacher up one band on the CCT Rubric for Effective Teaching or the CCT Rubric for Effective Service Delivery. Schools may decide to create a school-wide goal aligned to a particular component (e.g., 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies) that all teachers will include as one of their areas of focus.

Teacher Performance and Practice Scoring

During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Once the evidence has been recorded, the evaluator can align the evidence with the appropriate indicator(s) on the CCT Rubric for Effective Teaching or the CCT Rubric for Effective Service Delivery and then make a determination about which performance level the evidence supports. Evaluators are **not required** to provide an overall rating for each observation, but they should be prepared to discuss evidence for the rubric indicators at the performance level that was observed.

Summative Observation of Teacher Performance and Practice Rating

Primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. Each domain of the CCT Rubric for Effective Teaching and the CCT Rubric for Effective Service Delivery carries equal weight in the final rating. The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

1. Evaluator holistically reviews evidence collected through observations, interactions and reviews of practice (e.g., team meetings, conferences) and uses professional judgment to determine indicator ratings for each of the 12 indicators.
2. Evaluator averages indicators within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.
3. Evaluator averages domain scores to calculate an overall Observation of Teacher Performance

and Practice rating of 1.0-4.0.

Each step is illustrated below:

1. Evaluator holistically reviews evidence collected through observations and reviews of practice and uses professional judgment to determine indicator level ratings for each of the 12 indicators.

By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and reviews of practice. Evaluators then analyze the consistency, trends and significance of the evidence to determine a rating for each of the 12 indicators. Some questions to consider while analyzing the evidence include:

- **Consistency:** What levels of performance have I seen relatively uniform, homogenous evidence for throughout the semester/year? Does the evidence paint a clear, unambiguous picture of the teacher's performance in this area?
- **Trends:** Have I seen improvement over time that overshadows earlier observation outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?
- **Significance:** Are some data more valid than others? (Do I have notes or ratings from key lessons or interactions where I was able to better assess this aspect of performance?)

Once a rating has been determined, it is then translated to a 1-4 score. *Developing* = 2 and *Highly Effective* = 4. See example below for Domain 1:

Domain 1	Indicator Level Rating	Evaluator's Score
1a	<i>Developing</i>	2
1b	<i>Developing</i>	2
1c	<i>Highly Effective</i>	4
Average Score		2.7

2. Evaluator averages indicators with each domain to a tenth of a decimal to calculate domain-level scores:

Domain	Averaged Score
1	2.7
2	2.6
3	3.0
4	2.8

3. The evaluator averages weighted domain level scores to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0.

Each of the domain ratings is weighted according to importance and summed to form one overall rating. Strong instruction and a positive classroom environment are major factors in improving student outcomes. Therefore, Domains 2 and 3 are weighted significantly more at 35%. Domains 1 and 4 are weighted 15%.

Domain	Score	Weighting	Weighted Score
1	2.7	15%	0.4
2	2.6	35%	0.9
3	3.0	35%	1.1
4	2.8	15%	0.4
Total			2.8

Steps 2 and 3 can be performed by district administrators and/or using tools/technology that calculates the averages for the evaluator.

The summative Teacher Performance and Practice category rating and the domain/indicator level ratings will be shared and discussed with teachers during the End-of-Year Conference.

Intensive Supervision for a Tenured Teacher

Any returning teacher who ended the academic year with a summative rating of “Developing” or demonstrated through observations in the “Below Standard” range, shall be put on notice and given support to improve, by being placed on an Intensive Supervision Plan (ISP). The ISP shall include:

- Resources, support and other strategies to be provided by the local Board of Education to address documented deficiencies. These will be identified by the evaluator in conjunction with the teacher and WFCT representative.
- A timeline for implementing such resources, support, and other strategies, in the course of the same school year as the plan is issued.
- A timeline of the meetings with the supervisor, teacher and WFCT representative which will identify the support to be given to the teacher, status of goals, and next steps to be completed.
- Indicators of success, including a summative rating of proficient or better at the conclusion of the improvement and remediation plan.

Upon determination of a teacher being in need of intensive support – either the result of a final summative rating of “Developing” or at a point during the year of a teacher falling into the “Developing” or “Below Standard” rating bands – the teacher will meet with his/her evaluator, and a WFCT representative. At this time, the administrator will provide notification of placement on the assistance plan in writing via Intensive Supervision Plan (Form H). The ISP shall delineate the specific, identified deficiencies/concerns and the supports to be provided by the evaluator.

Within five (5) school days of the conference at which the teacher was presented with an Intensive Supervision Plan, written by the evaluator in collaboration with the teacher and a WFCT representative, the ISP shall be finalized. All conferences will include the teacher and a WFCT representative. The ISP shall delineate:

- A timeline, not to exceed 45 school days;
- A statement identifying resources, support and other strategies to be provided by the evaluator;
- A statement defining the amount and kind of assistance, including:
 - the frequency of observations, based on the target areas for growth, which will be no fewer than twice in the 45 school days;
 - the frequency of meetings with the evaluator, teacher and WFCT representative, which will occur at least once every ten (10) school days (within the 45 school days);
 - the frequency of meetings with the teacher and his/her support team, which may consist of a WFCT representative and a coach/mentor as determined by the plan, and will occur approximately every five (5) school days (between meetings with the evaluator);
- A statement of the objective(s) to be accomplished with the expected level of performance (summative rating of effective)
 - Each individual short-term target area shall be dismissed once the teacher is rated “effective” in that area;
- The ISP shall include coaching by an instructional leader agreed upon by the teacher, administrator and WFCT representative.

At the conclusion of the 45 school days, when the designated timeline has expired, the designated evaluator will complete the ISP evaluation, which includes the job status decision. If said teacher receives a summative rating of effective (a rating of 3) at the end of 45 school days, the teacher will move out of the ISP and back to his/her normal evaluation cycle.

If said teacher does not receive a summative rating of effective (a rating of 3), the decision may result in a return to the ISP under recommendation of the administrator or the administrator may make a recommendation that contract termination proceedings be initiated in accordance with Section 10-151, Connecticut Education laws.

If the ISP was not followed, the teacher has the right to appeal.

Intensive Supervision for a Non-Tenured Teacher

Administrators will notify their non-tenured teachers no later than January 15 of that school year regarding any concerns potentially leading to non-renewal.

Any non-tenured teacher that receives a rating of developing or below standard shall automatically start the next school year on an Intensive Supervision Plan (ISP).

Any teacher who is non-tenured, and not performing satisfactorily, shall be put on notice and given support to improve, by being placed on an ISP.

- Non-tenured teachers will be placed on an ISP for a minimum of 25 school days to receive structured support to address specific concerns. This targeted support is intended to build the staff member's competency.
- Three formal observations will be conducted during the duration of the ISP and will consist of a combination of formal-mini observations and formal-comprehensive observations.
- The teacher, administrator evaluator, and a WFCT representative will meet at least three (3) times (at the initiation of the plan, mid-cycle, and final review).
- Non-tenured teachers due to receive tenure at the beginning of the following school year may not have their ISP extended beyond one week prior to the state mandated non-renewal notification date.

CATEGORY #2: PARENT/GUARDIAN FEEDBACK (10%)

Feedback from Parents or Guardians will be used to help determine the remaining 10% of the Teacher Practice Indicators focus area.

The process is:

1. Conduct a district-wide Parent/Guardian Survey (responses are aggregated by school level);
2. Determine one to three school-level Parent/Guardian goals based on the survey feedback;
3. Teacher and evaluator select **one** related Parent/Guardian engagement goal and set improvement targets;
4. Measure progress on growth targets; and,
5. Determine a teacher's summative rating. The Parent/Guardian Feedback Rating shall be based on four performance levels.

Administration of a Parent/Guardian Survey

A Parent/Guardian Survey will be conducted at the school level as opposed to the teacher-level, meaning parent/guardian feedback will be aggregated at the school level. This is to ensure adequate response rates from parent/guardians.

The Parent/Guardian Survey is used to capture parent or guardian feedback, is anonymous, and demonstrates fairness, reliability, validity and usefulness. The Parent/Guardian Survey will be administered in the spring and trends analyzed from year-to-year.

Appendices B and C contains the Parent/Guardian Survey that will be used to collect parent or guardian feedback. These surveys will be reviewed annually for question clarity and may be adjusted based upon review.

Determining Parent/Guardian Goals

Principals and teachers will review the Parent/Guardian Survey results at the beginning of the school year to identify areas of need and set general Parent/Guardian Engagement Goals based on the survey results. This goal-setting process will occur between the principal and teachers in the fall so agreement can be reached on one improvement goal for the entire school, grade level, team or department. After this school goal has been set, teachers will determine through consultation and mutual agreement with their evaluators **one** related Parent or Guardian Goal they would like to pursue as part of their evaluation.

Measuring Progress on Growth Targets

There are two ways a teacher can measure and demonstrate progress on their growth targets. A teacher can (1) measure how successfully they implement a strategy to address an area of need, and/or (2) they can collect evidence directly from parent/guardians to measure parent/guardian-level indicators they generate. For example, a teacher could conduct interviews with parent/guardians or a brief parent/guardian survey to see if they improved on their growth target.

Arriving at Parent or Guardian Feedback Rating

The Parent/Guardian Feedback Rating should reflect the degree to which a teacher successfully reaches his/her Parent or Guardian goal and improvement targets. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

Highly Effective (4)	Effective (3)	Developing (2)	Below Standard (1)
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

Student Outcomes Related Indicators (Categories 3 & 4)

The **Student Outcomes Related Indicators** captures the teacher’s impact on students. Student Related Indicators includes two categories:

- Student growth and development, which counts for 45%; and,
- Whole-school student learning OR student feedback, which counts for 5% of the total evaluation rating.

Waterford Public Schools will use the planning cycle described below to set goals for student learning, monitor student progress, and assess student outcomes.

CATEGORY #3: STUDENT GROWTH AND DEVELOPMENT (45%)

Phase 1: September 1 - September 30

- **Step 1: Gather Data.** Learn about current students.

Phase 2: October 1 -October 15 (Form A)

- **Step 2: Write SLOs.** Set 2 broad objectives for student learning
- **Step 3: Write IAGDs.** Set indicator(s) for each objective.
- **Step 4: Additional Info.** Include how SLO would be *substantially exceeded*.
- **Step 5: Submit Form.** Complete Form A.

Phase 3: January 15 - January 31

- **Step 6: Monitor Progress.** Utilize data design and implement interventions.

Phase 4: May 15 - May 31

- **Step 7: Make Final Ratings Based on the Data.** Self-reflection.

Phase 1

Step 1: Learn about this year's students

Once teachers know their roster, teachers will gather available data in order to establish a baseline of student skills and abilities. Teachers may review prior year testing data, early fall assessment data, reviews of student work, and other indicators of student learning. As student data is analyzed, teachers will identify two broad areas of learning for focus.

Phase 2

Step 2: Set Student Learning Objectives (SLO)

Each teacher will write a minimum of two Student Learning Objectives. In general, for the elementary level, one SLO should be on literacy and one on numeracy. In general, for the secondary level **and K-12 unified arts**, one SLO should be on a district goal and one on a department goal. Each SLO must be mutually agreed upon by the teacher and the evaluator. Differentiated SLOs and service delivery indicators can be developed within related service areas in collaboration with evaluators.

A SLO must:

- Be broad,
- Aim for content mastery or skill development,
- Address a central purpose of the teacher's assignment; and,
- Pertain to a large proportion of students within their assignment.

Teachers are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of SLOs. Teachers with similar assignments may have identical objectives, although they will be individually accountable for their own students' results. For example, all 2nd grade teachers in a district might use the same reading objective as their SLO but the IAGD (performance target and/or the proportion of students expected to achieve goal) would likely vary. At least one IAGD shall be based on the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects, where available.

Step 3: Set Indicator of Academic Growth and Development (IAGD)

An IAGD is the specific evidence, with a quantitative target, that will demonstrate whether the SLO was met. The IAGD must define how all students will improve (i.e. students who are below grade level; students who are at grade level; students who are above grade level). The process for assessing student growth using multiple indicators of academic growth and development is developed through mutual agreement by each teacher and their evaluator at the beginning of the year (or mid-year for semester courses). Teachers will need to identify in the goal setting conference how they will be able to demonstrate that their SLO was met. IAGDs shall not be determined by a single, isolated test score, but shall be determined through the comparison of data across assessments over time. The number of IAGDs written will depend upon how many are necessary to represent 100% of the students. Each indicator should make clear:

- the level of performance targeted
- the proportion of students projected to achieve the targeted performance level
 - depending upon baseline data, several IAGDs might be needed to breakdown the growth identified for a variety of learners; i.e. 80% meet goal and 20% move 1 (band) indicator forward
- the evidence to be examined
 - standardized or non-standardized assessment

- the target that will identify if the SLO was exceeded
- ***IAGDs must reflect high expectations, demonstrate a year’s worth of growth and align to relevant national or district standards (e.g. Common Core)***
- ***IAGDs must address all student subgroups, such as high- or low-performing students or ELL students. It is through Phase I examination of student data that teachers will determine what level of performance to target for which students. 100% of the students must be represented by the IAGDs for each SLO.***

A fill in the blank formula can be used to write an appropriate IAGD:

_____% of my students OR “X” number of my students will achieve a score of _____ as measured by Standardizes Testing/Teacher-created Assessment/School-created Rubric/Post-test in the Spring/end-of-year/end-of-course.

Each teacher must choose from the following options in determining IAGDs for each SLO:

1. IAGDs for one SLO must be based on state standardized testing for those teaching tested grades and subjects.
2. A non-standardized assessment or rubric will be used for IAGDs if there is no standardized assessment for your grade or subject. In this case, IAGDs for both SLOs will be based on non-standardized assessments.

Those without an available standardized indicator will select, through mutual agreement with their evaluator, a non-standardized indicator.

Standardized Assessments: Must be administered and scored in a consistent or “standard” manner; aligned to set of academic or performance standards, administered nation- or state-wide; commercially produced; and often administered only once a year, although can be administered two or three times per year.

Non-standardized assessments: Are usually developed by a teacher or group of teachers as opposed to an outside group. They are designed to assess student learning over a period of time or after a particular unit of study. Examples may include but are not limited to: rubrics, identical unit assessments, fact fluency tests.

Example SLOs and accompanying IAGDs:

- ✓ Example 1 – Standardized:
 - SLO: Students will demonstrate improvement in “Composing and Revising.”
 - IAGD: 70 students will achieve goal on the State required summative assessment.
 - IAGD: 20 students at the basic level will advance ½-band forward on the State required summative assessment.
 - IAGD: 10 students in the below basic level will advance ½-band forward on the State required summative assessment.

✓ Example 2 – Non-standardized:

SLO: Students will demonstrate improvement on “written responses to text.

IAGD: 65% of students will earn a score of “goal” (3 or 4) on an end-of-year assessment as measured on a school-designed rubric.

IAGD: Students not achieving “goal” will advance one band forward on an end-of-year assessment as measured on a school-designed rubric.

Step 4: Provide Additional Information

Teachers and evaluators will review the following information during the conference to review SLOs. The information will be documented on Form A.

- Rationale for the objective, including relevant standards.
- Timeline and scoring plans for the indicators.
- Baseline data that was used to set the IAGD.
- Interim assessments the teacher will use to gauge student progress.
- Training or support needed to help the teacher meet the SLOs.
- Rationale for how the SLO would be substantially exceeded.

Step 5: Submit Form A to Evaluator for Approval

After collaboration with the teacher, the evaluator must formally approve all SLO proposals. The evaluator discusses his/her feedback with the teacher during the fall goal-setting conference. SLOs not approved must be revised and resubmitted to the evaluator within 10 school days. If consensus cannot be met, a WFCT union officer and a neutral administrator will help establish an agreed upon goal.

SLO Approval Criteria

Priority of Content	Quality of Indicators	Rigor of Objective/Indicators
Objective is deeply relevant to teacher’s assignment and addresses a large proportion of his/her students.	Indicators provide specific, measurable evidence. The indicators provide evidence about students’ progress over the school year or semester during which they are with the teacher.	Objective and indicator(s) are attainable but ambitious and taken together, represent at least a year’s worth of growth for students (or appropriate growth for a shorter interval of instruction).

Phase 3

Step 6: Monitor Progress

Once SLOs are approved, teachers will monitor students’ progress towards the objectives. If necessary, the SLOs can be adjusted during the mid-year conference between the evaluator and the teacher. Teachers may choose to:

- examine student work products,

- administer interim assessments,
- track students' accomplishments and challenges,
- share interim findings with colleagues; and/or,
- keep evaluator apprised of progress.

Phase 4

Step 7: Assess Progress Toward Goals

Evidence pertinent to the indicator will be submitted based on the timeline. Additionally, teachers will submit a self-reflection that reflects on the SLO outcomes by responding to the following four statements:

1. Describe the results and provide evidence for each indicator.
2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.
4. Describe what you learned and how you will use that going forward.

Evaluators will review the evidence and the teacher's self-reflection and assign one of four ratings to each SLO. These ratings are defined as follows:

Highly Effective (4)	<u>All targeted students met</u> and <u>many exceeded</u> the targets contained in the indicator as well as the targets exceeding goal targets set.
Effective (3)	<u>Most students met</u> the targets contained in the indicators within a few points on either side of the targets, and <u>all of the action</u> steps were followed.
Developing (2)	<u>Many students met the</u> targets, but notable percentage missed the target by more than a few points. However, taken as a whole, significant progress toward the goal was made; but <u>some of the action steps</u> were not followed.
Below Standard (1)	A <u>few students</u> met the targets, but a substantial percentage of students did not, and <u>many of the action steps</u> were not followed.

For SLOs with more than one indicator, the evaluator may score each indicator separately, and then average those scores for the SLO score, or he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically.

The final student growth and development rating for a teacher is the average of his/her two SLO scores. For example, if one SLO was Developing, for 2 points, and the other SLO was Effective, for 3 points, the student growth and development rating would be 2.5 $[(2+3)/2]$. The individual SLO ratings and the student growth and development rating will be shared and discussed with teachers during the End-of-Year Conference.

CATEGORY #4: WHOLE-SCHOOL LEARNING INDICATOR OR STUDENT FEEDBACK (5%)

The Waterford School District can decide to use a whole-school learning indicator OR student feedback to determine the fourth category.

Whole-School Learning Indicator

A teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for the principal's evaluation rating at that school. This will be based on the school performance index (SPI), which correlates to the whole-school student learning on a principal's evaluation.

Note: if the whole-school learning indicator rating is not available when the summative rating is calculated, then the student growth and development score will be weighted 50% and the whole-school student learning indicator will be weighted 0. However, once the state data is available, the evaluator should revisit the final rating and amend at that time as needed, but no later than **September 15**.

Student Feedback

Secondary schools can use feedback from students, collected through whole-school surveys, to comprise this component of a teacher's evaluation rating.

Survey Instruments

The recommended surveys that can be used to collect student feedback are available on the SEED website. Schools may use these surveys or use other existing survey instruments. Student surveys instruments should be aligned to the CT Common Core of Teaching (CCT) and the CCT Rubric for Effective Teaching or the CCT Rubric for Effective Service Delivery whenever possible.

Survey Administration

Student surveys should demonstrate fairness, reliability, validity and usefulness and must be administered in a way that allows students to feel comfortable providing feedback without fear of retribution. Surveys should be confidential, and survey responses must not be tied to students' names. If a secondary school teacher has multiple class periods, students should be surveyed in all classes.

Student Feedback Summative Rating

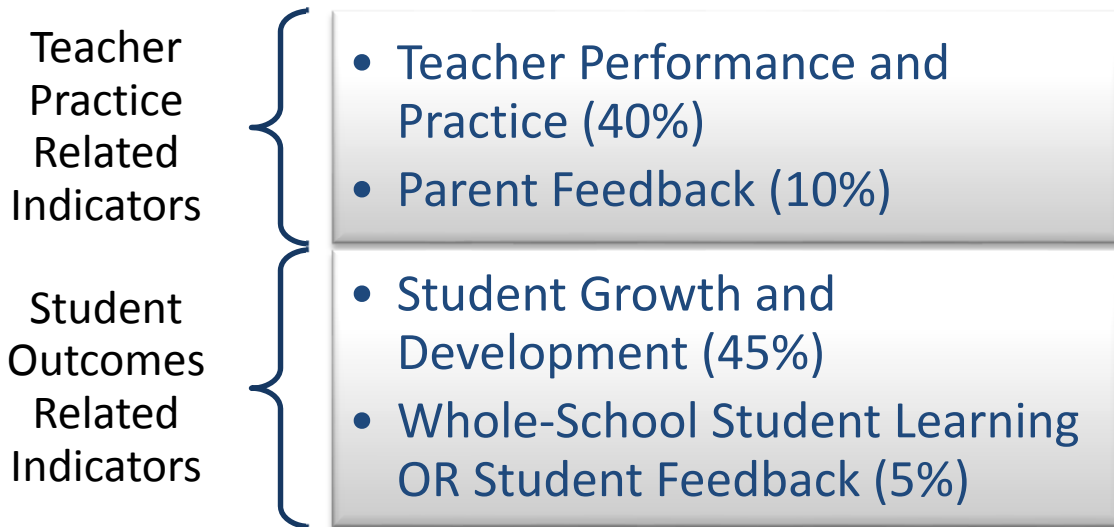
A summative rating is accomplished in the following steps, undertaken by the teacher being evaluated through mutual agreement with the evaluator:

1. Set one measureable goal for performance
2. Discuss parameters for exceeding or partially meeting goals
3. Aggregate data and determine whether the goal was achieved

Summative Teacher Evaluation Scoring

Summative Scoring

The individual summative teacher evaluation rating will be based on the four categories of performance, grouped in two major focus areas: Teacher Practice Related Indicators and Student Outcomes Related Indicators.



Every educator will receive one of four performance ratings:

- Highly Effective** – Substantially exceeding indicators of performance
- Effective** – Meeting indicators of performance
- Developing** – Meeting some indicators of performance but not others
- Below Standard** – Not meeting indicators of performance

The rating will be determined using the following steps:

1. Calculate a Teacher Practice Related Indicators score by combining the observation of teacher performance and practice score and the parent/guardian feedback score.
2. Calculate a Student Outcomes Related Indicators score by combining the student growth and development score and whole-school student learning indicator or student feedback score.
3. Use Summative Matrix to determine Summative Rating.

Each step is illustrated below:

1. Calculate a Teacher Practice Related Indicators rating by combining the observation of teacher performance and practice score and the parent/guardian feedback score.

The observation of teacher performance and practice counts for 40% of the total rating and parent/guardian feedback counts for 10% of the total rating. Simply multiply these weights by the category scores to get the category points, rounding to a whole number where necessary. The points are then translated to a rating using the rating table below.

Category	Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice	2.8	40	112
Parent/Guardian Feedback	3	10	30
TOTAL TEACHER PRACTICE RELATED INDICATORS POINTS			142

Rating Table

Teacher Practice Indicators Points	Teacher Practice Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Effective
175-200	Highly Effective

- Calculate a Student Outcomes Related Indicators rating by combining the student growth and development score and whole-school student learning indicator or student feedback score.

The student growth and development category counts for 45% of the total rating, and the whole-school student learning indicator or student feedback category counts for 5% of the total rating. Simply multiply these weights by the category scores to get the focus area points. The points are then translated to a rating using the rating table below.

Category	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLOs)	3.5	45	158
Whole School Student Learning Indicator or Student Feedback	3	5	15
TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS			173

Rating Table

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Effective

175-200	Highly Effective
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3. Use the Summative Matrix to determine Summative Rating

Identify the rating for each focus area and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is *effective* and the Student Outcomes Related Indicators rating is *effective*. The summative rating is therefore *effective*. If the two focus areas are highly discrepant (e.g., a rating of *highly effective* for Teacher 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.

Summative Rating Matrix		Teacher/Service Provider Practice Related Indicators Rating			
		Highly Effective (4)	Effective (3)	Developing (2)	Below Standard (1)
Student Outcomes Related Indicators Rating	Highly Effective (4)	Highly Effective	Highly Effective	Effective	Gather further information
	Effective (3)	Highly Effective	Effective	Effective	Developing
	Developing (2)	Effective	Developing	Developing	Below Standard
	Below Standard (1)	Gather further information	Developing	Below Standard	Below Standard

The Waterford Public School Defines *Effective* as:

A novice, non-tenured teacher, shall generally be deemed effective if said educator receives at least two sequential *effective* ratings, one of which must be earned in the fourth year of a novice teacher’s career. A *below standard* rating shall only be permitted in the first year of a novice teacher’s career, assuming a

pattern of growth of *developing* in year two and two sequential *effective* ratings in years three and four. Superintendents shall offer a contract to any educator he/she deems effective at the end of year four. This shall be accomplished through the specific issuance of a contract to that effect.

An experienced non-tenured teacher shall generally be deemed effective if said educator receives at least two sequential *effective* ratings.

An experienced, non-tenured teacher shall generally be deemed effective if said educator receives at least two sequential *effective* ratings.

A tenured teacher shall continue to be effective if said educator receives *effective* or *highly effective* ratings, with less than two sequential *developing* ratings at any time.

The Waterford Public School Defines *Ineffective* as:

A novice, non-tenured teacher, shall generally be deemed ineffective if said educator receives at least two sequential *below standard* or *developing* ratings.

An experienced, non-tenured teacher shall generally be deemed ineffective if said educator receives a *below standard* or *developing* rating.

A tenured teacher shall generally be deemed ineffective if said educator receives at least two sequential *developing* ratings or one *below standard* rating at any time.

For the purpose of this section, a “novice non-tenured teacher” is a teacher who must complete 40 months of service in the district and be offered a contract to return in order to achieve tenure. An “experienced non-tenured teacher” is a teacher who must complete 20 months of service in the district and be offered a contract to return in order to achieve tenure.

Dispute-Resolution Process

A panel composed of the Superintendent, WFCT President, and a neutral third person, shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or 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.

Form A: Goal Setting (October 1 through October 15)

Teacher: Click here to enter text.	Assignment: Click here to enter text.	School: Click here to enter text.	Evaluator: Click here to enter text.	School Year: Click here to enter text.	Date of Submission: Click here to enter a date.
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Student Learning Objective 1 (22.5%)

# of Students Covered in SLO 1: Click here to enter text.	% of Students Covered in SLO 1: Click here to enter text.
---	---

Student Learning Objective 1:
 Click here to enter text.

Rationale for SLO 1: Why was the objective chosen? What specific Connecticut and/or National Standards does it address?
 Click here to enter text.

Indicator(s) of Academic Growth and Development (IAGD) for SLO 1:
 An IAGD is evidence you use to determine success in achieving the objective. One indicator is required; additional indicators are optional. Please number the indicator(s) and clearly indicate for each the level of performance that is targeted and for which students. An indicator should represent at least one year's growth and/or mastery of grade level content standards.

Please check one: Standardized Indicator(s) Used Non-Standardized Indicator(s) Used

Click here to enter text.

Baseline Data/Background Information for SLO 1:
 Please include what you know about the targeted students' performance, skills and achievement levels at the beginning of the year (relevant to this SLO) as well as any additional student data or background information that you used in setting your objective. Provide this information for each indicator, if specific pre-test or baseline data are available.
 Click here to enter text.

Strategies/Actions to Achieve SLO 1: Include additional strategies as needed
 Click here to enter text.

Indicators to Substantially Exceed SLO 1: What would your outcomes be that would result in substantially exceeding performance on SLO 1?
 Click here to enter text.

Interim Assessments for SLO 1: What interim assessments do you plan to use to gauge student progress toward this SLO?
 Click here to enter text.

Data Collection/Assessment of Progress Toward Achieving SLO 1:
 What data will you collect to assess progress toward achieving the SLO?
If standardized test results will not be available before the end of the school year, please indicate that here.
 Click here to enter text.

Professional Learning Support for SLO 1: What professional learning or other type of support would help you to achieve this SLO?
 Click here to enter text.

Form A: Goal Setting (October 1 through October 15)

Evaluator's Approval of SLO 1:	Acceptable	Unacceptable
Priority of Content: SLO is deeply relevant to teacher's assignment and addresses a large proportion of his/her students.	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Indicators IAGDs for SLO provide specific, measurable evidence and allow judgment about students' progress over the school year or semester.	<input type="checkbox"/>	<input type="checkbox"/>
Rigor of Objective SLO is attainable, but ambitious, and represents at least one year's student growth (or appropriate growth for a shorter interval of instruction).	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Approved <input type="checkbox"/> Revisions Required – Resubmit by: Click here to enter a date.		

Student Learning Objective 2 (22.5%)

# of Students Covered in SLO 2: Click here to enter text.	% of Students Covered in SLO 2: Click here to enter text.
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Student Learning Objective 2:
[Click here to enter text.](#)

Rationale for SLO 2: Why was the objective chosen? What specific Connecticut and/or National Standards does it address?
[Click here to enter text.](#)

Indicator(s) of Academic Growth and Development (IAGD) for SLO 2:
 An IAGD is evidence you use to determine success in achieving the objective. One indicator is required; additional indicators are optional. Please number the indicator(s) and clearly indicate for each the level of performance that is targeted and for which students. An indicator should represent at least one year's growth and/or mastery of grade level content standards.

 Please check one: Standardized Indicator(s) Used Non-Standardized Indicator(s) Used
[Click here to enter text.](#)

Baseline Data/Background Information for SLO 2:
 Please include what you know about the targeted students' performance, skills and achievement levels at the beginning of the year (relevant to this SLO) as well as any additional student data or background information that you used in setting your objective. Provide this information for each indicator, if specific pre-test or baseline data are available.
[Click here to enter text.](#)

Strategies/Actions to Achieve SLO 2: *(include additional strategies as needed)*
[Click here to enter text.](#)

Indicators to Substantially Exceed SLO 2: What would your outcomes be that would result in substantially exceeding performance on SLO 1?
[Click here to enter text.](#)

Interim Assessments for SLO 2: What interim assessments do you plan to use to gauge student progress toward this SLO?
[Click here to enter text.](#)

Data Collection/Assessment of Progress Toward Achieving SLO 2:
 What data will you collect to assess progress toward achieving the SLO?
If standardized test results will not be available before the end of the school year, please indicate that here.
[Click here to enter text.](#)

Professional Learning Support for SLO 2: What professional learning or other type of support would help you to achieve this SLO?
[Click here to enter text.](#)

Form A: Goal Setting (October 1 through October 15)

Evaluator's Approval of SLO 2:	Acceptable	Unacceptable
Priority of Content: SLO is deeply relevant to teacher's assignment and addresses a large proportion of his/her students.	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Indicators IAGDs for SLO provide specific, measurable evidence and allow judgment about students' progress over the school year or semester.	<input type="checkbox"/>	<input type="checkbox"/>
Rigor of Objective SLO is attainable, but ambitious, and represents at least one year's student growth (or appropriate growth for a shorter interval of instruction).	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Approved <input type="checkbox"/> Revisions Required – Resubmit by: Click here to enter a date.		

Professional Growth Goal (40%)

Professional Growth Goal:

Using relevant student learning data, feedback from your evaluator and previous professional learning, select at least one component from Domain 2 or 3 on the CCT Rubric for Effective Teaching. Additional goals may be selected from any domain. Each selection should move the teacher up one band on the CT Framework for Teacher Evaluation and Support. This plan should anchor and be responsive to professional growth conversations throughout the school year.

[Click here to enter text.](#)

Professional Growth Plan:

The plan below should detail action steps associated with each of your goals listed above. The growth plan should be revisited throughout the year with both your evaluator and peers (during mid-year check-in and end-of-year summative review) and adjusted as needed.

[Click here to enter text.](#)

Evaluator's Approval of Professional Growth Goal:

Approved **Revisions Required – Resubmit by:** [Click here to enter a date.](#)

Parent/Guardian Engagement Goal (10%)

Parent/Guardian Engagement Goal:

Administrators and teachers should review parent/guardian survey results at the beginning of the school year to identify areas of need and set general parent/guardian engagement goals based on the survey results. After school-level goals have been set, you and your evaluator will collaborate to determine one parent/guardian-related goal to pursue. *Possible goals include: improving communication, improving support of homework, improving parent-teacher conferences*

[Click here to enter text.](#)

Growth/Improvement Targets:

Set growth/targets related to your goal. There are two ways you can measure and demonstrate progress: (1) choose to measure how successfully you implement a strategy to address and area of need and/or (2) collect evidence directly from parent/guardian to measure indicators you generate. *Example: conduct parent/guardian interviews or surveys to see how well you have met your target goal*

[Click here to enter text.](#)

Evaluator's Approval of Professional Growth Goal:

Approved **Revisions Required – Resubmit by:**

Whole-School Student Learning Indicator or Student Feedback (5%)

Whole-School Student Learning Indicator, Student Feedback, or a combination: *Please check one*

Whole-school student learning indicator Student Feedback – ***I will set a goal***

Student Feedback Goal: *Skip this section if you chose the whole-school student learning indicator*

Set one goal that: (1) focuses on a specific survey question (e.g., "My teacher makes things interesting") or (2) focuses on a category or topic (e.g., communication)

[Click here to enter text.](#)

Performance Measures: How will you measure performance? Set a numeric performance target based on growth.

[Click here to enter text.](#)

Form A: Goal Setting (October 1 through October 15)

Evaluator's Approval of Whole-School Student Learning Indicator or Student Feedback:

Approved

Revisions Required – Resubmit by: [Click here to enter a date.](#)

Signatures

Signatures below indicate the goal-setting process has been completed and represents agreement and approval for SLOs, Professional Growth Goal, Parent/Guardian Engagement Goal and Whole-School Student Learning Indicator/Student Feedback.

Evaluator Signature: _____

Date: _____

Teacher Signature: _____

Date: _____

Form B: Mid-Year Check-in (January 15 through January 31)

Teacher: Click here to enter text.	Assignment: Click here to enter text.	School: Click here to enter text.	Evaluator: Click here to enter text.	School Year: Click here to enter text.	Date of Mid-year Conference: Click here to enter a date.
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Student Learning Objective 1 (22.5%)

Teacher Reflection on SLO 1:
 Click here to enter text.

Evaluator Assessment	Comments/Revisions
<input type="checkbox"/> Demonstrates strong evidence of being on target	Click here to enter text.
Evaluator Assessment	Comments/Revisions/ Action Plan
<input type="checkbox"/> Working toward target	Click here to enter text.
<input type="checkbox"/> Limited evidence of progress toward target	Click here to enter text.

Student Learning Objective 2 (22.5%)

Teacher Reflection on SLO 2:
 Click here to enter text.

Evaluator Assessment	Comments/Revisions
<input type="checkbox"/> Demonstrates strong evidence of being on target	Click here to enter text.
Evaluator Assessment	Comments/Revisions/ Action Plan
<input type="checkbox"/> Working toward target	Click here to enter text.
<input type="checkbox"/> Limited evidence of progress toward target	Click here to enter text.

Observation of Teacher Practice (40%)

Teacher Reflection or Revisions Needed:
 Click here to enter text.

Evaluator Assessment	Comments/Revisions
<input type="checkbox"/> Demonstrates strong evidence of being on target	Click here to enter text.
Evaluator Assessment	Comments/Revisions/ Action Plan
<input type="checkbox"/> Working toward target	Click here to enter text.
<input type="checkbox"/> Limited evidence of progress toward target	Click here to enter text.

Form B: Mid-Year Check-in (January 15 through January 31)

Professional Growth (40%)

Teacher Reflection or Revisions Needed:
Click here to enter text.

Evaluator Assessment	Comments/Revisions
<input type="checkbox"/> Demonstrates strong evidence of being on target	Click here to enter text.
Evaluator Assessment	Comments/Revisions/ Action Plan
<input type="checkbox"/> Working toward target	Click here to enter text.
<input type="checkbox"/> Limited evidence of progress toward target	Click here to enter text.

Parent/Guardian Engagement Goal (10%)

Teacher Reflection: *What have you done to support parent/guardian engagement?*
Click here to enter text.

Evaluator Assessment	Comments/Revisions
<input type="checkbox"/> Demonstrates strong evidence of being on target	Click here to enter text.
Evaluator Assessment	Comments/Revisions/ Action Plan
<input type="checkbox"/> Working toward target	Click here to enter text.
<input type="checkbox"/> Limited evidence of progress toward target	Click here to enter text.

Whole-School Student Learning Indicator or Student Feedback (5%)

Teacher Reflection: *What have you done to support parent/guardian engagement?*
Click here to enter text.

Evaluator Assessment	Comments/Revisions
<input type="checkbox"/> Demonstrates strong evidence of being on target	Click here to enter text.
Evaluator Assessment	Comments/Revisions/ Action Plan
<input type="checkbox"/> Working toward target	Click here to enter text.
<input type="checkbox"/> Limited evidence of progress toward target	Click here to enter text.

Signatures

Evaluator Signature: _____

Date: _____

Teacher Signature: _____

Date: _____

Form C: Review of Practice

Teacher: Click here to enter text.	Assignment: Click here to enter text.	School: Click here to enter text.	Evaluator: Click here to enter text.	School Year: Click here to enter text.
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Evidence of Domain 4 – Professional Responsibilities and Teacher Leadership

Professional Learning Community
PLC goal(s) for the School Year: Click here to enter text.
My contributions towards the progress the goal(s): Click here to enter text.

List Evidence or Activity, along with Date(s) / Time Frame(s) for each area

4a. Engaging in continuous professional learning to impact instruction and student learning. <i>Examples: committees, conferences</i>	
Evidence or Activity	Date(s) / Time Frame(s)
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.

4b. Collaborating to develop and sustain a professional learning environment to support student learning. <i>Examples: PLCs, professional learning, mentoring</i>	
Evidence or Activity	Date(s) / Time Frame(s)
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.

4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning. <i>Examples: community outreach, coaching, advising</i>	
Evidence or Activity	Date(s) / Time Frame(s)
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.

Signatures

Evaluator Signature: _____

Date: _____

Teacher Signature: _____

Date: _____

Form D: Observation & Conferencing

Teacher: Click here to enter text.	Assignment: Click here to enter text.	School: Click here to enter text.	Evaluator: Click here to enter text.	School Year: Click here to enter text.
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Conference Questions – Domain 2: Planning for Active Learning

<p>2A. Coherent and relevant instruction?</p> <ul style="list-style-type: none"> • What prerequisite knowledge/skills do students need for this lesson? Click here to enter text. • How is this lesson aligned to the unit? Click here to enter text. <p>Supporting content literacy and numeracy skills?</p> <ul style="list-style-type: none"> • How is this lesson aligned to CCSS? Click here to enter text. • How does this lesson support the district literacy requirement? Click here to enter text.
--

<p>2B. Curriculum at appropriate level of challenge?</p> <ul style="list-style-type: none"> • Why did you choose the content for this lesson? Click here to enter text. • How would you define the rigor? Click here to enter text. • How did you decide upon strategies for this lesson? Click here to enter text. • What consideration have you given to student data, backgrounds, and/or interest? Sub-groups? Click here to enter text.

<p>2C. Assessment</p> <ul style="list-style-type: none"> • How will you assess student learning throughout the lesson? Click here to enter text. • How will the students know the criteria used for the assessment? Click here to enter text.
--

Pre-Observation Conference Notes (if applicable)

Date of Pre-Conference: Click here to enter a date.
Click here to enter text.

Observation Notes

Date of Observation: Click here to enter a date.
Domain 1: Classroom Environment, Student Engagement and Commitment to Learning <i>Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i>
<p>1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.</p> <p>Evidence: Click here to enter text.</p> <p>Feedback: Click here to enter text.</p>
<p>1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.</p> <p>Evidence: Click here to enter text.</p> <p>Feedback: Click here to enter text.</p>
<p>1c. Maximizing instructional time by effectively managing routines and transitions.</p> <p>Evidence: Click here to enter text.</p> <p>Feedback: Click here to enter text.</p>

Form D: Observation & Conferencing

Domain 2: Planning for Active Learning <i>Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i>
2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students. Evidence: Click here to enter text. Feedback: Click here to enter text.
2b. Planning instruction to cognitively engage students in the content. Evidence: Click here to enter text. Feedback: Click here to enter text.
2c. Selecting appropriate assessment strategies to monitor student progress. Evidence: Click here to enter text. Feedback: Click here to enter text.
Domain 3: Instruction for Active Learning <i>Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i>
3a. Implementing instructional content for learning. Evidence: Click here to enter text. Feedback: Click here to enter text.
3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. Evidence: Click here to enter text. Feedback: Click here to enter text.
3c. Assessing student learning, providing feedback to students and adjusting instruction. Evidence: Click here to enter text. Feedback: Click here to enter text.
Domain 4: Professional Responsibilities and Teacher Leadership <i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</i>
4a. Engaging in continuous professional learning to impact instruction and student learning. Evidence: Click here to enter text. Feedback: Click here to enter text.
4b. Collaborating to develop and sustain a professional learning environment to support student learning. Evidence: Click here to enter text. Feedback: Click here to enter text.
4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning. Evidence: Click here to enter text. Feedback: Click here to enter text.

Post-Observation Conference Notes

Date of Post-Conference: Click here to enter a date.
Click here to enter text.

Commendations:
[Click here to enter text.](#)

Recommendations:
[Click here to enter text.](#)

Form D: Observation & Conferencing

Signatures

Signatures to be completed after observation feedback is given.

Evaluator Signature: _____

Date: _____

Teacher Signature: _____

Date: _____

Form E: Self-Reflection

Teacher: Click here to enter text.	Assignment: Click here to enter text.	School: Click here to enter text.	Evaluator: Click here to enter text.	School Year: Click here to enter text.	Date of Self-Reflection Submission: Click here to enter a date.
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For each of the sections below, please reflect on the following:

1. Describe the results since the mid-year conference and provide evidence for each indicator;
2. Describe what you have done that produced these results since the mid-year conference;
3. Describe what you have learned since the mid-year conference and how you will use it going forward;
4. List the professional learning activities you participated in throughout the year;
5. What professional learning and/or other type of support would help you continue to make progress in the coming academic year?

STUDENT OUTCOME INDICATORS

Student Learning Objectives 1

Teacher Reflection:
Click here to enter text.

Student Learning Objective 2

Teacher Reflection:
Click here to enter text.

Whole-School Student Learning Indicator or Student Feedback

Teacher Reflection:
Click here to enter text.

TEACHER PRACTICE INDICATORS

Professional Growth Goal

Teacher Reflection:
Click here to enter text.

Parent/Guardian Engagement Goal (10%)

Teacher Reflection:
Click here to enter text.

Form F: Final Summative Rating (May 15 through May 31)

Teacher: Click here to enter text.	Assignment: Click here to enter text.	School: Click here to enter text.	Evaluator: Click here to enter text.	School Year: Click here to enter text.	Date of End-of-year Conference: Click here to enter a date.
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STUDENT OUTCOME INDICATORS

Student Learning Objective 1 (22.5%)

<input type="checkbox"/> Highly Effective (4)	<input type="checkbox"/> Effective (3)	<input type="checkbox"/> Developing (2)	<input type="checkbox"/> Below Basic (1)
---	--	---	--

Student Learning Objective 2 (22.5%)

<input type="checkbox"/> Highly Effective (4)	<input type="checkbox"/> Effective (3)	<input type="checkbox"/> Developing (2)	<input type="checkbox"/> Below Basic (1)
---	--	---	--

Whole-school Student Learning Indicator or Student Feedback (5%)

<input type="checkbox"/> Highly Effective (4)	<input type="checkbox"/> Effective (3)	<input type="checkbox"/> Developing (2)	<input type="checkbox"/> Below Basic (1)
---	--	---	--

Student Outcome Indicator Points and Ratings				Student Outcome Subtotal	Student Outcome Rating
50 – 80	81 – 126	127 – 174	175 – 200		
Below Standard	Developing	Effective	Highly Effective	Click here to enter text.	Click here to enter text.

TEACHER PRACTICE INDICATORS

Observation Domains (40%)

<input type="checkbox"/> Highly Effective (4)	<input type="checkbox"/> Effective (3)	<input type="checkbox"/> Developing (2)	<input type="checkbox"/> Below Basic (1)
---	--	---	--

Parent/Guardian Engagement Goal (10%)

<input type="checkbox"/> Highly Effective (4)	<input type="checkbox"/> Effective (3)	<input type="checkbox"/> Developing (2)	<input type="checkbox"/> Below Basic (1)
---	--	---	--

Student Outcome Indicator Points and Ratings				Teacher Practice Subtotal	Teacher Practice Rating
50 – 80	81 – 126	127 – 174	175 – 200		
Below Standard	Developing	Effective	Highly Effective	Click here to enter text.	Click here to enter text.

FINAL INDICATORS RATING

Student Outcomes Indicators Rating

<input type="checkbox"/> Highly Effective (4)	<input type="checkbox"/> Effective (3)	<input type="checkbox"/> Developing (2)	<input type="checkbox"/> Below Basic (1)
Target Areas for Professional Growth: Click here to enter text.			

Teacher Practice Indicators Rating

<input type="checkbox"/> Highly Effective (4)	<input type="checkbox"/> Effective (3)	<input type="checkbox"/> Developing (2)	<input type="checkbox"/> Below Basic (1)
Target Areas for Professional Growth: Click here to enter text.			

Form F: Final Summative Rating (May 15 through May 31)

Summative Rating Matrix		<i>Teacher/Service Provider Practice Related Indicators Rating</i>			
		Highly Effective	Effective	Developing	Below Standard
<i>Student Outcome Related Indicators Rating</i>	Highly Effective	Highly Effective	Highly Effective	Effective	Gather further information
	Effective	Highly Effective	Effective	Effective	Developing
	Developing	Effective	Developing	Developing	Below Standard
	Below Standard	Gather further information	Developing	Below Standard	Below Standard

FINAL SUMMATIVE RATING

<input type="checkbox"/> Highly Effective (4)	<input type="checkbox"/> Effective (3)	<input type="checkbox"/> Developing (2)	<input type="checkbox"/> Below Basic (1)
---	--	---	--

Signatures

Evaluator Signature: _____

Date: _____

Teacher Signature: _____

Date: _____

Form G: Evaluation Appeal

Teacher: Click here to enter text.	Assignment: Click here to enter text.	School: Click here to enter text.	Evaluator: Click here to enter text.	School Year: Click here to enter text.
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Date of Evaluation: Click here to enter a date.	Date of Evaluation Conference: Click here to enter a date.
---	--

Reason to request appeal of evaluation: Click here to enter text.
--

To be completed by Assistant Superintendent

Date of Conference with Evaluatee and WFCT Representative: Click here to enter a date.
Date of Conference with Evaluatee, WFCT Rep and Evaluator: Click here to enter a date.

Final Decision by Assistant Superintendent:

Appeal Approved

Appeal Denied

Additional comment on the final decision: Click here to enter text.
--

Form H: Intensive Supervision Plan Template

Teacher: Click here to enter text.	Assignment: Click here to enter text.	School: Click here to enter text.	Evaluator: Click here to enter text.	School Year: Click here to enter text.
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CT Framework for Teacher Evaluation and Support

Define the area(s) in need of Intensive Supervision:

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning
Click here to enter text.

Domain 2: Planning for Active Learning
Click here to enter text.

Domain 3: Instruction for Active Learning
Click here to enter text.

Domain 4: Professional Responsibilities and Teacher Leadership
Click here to enter text.

Improvement Plan

Define the observable activities and tasks that will assist the teacher in improving the identified areas in need of improvement:

Activity	Schedule/Completion Date

Support / Assistance Needed

Define the support that will be provided to assist the teacher:

Support	Person Providing Support

Monitoring / Evaluation Activities Schedule

Define the frequency of observations and meetings:

Click here to enter text.

Signatures

Signatures attest that the Assistance Plan has been read and discussed:

Evaluator Signature: _____

Date: _____

Teacher Signature: _____

Date: _____

Form H: Intensive Supervision Plan Template

Substantiating Data

At the end of the Intensive Supervision Plan indicate the observation dates and the meetings dates held with evaluator and union representative: [Click here to enter text.](#)

Support / Assistance Needed

At the end of the Intensive Supervision Plan indicate the status of improvement:

Date: [Click here to enter text.](#)

Domain-specific competencies demonstrated

Improvement not evidence

Recommendations

Indicate the next steps:

Evaluator Comments: [Click here to enter text.](#)

Signatures

Signatures attest that the Assistance Plan has been read and discussed:

Evaluator Signature: _____

Date: _____

Teacher Signature: _____

Date: _____

Form I: Teacher on Leave of Absence

Teacher: Click here to enter text.	Assignment: Click here to enter text.	School: Click here to enter text.	Evaluator: Click here to enter text.	School Year: Click here to enter text.
---------------------------------------	--	--------------------------------------	---	---

For Teacher on Leave of Absence during the School Year

Time Frame of the Leave of Absence: Click here to enter text.

Missing Components of the Teacher Evaluation Plan: *check all that apply*

- Goal-Setting (Form A)
- Mid-year Check-in (Form B)
- Observations
 - Number of observations completed: Click here to enter text.
 - Number of observations missing: Click here to enter text.
- Final Summative Rating (Form F)

Date filed: Click here to enter a date.

A copy of this form should be given to the teacher for their records.

Appendix A: SLO Development Guide

Does Not Meet	Meets Partially	Meets or Exceeds	Teacher: Click here to enter text.		Evaluator: Click here to enter text.	
			SLO Title: Click here to enter text.		Grade: Click here to enter text.	Date: Click here to enter a date.
			Content Area: Click here to enter text.		School: Click here to enter text.	
			Student Learning Objective			
<i>What is the expectation for student improvement related to school improvement goals?</i>						
SLO focus statement describes a broad goal for student learning and expected student improvement						
Reflects high expectations for student improvement and aims for mastery of content or skill development						
Is tied to the school improvement plan						
			Baseline – Trend Data			
<i>What data was reviewed for this SLO? How does the data support the SLO?</i>						
Identifies source(s) of data about student performance, including pre-assessment, trend data, historical data, prior grades, feedback from parents and previous teachers, and other baseline data						
Summarizes student data to demonstrate specific student need for the learning content tied to specific standards (<i>including strengths and weaknesses</i>)						
			Student Population			
<i>Who are you going to include in this objective? Why is this target group/class selected?</i>						
Justifies why this class and/or targeted group was selected, as supported by data comparing the identified population of students to a broader context of students (i.e., other classes, previous year’s students, etc.)						
Describes characteristics of student population with numeric specificity including special needs relevant to the SLO (e.g., I have 6 English language learners, 4 students with reading disabilities...)						
Includes a large proportion of students including specific target groups where appropriate						
			Standards and Learning Content			
<i>What are the standards connected to the learning content?</i>						
SLO is a goal for student learning that identifies big and core ideas, domains, knowledge, and/or skills students are expected to acquire for which baseline data indicate a need						
Aligns to specific applicable standards (Common Core, Connecticut, National or industry standards)						
			Interval of Instruction			
<i>What is the time period that instruction for the learning content will occur?</i>						
Specifies start and stop dates which includes the majority of the course length						
			Assessments			
<i>How will you measure the outcome of your SLO?</i>						
Identifies by specific name the pre-assessments, post-assessments, and/or performance measures						
Aligns most of the assessment items and/or rubric criteria to the learning content tightly						
Assessment or performance measure is designed to assess student learning objectively, fairly, and includes plans for consistent administration procedures						
Emphasizes constructed-response or performance tasks and requires higher order thinking skills						
Performance or outcome measures allow all students to demonstrate application of their knowledge/skills						
Indicates that there are clear answer key, scoring guides, and/or rubrics for all assessment items or performance tasks						
			Indicators of Academic Growth and Development (IAGDs) / Growth Targets			
<i>What are the quantitative targets that will demonstrate achievement of this SLO?</i>						
Sets individual or differentiated growth targets/IAGDs for a large proportion of students that are rigorous, attainable, and meet or exceed district expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success)						
Baseline and trend data support established targets						
Growth targets are based on state test data where available						
			Instructional Strategies / Supports			
<i>What methods will you use to accomplish this SLO? How will progress be monitored? What professional learning/supports do you need to achieve this SLO?</i>						
Identifies and describes the key instructional strategies to be taken during instruction						
States how formative assessment will be used to guide instruction						
Identifies professional learning/supports needed to achieve the SLO						
Defines how each evaluator contributes to the overall learning content when more than one educator is involved in the SLO						

Appendix B: Elementary Parent/Guardian Survey

WATERFORD PUBLIC SCHOOLS Elementary School Learning Environment Survey for Parents or Guardians

Instructions: Thank you for taking this survey. We appreciate your honest feedback. All responses are recorded anonymously, so no one at your child's school will see your answers.

- 1. How strongly do you agree or disagree with the following statements about the overall academic program at your child's school?**
 - The school academic program supports and encourages learning.
 - The school has high academic expectations for my child.
 - The school promotes a challenging and rigorous curriculum.
 - Based upon the learning environment at my child's school, I would recommend this school to other parents.

- 2. How satisfied are you this year with the following about your child's school?**
 - Daily learning activities
 - After-school programs
 - Enrichment programs
 - Access to extra academic help outside the classroom
 - Music, Art, PE, Library and Computer
 - Technology/media resources/classroom supplies
 - The ability of the school to meet your child's learning needs
 - The overall education your child has received

- 3. How strongly do you agree or disagree with the following statements about the overall climate in your child's school?**
 - My child is connected to at least one adult at the school who he/she trusts and can go to for help with a school problem.
 - There are various opportunities to be involved in my child's education.

- 4. How strongly do you agree or disagree with the following statements about the leadership and teacher practices in your child's school?**
 - The principal is accessible.
 - My child's teacher(s) is/are accessible.
 - The principal is open to constructive feedback regarding my child's education.
 - My child's teacher(s) is/are open to constructive feedback regarding my child's education.
 - The principal consistently addresses and follows through on student issues.
 - Responses by school personnel are timely.

Appendix B: Elementary Parent/Guardian Survey

5. How satisfied are you with the support given to your child by the following?

- Principal
- Teachers
- Support personnel (school counselors, social worker, school psychologist, etc.)
- Paraprofessionals
- Playground / Lunch Monitors
- Secretarial staff

6. How strongly do you agree or disagree with the following statements about communication from your child's school?

- My child's teacher(s) give helpful comments on homework, class work and tests.
- The teacher(s)/school keep me informed about my child's academic progress.
- The teacher(s)/school contact me about my child's behavior.
- The teacher(s)/school contact me to tell me about my child's achievements and successes.
- I feel comfortable talking to teachers at this school.
- The principal communicates regularly via newsletter and website.
- My child's school communicates opportunities to volunteer and attend meetings in the school community.

7. How often do you participate in the following at your child's school?

Attending meetings/conferences

- Once per Year
- Twice per Year
- Once per Month
- Several Times per Month
- Never

Volunteering

- Once per Year
- Twice per Year
- Once per Month
- Several Times per Month
- Never

Appendix B: Elementary Parent/Guardian Survey

8. How strongly do you agree or disagree with the following statements about your child's school?

- My child's school offers a wide variety of programs/courses and activities and after school.
- The adults in my child's school demonstrate enthusiasm for teaching and learning.
- My child's teacher(s) motivates my child to learn.
- Adults at this school treat students respectfully.
- The school goals reflect an atmosphere of respect for all.
- My child is physically safe at school.
- My child is emotionally safe at school.
- The discipline code is upheld.
- The codes of conduct/student expectations are upheld.
- My child is comfortable with safety protocols.
- School personnel are sensitive to issues regarding race, gender, sexual orientation and disabilities.
- In general, students treat each other with respect.

9. How strongly do you agree or disagree that you are treated with respect and concern by the following?

- Principal
- Teachers
- Support personnel (school counselors, social worker, school psychologist, etc.)
- Paraprofessionals
- Playground / Lunch Monitors
- Secretarial staff

10. All schools in public schools districts are required by the CT State Department of Education to ask the following six questions that collect information about perspectives and opinions about the school climate at the school, and allow parents to complete and submit such assessment and survey anonymously.

How strongly do you agree or disagree with the following statements about your child's school?

- In my child's school, there are clear rules against physically hurting other people (for example, hitting, pushing, or tripping).
- I have seen students at my child's school being physically hurt by other students more than once (for example, pushed, slapped, punched, or beaten up).
- There are groups of students in the school who exclude others and make them feel bad for not being a part of the group.
- Students at my child's school will try to stop students from insulting or making fun of other students.
- Students in my child's school respect each other's differences (for example, gender, race, culture, disability, sexual orientation, learning differences, etc.).
- Parents/guardians feel welcome at my child's school.

WATERFORD PUBLIC SCHOOLS
Secondary School Learning Environment Survey for Parents or Guardians

Instructions: Thank you for taking this survey. We appreciate your honest feedback. All responses are recorded anonymously, so no one at your child's school will see your answers.

- 1. How strongly do you agree or disagree with the following statements about the overall academic program at your child's school?**
 - The school academic program supports and encourages learning.
 - The school has high academic expectations for my child.
 - The school promotes a challenging and rigorous curriculum.
 - Based upon the learning environment at my child's school, I would recommend this school to other parents.

- 2. How satisfied are you this year with the following about your child's school?**
 - Daily learning activities
 - After-school programs
 - Enrichment programs
 - Access to extra academic help outside the classroom
 - The variety of extra-curricular course offerings
 - Availability of challenging courses
 - Technology/media resources/classroom supplies
 - The ability of the school to meet your child's learning needs
 - The overall education your child has received

- 3. How strongly do you agree or disagree with the following statements about the overall climate in your child's school?**
 - My child is connected to at least one adult at the school who he/she trusts and can go to for help with a school problem.
 - There are various opportunities to be involved in my child's education.

- 4. How strongly do you agree or disagree with the following statements about the leadership and teacher practices in your child's school?**
 - Administrators are accessible.
 - My child's teachers are accessible.
 - The school administrators are open to constructive feedback regarding my child's education.
 - My child's teachers are open to constructive feedback regarding my child's education.
 - The school administrators consistently address and follow through on student issues.
 - Responses by school personnel are timely.

Appendix C: Secondary Parent/Guardian Survey

5. How satisfied are you with the support given to your child by the following?

- Administrators
- Teachers
- Support personnel (school counselors, social worker, school psychologist, etc.)
- Paraprofessionals
- Extracurricular personnel
- Secretarial staff
- Security staff
- School Resource Officer

6. How strongly do you agree or disagree with the following statements about communication from your child's school?

- My child's teachers give helpful comments on homework, class work and tests.
- The teachers and/or school keep me informed about my child's academic progress.
- The teachers and/or school contact me about my child's behavior.
- The teachers and/or school contact me to tell me about my child's achievements and successes.
- I feel comfortable talking to teachers at this school.
- Administrators communicate regularly with parents.
- My child's school communicates opportunities to volunteer and attend meetings in the school community.
- The school provides me with information and/or training on how to access information electronically (i.e., PowerSchool, web pages, etc.).
- PowerSchool and teacher web pages are updated and useful.

7. How often do you participate in the following at your child's school?

Attending meetings/conferences

- Once per Year
- Twice per Year
- Once per Month
- Several Times per Month
- Never

Volunteering

- Once per Year
- Twice per Year
- Once per Month
- Several Times per Month
- Never

Appendix C: Secondary Parent/Guardian Survey

8. How strongly do you agree or disagree with the following statements about your child's school?

- My child's school offers a wide variety of programs (clubs, activities, sports, arts, etc.) after school.
- My child is involved in extracurricular activities.
- The adults in my child's school demonstrate enthusiasm for teaching and learning.
- My child's teachers motivate my child to learn.
- Adults at this school treat students respectfully.
- The school goals reflect an atmosphere of respect for all.
- My child is physically safe at school.
- My child is emotionally safe at school.
- The discipline code is upheld.
- The code of conduct/student expectations are upheld.
- My child is comfortable with safety protocols.
- School personnel are sensitive to issues regarding race, gender, sexual orientation and disabilities.
- In general, students treat each other with respect.
- The school has responded to issues or concerns related to social media.

9. How strongly do you agree or disagree that you are treated with respect and concern by the following?

- Administrators
- Teachers
- Support personnel (school counselors, social worker, school psychologist, etc.)
- Paraprofessionals
- Extracurricular personnel
- Secretarial staff
- Security staff
- School Resource Officer

10. *All schools in public schools districts are required by the CT State Department of Education to ask the following six questions that collect information about perspectives and opinions about the school climate at the school, and allow parents to complete and submit such assessment and survey anonymously.*

How strongly do you agree or disagree with the following statements about your child's school?

- In my child's school, there are clear rules against physically hurting other people (for example, hitting, pushing, or tripping).
- I have seen students at my child's school being physically hurt by other students more than once (for example, pushed, slapped, punched, or beaten up).
- There are groups of students in the school who exclude others and make them feel bad for not being a part of the group.
- Students at my child's school will try to stop students from insulting or making fun of other students.
- Students in my child's school respect each other's differences (for example, gender, race, culture, disability, sexual orientation, learning differences, etc.).
- Parents/guardians feel welcome at my child's school.

Appendix D: CCT Rubric for Effective Teaching

1: Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote *student engagement, independence and interdependence* in learning and facilitate a positive learning community by:

Indicator 1a | Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.²

Attributes

	Below Standard	Developing	Proficient	Exemplary
Rapport and positive social interactions	Interactions between teacher and students are negative and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
Respect for student diversity³	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
Environment supportive of intellectual risk-taking	Creates a learning environment that discourages students from taking intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.
High expectations for student learning	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.

In addition to the characteristics of **Proficient**, including one or more of the following:

² *Learning needs of all students*: Includes understanding typical and atypical growth and development of PK-12 students, including characteristics and performance of students with disabilities, gifted/talented students, and English language learners. Teachers take into account the impact of race, ethnicity, culture, language, socioeconomic status and environment on the learning needs of students.

⁴ *Student diversity*: Recognizing individual differences including, but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.


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1: Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote *student engagement, independence and interdependence* in learning and facilitate a positive learning community by:

Indicator 1b | Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

	Below Standard	Developing	Proficient	Exemplary
Attributes	<i>In addition to the characteristics of Proficient, including one or more of the following:</i>			
	<p>Communicating, reinforcing and maintaining appropriate standards of behavior</p> <p>Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.</p>	<p>Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.</p>	<p>Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.</p>	<p>Student behavior is completely appropriate. OR Teacher seamlessly responds to misbehavior without any loss of instructional time.</p>
<p>Promoting social competence⁴ and responsible behavior</p>	<p>Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.</p>	<p>Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.</p>	<p>When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.</p>	<p>Students take an active role in maintaining high standards of behaviors. OR Students are encouraged to independently use proactive strategies⁵ and social skills and take responsibility for their actions.</p>

⁴ **Social competence:** Exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation (Boyatzis, Goleman, & Rhee, 2000).

⁵ **Proactive strategies:** Include self-regulation strategies, problem-solving strategies, conflict-resolution processes, interpersonal communication and responsible decision-making.



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Appendix D: CCT Rubric for Effective Teaching

1: Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote *student engagement, independence and interdependence* in learning and facilitate a positive learning community by:

Indicator 1c | Maximizing instructional time by effectively managing routines and transitions.⁶

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Routines and transitions appropriate to needs of students	Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.	Inconsistently establishes routines and transitions, resulting in some loss of instructional time.	Establishes routines and transitions resulting in maximized instructional time.	Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.

⁶ **Routines and transitions:** Routines are non-instructional organizational activities such as taking attendance or distributing materials in preparation for instruction. Transitions are non-instructional activities such as moving from one classroom activity, grouping, task or context to another.



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2: Planning for Active Learning

Teachers plan instruction to *engage students in rigorous and relevant learning and to promote their curiosity about the world at large* by:

Indicator 2a | Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge⁷ for all students.

	Below Standard	Developing	Proficient	Exemplary
Attributes	<p><i>In addition to the characteristics of Proficient, including one or more of the following:</i></p>			
Content of lesson plan⁸ is aligned with standards	Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards. ⁹	Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
Content of lesson appropriate to sequence of lessons and appropriate level of challenge	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.	Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.	Plans to challenge students to extend their learning to make interdisciplinary connections.
Use of data to determine students' prior knowledge and differentiation based on students' learning needs	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.	Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students.	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data.
Literacy strategies¹⁰	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.

Text in RED reflects Common Core State Standards connections.

7 Level of challenge: The range of challenge in which a learner can progress because the task is neither too hard nor too easy. **Bloom's Taxonomy** - provides a way to organize thinking skills into six levels, from the most basic to the more complex levels of thinking to facilitate complex reasoning. **Webb's Depth of Knowledge (DOK)** a scale of cognitive demand identified as four distinct levels (1. basic recall of facts, concepts, information, or procedures; 2. skills and concepts such as the use of information (graphs) or requires two or more steps with decision points along the way; 3. strategic thinking that requires reasoning and is abstract and complex; and 4. extended thinking such as an investigation or application to real work). **Hess's Cognitive Rigor Matrix** - aligns Bloom's Taxonomy levels and Webb's Depth-of-Knowledge levels.

8 Lesson plan: a purposeful planned learning experience.

9 Connecticut content standards: Standards developed for all content areas including Early Learning and Development Standards (ELDS) for early childhood educators.

10 Literacy strategies: Literacy is the ability to convey meaning and understand meaning in a variety of text forms (e.g., print, media, music, art, movement). Literacy strategies include communicating through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in improved student learning.

Appendix D: CCT Rubric for Effective Teaching

2: Planning for Active Learning

Teachers plan instruction to *engage students in rigorous and relevant learning and to promote their curiosity about the world at large* by:

Indicator 2b | Planning instruction to cognitively engage students in the content.

	Below Standard	Developing	Proficient	Exemplary
Attributes	<p>In addition to the characteristics of Proficient, including one or more of the following:</p>			
Strategies, tasks and questions cognitively engage students	Plans instructional tasks that limit opportunities for students' cognitive engagement.	Plans primarily teacher-directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse ¹¹ or inquiry-based learning ¹² and/or application to other situations.	Plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation.
Instructional resources¹³ and flexible groupings¹⁴ support cognitive engagement and new learning	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.	Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.	Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.

Text in RED reflects Common Core State Standards connections.

¹¹ **Discourse:** is defined as the purposeful interaction between teachers and students and students and students, in which ideas and multiple perspectives are represented, communicated and challenged, with the goal of creating greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thoughts, feedback), visual dialogue (charts, graphs, paintings or images that represent student and teacher thinking/reasoning); or dialogue through technological or digital resources.

¹² **Inquiry-based learning:** Occurs when students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution of a particular community-based, school-based or regional or global problem which has relevance to their world. The teacher's role in inquiry-based learning is one of facilitator or resource rather than dispenser of knowledge.

¹³ **Instructional resources:** Includes, but are not limited to available: textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.

¹⁴ **Flexible groupings:** Groupings of students that are changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.



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2: Planning for Active Learning

Teachers plan instruction to *engage students in rigorous and relevant learning and to promote their curiosity about the world at large* by:

Indicator 2c | Selecting appropriate assessment strategies¹⁵ to monitor student progress.

	Below Standard	Developing	Proficient	Exemplary
Attributes	<p><i>In addition to the characteristics of Proficient, including one or more of the following:</i></p>			
Criteria for student success	Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.	Plans general criteria for student success; and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for monitoring their own success.
Ongoing assessment of student learning	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.

¹⁵ *Assessment strategies* are used to evaluate student learning during and after instruction.

1. **Formative assessment** is a part of the instructional process, used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes (FAST SCASS, October 2006).
2. **Summative assessments** are used to evaluate student learning at the end of an instructional period. Summative assessment helps determine to what extent the instructional and learning goals have been met.



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Appendix D: CCT Rubric for Effective Teaching

3: Instruction for Active Learning

Teachers implement instruction to *engage students in rigorous and relevant learning and to promote their curiosity about the world at large* by:

Indicator 3a | Implementing instructional content¹⁶ for learning.

	Below Standard	Developing	Proficient	Exemplary
Attributes	<p>In addition to the characteristics of Proficient, including one or more of the following:</p>			
Instructional purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
Content accuracy	Makes multiple content errors.	Makes minor content errors.	Makes no content errors.	Invites students to explain the content to their classmates.
Content progression and level of challenge	Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and/or at a somewhat appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.
Literacy strategies¹⁷	Presents instruction with few opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Provides opportunities for students to independently select literacy strategies that support their learning.

Text in RED reflects Common Core State Standards connections.

¹⁶ **Content:** Discipline-specific knowledge, skills and deep understandings as described by relevant state and national professional standards.

¹⁷ **Literacy strategies:** To convey meaning and understand meaning in a variety of text forms (e.g., print, media, music, art, movement). Literacy strategies include communicating through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in student learning.



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3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3b | Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

	Below Standard	Developing	Proficient	Exemplary
Attributes				In addition to the characteristics of Proficient, including one or more of the following:
Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem-solving strategies.	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.
Instructional resources and flexible groupings ¹⁸	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that minimally engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.
Student responsibility and independence	Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.

Text in RED reflects Common Core State Standards connections.

¹⁸ **Instructional resources:** Includes, but are not limited to textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.



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Appendix D: CCT Rubric for Effective Teaching

3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:
Indicator 3C | Assessing student learning, providing feedback to students and adjusting instruction.

	Below Standard	Developing	Proficient	Exemplary
Attributes	<p>In addition to the characteristics of Proficient, including one or more of the following:</p>			
Criteria for student success	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in generating specific criteria for assignments.
Ongoing assessment of student learning	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.
Feedback¹⁹ to students	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages peer feedback that is specific and focuses on advancing student learning.
Instructional Adjustments²⁰	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole-group performance.	Adjusts instruction as necessary in response to individual and group performance.	Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work.

¹⁹ **Feedback:** Effective feedback provided by the teacher is descriptive and immediate and helps students improve their performance by telling them what they are doing right and provides meaningful, appropriate and specific suggestions to help students to improve their performance.

²⁰ **Instructional adjustment:** Based on the monitoring of student understanding, teachers make purposeful decisions on changes that need to be made in order to help students achieve learning expectations.



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4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by *developing and demonstrating professionalism, collaboration and leadership* by:

Indicator 4a | Engaging in continuous professional learning to impact instruction and student learning.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Teacher self-evaluation/ reflection and impact on student learning	Insufficiently reflects on/ analyzes practice and impact on student learning.	Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.	Self-evaluates and reflects on individual practice and impact on student learning, identifies areas for improvement, and takes action to improve professional practice.	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.
Response to feedback	Unwillingly accepts feedback and recommendations for improving practice.	Reluctantly accepts feedback and recommendations for improving practice, but changes in practice are limited.	Willingly accepts feedback and makes changes in practice based on feedback.	Proactively seeks feedback in order to improve a range of professional practices.
Professional learning	Attends required professional learning opportunities but resists participating.	Participates in professional learning when asked but makes minimal contributions.	Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Takes a lead in and/or initiates opportunities for professional learning with colleagues.



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Appendix D: CCT Rubric for Effective Teaching

4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by **developing and demonstrating professionalism, collaboration and leadership** by:
Indicator 4b | Collaborating to develop and sustain a professional learning environment to support student learning.

	Below Standard	Developing	Proficient	Exemplary
Attributes	<p><i>In addition to the characteristics of Proficient, including one or more of the following:</i></p>			
Collaboration with colleagues	Attends required meetings to review data but does not use data to adjust instructional practices.	Participates minimally with colleagues to analyze data and uses results to make minor adjustments to instructional practices.	Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent instruction to improve student learning.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and instructional practices that support professional growth and student learning.
Contribution to professional learning environment	Disregards ethical codes of conduct and professional standards.	Acts in accordance with ethical codes of conduct and professional standards.	Supports colleagues in exploring and making ethical decisions and adhering to professional standards.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.
Ethical use of technology	Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Models safe, legal and ethical use of information and technology and takes steps to prevent the misuse of information and technology.	Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community.



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4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by *developing and demonstrating professionalism, collaboration and leadership* by:

Indicator 4C | Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

	Below Standard	Developing	Proficient	Exemplary
Attributes	<p><i>In addition to the characteristics of Proficient, including one or more of the following:</i></p>			
Positive school climate	Does not contribute to a positive school climate.	Participates in schoolwide efforts to develop a positive school climate but makes minimal contributions.	Engages with colleagues, students and families in developing and sustaining a positive school climate.	Leads efforts within and outside the school to improve and strengthen the school climate.
Family and community engagement	Limits communication with families about student academic or behavioral performance to required reports and conferences.	Communicates with families about student academic or behavioral performance through required reports and conferences; and makes some attempts to build relationships through additional communications.	Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance; and develops positive relationships with families to promote student success.	Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; and seeks input from families and communities to support student growth and development.
Culturally responsive communications²¹	Sometimes demonstrates lack of respect for cultural differences when communicating with students and families OR demonstrates bias and/or negativity in the community.	Generally communicates with families and the community in a culturally-responsive manner.	Consistently communicates with families and the community in a culturally-responsive manner.	Leads efforts to enhance culturally-responsive communications with families and the community.

²¹ *Culturally-responsive communications*: Using the cultural knowledge, prior experiences and performance styles of diverse students to make learning more appropriate and effective for students and to build bridges of meaningfulness between home and school experiences.




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Appendix E: CCT Rubric for Effective Service Delivery

1: Learning Environment, Student Engagement and Commitment to Learning

Service providers promote *student engagement, independence and interdependence* in learning and facilitate a positive learning community by:

Indicator 1a | Promoting a positive learning environment that is respectful and equitable.²

Attributes

	Below Standard	Developing	Proficient	Exemplary
Rapport and positive social interactions	Interactions between service provider and students are negative or disrespectful and/or the provider does not promote positive social interactions among students.	Interactions between service provider and students are generally positive and respectful and/or the provider inconsistently makes attempts to promote positive social interactions among students.	Interactions between service provider and students are consistently positive and respectful and the provider regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
Respect for student diversity³	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the provider does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
Environment supportive of intellectual risk-taking	Creates and/or promotes a learning environment that discourages students from taking intellectual risks.	Creates and/or promotes a learning environment in which some students are willing to take intellectual risks.	Creates and/or promotes a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the provider or other students.
High expectations for student learning	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.

In addition to the characteristics of **Proficient**, including one or more of the following:

² *Respectful and equitable learning environment*: Understanding that educators must continuously work to ensure not only that educational learning environments are inclusive and respectful of all students but they also offer opportunities for equitable access, survivability, outputs and outcomes. Branson, C., & Gross, S. (Eds.). (2014). *Handbook of Ethical Educational Leadership*. Routledge.

³ *Student diversity*: Recognizing individual differences including, but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.



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1: Learning Environment, Student Engagement and Commitment to Learning

Service providers promote *student engagement, independence and interdependence* in learning and facilitate a positive learning community by:

Indicator 1b | Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

	Below Standard	Developing	Proficient	Exemplary
Communicating, reinforcing and maintaining appropriate standards of behavior	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely developmentally appropriate. OR Service provider seamlessly responds to misbehavior without any loss of service delivery.
	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.	Students take an active role in maintaining high standards of behavior. OR Students are encouraged to independently use proactive strategies ⁵ and social skills and take responsibility for their actions.
Promoting social competence⁴ and responsible behavior				

In addition to the characteristics of **Proficient**, including one or more of the following:

⁴ **Social competence:** Exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation (Boyatzis, Goleman, & Rhee, 2000).

⁵ **Proactive strategies:** Include self-regulation strategies, problem-solving strategies, conflict-resolution processes, interpersonal communication and responsible decision-making.

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Appendix E: CCT Rubric for Effective Service Delivery

1: Learning Environment, Student Engagement and Commitment to Learning

Service providers promote *student engagement, independence and interdependence* in learning and facilitate a positive learning community by:
Indicator 1C | Maximizing service delivery by effectively managing routines and transitions.⁶

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Routines and transitions appropriate to prior needs of students	Does not establish or ineffectively establishes routines. Does not manage transitions from one task to another effectively, resulting in significant loss of service delivery time.	Inconsistently establishes routines. Inconsistently manages transitions, resulting in some loss of service delivery time.	Establishes routines and effectively manages transitions resulting in maximized service delivery time.	Service provider encourages and/or provides opportunities for students to demonstrate and/or independently facilitate routines and transitions.

In addition to the characteristics of Proficient, including one or more of the following:

⁶ **Routines and transitions:** Routines can be instructional or non-instructional organizational activities. Transitions are non-instructional activities such as moving from one grouping, task or context to another.

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2: Planning for Active Learning

Service providers plan prevention/intervention to *engage students in rigorous and relevant learning* and to *promote their curiosity about the world at large* by:

Indicator 2a | Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge⁷ for all students.

	Below Standard	Developing	Proficient	Exemplary
Attributes	<p><i>In addition to the characteristics of Proficient, including one or more of the following:</i></p>			
Prevention/intervention plan⁸ is aligned with standards	Plans prevention/intervention that is misaligned with or does not address the appropriate Connecticut content standards⁹ and/or discipline-specific state and national guidelines.	Plans prevention/intervention that partially aligns with appropriate Connecticut content standards , and/or discipline-specific state guidelines.	Plans prevention/intervention that directly aligns with appropriate Connecticut content standards and/or discipline-specific state and national guidelines.	Anticipates and plans for challenges and considers proactive approaches to address these in advance.
Prevention/intervention rests on evidence-based practice, student need and appropriate level of challenge	Does not plan prevention/intervention using evidence-based practice, student need or appropriate level of challenge .	Partially plans prevention/intervention using evidence-based practice, student need and appropriate level of challenge .	Plans prevention/intervention using evidence-based practice, student need and appropriate level of challenge .	Plans to challenge students to extend their learning to make connections to the school setting and larger world .
Use of data to determine students' prior knowledge and to differentiate based on students' learning needs	Plans prevention/intervention without consideration of data, students' prior knowledge or different learning needs.	Plans prevention/intervention with limited attention to prior knowledge and/or skills of individual students.	Uses multiple sources of data ¹⁰ to determine individual students' prior knowledge and skills to plan targeted, purposeful prevention/intervention that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data to advance learning, growth and development.
Connection to school setting and larger world	Plans prevention/intervention that includes few opportunities for students to connect to school setting and larger world .	Plans prevention/intervention that includes some opportunities for students to connect to school setting and larger world .	Plans prevention/intervention that includes multiple opportunities for students to connect to school setting and larger world .	Designs opportunities for students to independently select prevention/intervention strategies that support their learning in the school setting and larger world .

Text in RED reflects Common Core State Standards connections.

⁷ **Level of challenge:** The range of challenge in which a learner can progress because the task is neither too hard nor too easy. **Bloom's Taxonomy** - provides a way to organize thinking skills into six levels, from the most basic to the more complex levels of thinking to facilitate complex reasoning. **Webb's Depth of Knowledge (DOK)** - a scale of cognitive demand identified as four distinct levels (1. basic recall of facts, concepts, information, or procedures; 2. skills and concepts such as the use of information (graphs) or requires two or more steps with decision points along the way; 3. strategic thinking that requires reasoning and is abstract and complex; and 4. extended thinking such as an investigation or application to real work). **Hess's Cognitive Rigor Matrix** - aligns Bloom's Taxonomy levels and Webb's Depth-of-Knowledge levels.

⁸ **Prevention/intervention plan:** a purposeful planned learning experience

⁹ **Connecticut content standards:** Standards developed for all content areas including Common Core State Standards (CCSS) inclusive of College and Career Readiness Anchor Standards and Early Learning and Development Standards (ELDS).

¹⁰ **Multiple sources of data:** May include existing data or data to be collected. Data may be formal (standardized tests) or informal (survey responses, interviews, anecdotal, grades etc.) and data may be formative or summative.

2: Planning for Active Learning

Service providers plan prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2b | Planning prevention/intervention to actively engage students in content.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Strategies, tasks and questions actively engage students	Plans prevention/intervention tasks that limit opportunities for students' active engagement	Plans primarily service provider-directed prevention/intervention strategies, tasks and questions that provide some opportunities for students' active engagement.	Plans instructional strategies, tasks and questions that promote student active engagement through problem-solving, critical or creative thinking, discourse ¹¹ or inquiry-based learning ¹² , and/or application to other situations.	Plans to release responsibility to the students to apply and/or extend learning to other situations.
Resources¹³ and flexible groupings¹⁴ support active engagement and new learning	Selects or designs resources and/or groupings that do not actively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students and minimally support new learning about the world at large.	Selects or designs resources and/or flexible groupings that actively engage students in real world, global and/or career connections that support new learning.	Selects or designs resources that actively engage students to extend new learning.

In addition to the characteristics of **Proficient**, including one or more of the following:

Text in RED reflects Common Core State Standards connections.

¹¹ **Discourse**: is defined as the purposeful interaction between service providers and students and students and students, in which ideas and multiple perspectives are represented, communicated and challenged, with the goal of creating greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thoughts, feedback), visual dialogue (charts, graphs, paintings or images that represent student and teacher thinking/reasoning), or dialogue through technological or digital resources.

¹² **Inquiry-based learning**: Occurs when students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution of a particular community-based, school-based or regional or global problem which has relevance to their world. The service provider's role in inquiry-based learning is one of facilitator or resource rather than dispenser of knowledge.

¹³ **Resources**: Includes, but are not limited to available: textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.

¹⁴ **Flexible groupings**: Groupings of students that are changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.



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2: Planning for Active Learning

Service providers plan prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2c | Selecting appropriate assessment strategies¹⁵ to monitor student progress.

	Below Standard	Developing	Proficient	Exemplary
Attributes	<p>In addition to the characteristics of Proficient, including one or more of the following:</p>			
Criteria for student success	Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.	Plans general criteria for student success; and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for monitoring their own success.
Ongoing assessment of student learning	Plans assessment strategies that are limited or not aligned to intended prevention/intervention outcomes.	Plans assessment strategies that are partially aligned to intended prevention/intervention outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of intended prevention/intervention outcomes at critical points throughout the prevention/intervention plan.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.

¹⁵ **Assessment strategies** are used to evaluate student learning during and after service delivery.

1. **Formative assessment** is a part of the instructional process, used by service providers and students during service delivery that provides feedback to adjust ongoing services and learning to improve students' achievement of intended instructional/program outcomes (FAST SCASS, October 2006).
2. **Summative assessments** are used to evaluate student learning at the end of a service period. Summative assessment helps determine to what extent the service and learning goals have been met.



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Appendix E: CCT Rubric for Effective Service Delivery

3: Service Delivery

Service providers implement prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3a | Implementing service delivery¹⁶ for learning.

	Below Standard	Developing	Proficient	Exemplary
Attributes	<p><i>In addition to the characteristics of Proficient, including one or more of the following:</i></p>			
Prevention/intervention purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for prevention/intervention, which may require further clarification.	Clearly communicates learning expectations to students and sets a specific purpose for prevention/intervention and helps students to see how the learning is aligned with Common Core Standards and/or discipline specific state and national guidelines.	Students are encouraged to explain how the prevention/intervention is situated within the broader learning context/curriculum. Students will demonstrate understanding of prevention/intervention across various contextual settings.
Prevention/intervention plan precision	Makes multiple errors in the delivery of the prevention/intervention plan.	Makes minor errors in the delivery of the prevention/intervention plan.	Prevention/intervention delivery demonstrates flexibility and sensitivity to targeted outcomes.	Invites students to explain the prevention/intervention plan and how it applies to their growth and development.
Prevention/intervention progression and level of challenge	Delivers prevention/intervention that lacks a logical progression, is not evidence-based, attentive to student need or appropriate level of challenge.	Delivers prevention/intervention in a generally logical progression, is somewhat evidence-based, attentive to student needs and appropriate level of challenge to advance student learning.	Clearly delivers prevention/intervention in a logical and purposeful progression, is evidence-based, attentive to student needs and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the prevention/intervention expectations and make connections to the school and larger world.
Connection to school and larger world	Delivers prevention/intervention with few opportunities for students to connect to the school setting and larger world.	Delivers prevention/intervention with some opportunities for students to connect to the school setting and larger world.	Delivers prevention/intervention that consistently integrates into the school setting and larger world.	Provides opportunities for students to independently use prevention/intervention strategies in the school setting and larger world.

Text in RED reflects Common Core State Standards connections.

16 Service delivery framework: A set of principles and best practices used to guide the design and implementation of service as described by state and national professional standards.



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3: Service Delivery

Service providers implement prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3b | Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Strategies, tasks and questions	Strategies, tasks and questions do not lead students to construct new and meaningful learning.	Uses a combination of tasks and questions in an attempt to lead students to construct new learning, with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and engage students in constructing new and meaningful learning through appropriately integrated discipline-specific tools that promote problem-solving, critical and creative thinking, purposeful discourse and/or inquiry.	Includes opportunities for students to work collaboratively, when appropriate, and to generate their own questions and problem-solving strategies, synthesize and communicate information.
Resources¹⁷ and flexible groupings¹⁸	Uses resources and/or groupings that do not actively engage students or support new learning.	Uses resources and/or groupings that minimally engage students actively to support new learning.	Uses resources and flexible groupings that actively engage students in demonstrating new learning in multiple ways, including application of new learning to make real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop his/her learning.
Student responsibility and independence	Implements prevention/intervention that is primarily provider-directed, providing little or no opportunities for students to develop independence as learners.	Implements prevention/intervention that is mostly provider-directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements prevention/intervention that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements prevention/intervention that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality outcomes.

Text in RED reflects Common Core State Standards connections.

17 Resources: Includes, but are not limited to textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.

18 Flexible groupings: Groupings of students that are changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.



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Appendix E: CCT Rubric for Effective Service Delivery

3: Service Delivery

Service providers implement prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3C | Assessing student learning, providing feedback to students and adjusting service delivery.

	Below Standard	Developing	Proficient	Exemplary
Attributes	<p>In addition to the characteristics of Proficient, including one or more of the following:</p>			
Criteria for student success	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in identifying and articulating individual criteria for success.
Ongoing assessment of student learning	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of outcomes in prevention/intervention plan.	Assesses student learning with focus on progress toward achievement of the intended prevention/intervention outcomes.	Assesses student learning with focus on progress toward the prevention/intervention in order to monitor individual and group progress toward achievement of the intended prevention/intervention outcomes.	Promotes students' independent monitoring and self-assessment, helping themselves or their peers to improve their learning.
Feedback¹⁹ to students	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended prevention/intervention outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages self-reflection or peer feedback that is specific and focuses on advancing student learning.
Prevention/intervention adjustments²⁰	Makes no attempts to adjust delivery of prevention/intervention plan.	Makes some attempts to adjust delivery of prevention/intervention plan.	Adjusts delivery of prevention/intervention plan as necessary in response to individual and group performance.	Students identify ways to adjust prevention/intervention plan that will be effective for them as individuals.

¹⁹ **Feedback:** Effective feedback provided by the service provider is descriptive and immediate and helps students improve their performance by telling them what they are doing right and provides meaningful, appropriate and specific suggestions to help students to improve their performance.

²⁰ **Prevention/intervention adjustments:** Based on the monitoring of student understanding, service providers make purposeful decisions on changes that need to be made in order to help students achieve learning expectations.



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4: Professional Responsibilities and Leadership

Service providers maximize support for student learning by *developing and demonstrating professionalism, collaboration and leadership* by:

Indicator 4a | Engaging in continuous professional learning to impact service delivery and student learning.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Service provider self-evaluation/reflection and impact on student learning	Insufficiently reflects on/analyzes practice and impact on student learning.	Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.	Self-evaluates and reflects on individual practice and impact on student learning, identifies areas for improvement and takes action to improve professional practice.	Uses ongoing self-evaluation and reflection to initiate and professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.
Response to feedback	Unwillingly accepts feedback and recommendations for improving practice.	Reluctantly accepts feedback and recommendations for improving practice, and/or changes in practice are limited.	Willingly accepts feedback and makes changes in practice based on feedback.	Proactively seeks feedback in order to improve a range of professional practices.
Professional learning	Attends required professional learning opportunities but resists participating.	Participates in professional learning when asked but makes minimal contributions.	Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Takes a lead in and/or initiates opportunities for professional learning with colleagues.



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Appendix E: CCT Rubric for Effective Service Delivery

4: Professional Responsibilities and Leadership

Service providers maximize support for student learning by *developing and demonstrating professionalism, collaboration and leadership* by:

Indicator 4b | Collaborating to develop and sustain a professional learning environment to support student learning.

	Below Standard	Developing	Proficient	Exemplary
Attributes	<p><i>In addition to the characteristics of Proficient, including one or more of the following:</i></p>			
Collaboration with colleagues	Attends required meetings to review data but does not use data to adjust prevention/intervention practices.	Participates minimally with colleagues to analyze data and uses results to make minor adjustments to prevention/intervention practices.	Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent prevention/intervention practice to improve student learning.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and prevention/intervention practices that support professional growth and student learning.
Contribution to professional learning environment	Disregards ethical codes of conduct and professional standards.	Acts in accordance with ethical codes of conduct and professional standards.	Supports colleagues in exploring and making ethical decisions and adhering to professional standards.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.
Ethical use of technology	Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Models safe, legal and ethical use of information and technology and takes steps to prevent the misuse of information and technology.	Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community.



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4: Professional Responsibilities and Leadership

Service providers maximize support for student learning by *developing and demonstrating professionalism, collaboration and leadership* by:

Indicator 4C | Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

	Below Standard	Developing	Proficient	Exemplary
Attributes	<p><i>In addition to the characteristics of Proficient, including one or more of the following:</i></p>			
Positive school climate	Does not contribute to a positive school climate.	Participates in schoolwide efforts to develop a positive school climate but makes minimal contributions.	Engages with colleagues, students and families in developing and sustaining a positive school climate.	Leads efforts within and outside the school to improve and strengthen the school climate.
Family and community engagement	Limits communication with families about student academic or behavioral performance to required reports and conferences.	Communicates with families about student academic or behavioral performance through required reports and conferences; and makes some attempts to build relationships through additional communications.	Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance; and develops positive relationships with families to promote student success.	Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; and seeks input from families and communities to support student growth and development.
Culturally-responsive communications²¹	Sometimes demonstrates lack of respect for cultural differences when communicating with students and families OR demonstrates bias and/or negativity in the community.	Generally communicates with families and the community in a culturally-responsive manner.	Consistently communicates with families and the community in a culturally-responsive manner.	Leads efforts to enhance culturally-responsive communications with families and the community.

²¹ **Culturally-responsive communications:** Using the cultural knowledge, prior experiences and performance styles of diverse students to make learning more appropriate and effective for students and to support connectedness between home and school experiences.



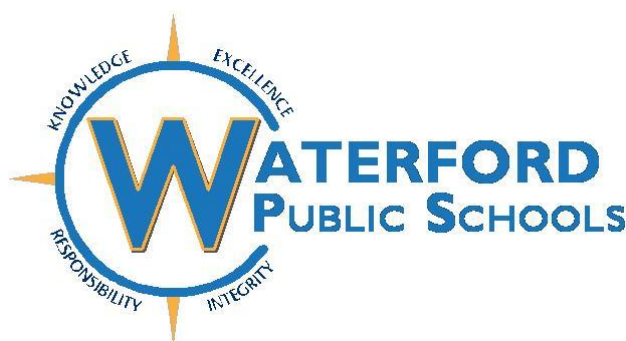
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Waterford Public Schools

Administrator Development & Performance Plan



May 2015

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ADMINISTRATOR DEVELOPMENT AND PERFORMANCE PLAN

The Waterford Public Schools' Administrator Development and Performance Plan aligns with the Teacher Professional Learning and Evaluation Plan. It is grounded in the following purposes as defined by our administrative team:

- To support student learning, growth and development as a key measure of our success as leaders;
- To commit to continuous growth and development for ourselves and individuals that we lead;
- To use data, not just hunches, as a means to examine our practice and to drive our plans and leadership actions;
- To use reflection as a key tool, both individually and collectively, to shape our practice;
- To ensure that we develop and maintain high quality relationships with our stakeholders;
- To ensure that the practice of leadership incorporates the traits of efficacy, initiative and strategy, feedback and decision making, change management, and communication and relationships;
- To ensure that we communicate well and give and receive feedback on our leadership; and
- To ensure that we examine and seek to strengthen our capacity and resources.

This plan is grounded in the belief that great leaders lead great schools. The Model of Continuous Improvement in the Teacher Professional Learning and Evaluation Plan is a defining connection between the two plans.

The purpose of the evaluation model is both to evaluate administrator performance fairly and accurately and to help each leader strengthen his/her practice to lead to school and district development and improvement. Our administrator evaluation model is founded on a set of core principles about the power of great leaders and the critical role of accountability in developing them.

DESIGN PRINCIPLES

The following six design principles are interdependent; each is critical in determining that evaluations meet the needs of teachers, school leaders and students. They build upon CT's efforts at administrator evaluation and include current research and best practice in leadership development:

1. Focus on What Matters Most

The four areas defined by the state board as what matters for administrators are: student learning indicator (45%), administrator performance and practice (40%), stakeholder feedback (10%), and teacher effectiveness outcomes (5%). Instructional leadership is the key defining trait of high quality school leadership and is weighted as such in this plan. It connects directly to our teacher core principle: the instructional core matters and focusing on student learning and the teaching that shapes that learning is key.

2. Emphasize Growth Over Time

No single data point can paint a complete picture of a leader's performance. The Waterford Administrator Development and Performance Plan uses multiple measures and begins with the premise that an individual's performance should be about their improvement from an established starting point. This applies to their professional practice goals and the outcomes they are striving to reach. Attaining high levels of performance matters, and maintaining high results is part of the work, but the model should encourage administrators to pay attention to continually improving practice, which is affirmed in Waterford's model of continuous improvement.

3. Interface of Educational Leadership Practice and Personal Leadership Practice

Effective school and district leadership considers not only what needs to be done, but how the personal leadership practice of an administrator builds sustainable and coherent practices in a school that builds the capacity of staff, students, and the community at large. The Wallace Foundation paper [*Assessing the Effectiveness of School Leaders*](#) (2009) documents the importance of synthesizing technical knowledge with leadership competencies, noting that a focus on "driver" behaviors that improve instruction and promote necessary school change, anchored in standards, is critical for school and organizational improvement. Additionally, the Wallace Foundation notes that a focus on formative rather than summative feedback is critical to the growth of school leaders. Finally, several studies from Vanderbilt University (<http://www.valed.com/about.html>) support the use of an integrated framework. Other states have aligned their leadership frameworks to educational and personal leadership competencies, notably the Wisconsin leadership framework.

4. School and District Development Planning as the Foundation for Improvement

Strategic planning is the essence of focused school improvement, and this plan relies on school and district plans to guide the continuous improvement process. The evidence of proficient leadership practices are tied to the strategic goals and objectives of the school and district development plans, supported by observational and documented evidence. Additionally, these plans are intended to be aligned with and tied to ongoing embedded professional learning opportunities for teachers, administrators, and support staff.

5. Professional Learning and Development

An evaluation process must have meaningful implications, both positive and negative, in order to earn sustained support from school leaders and to contribute to the systematic improvement of schools. Of key importance is the professional conversation between Administrator and his/her supervisor that can be accomplished through a well-designed and well-executed evaluation system. So the model requires evaluators to observe the practice of administrators and collect and examine adequate evidence to make well informed judgments about the quality and efficacy of practice.

6. Consider Implementation at Least as Much as Design

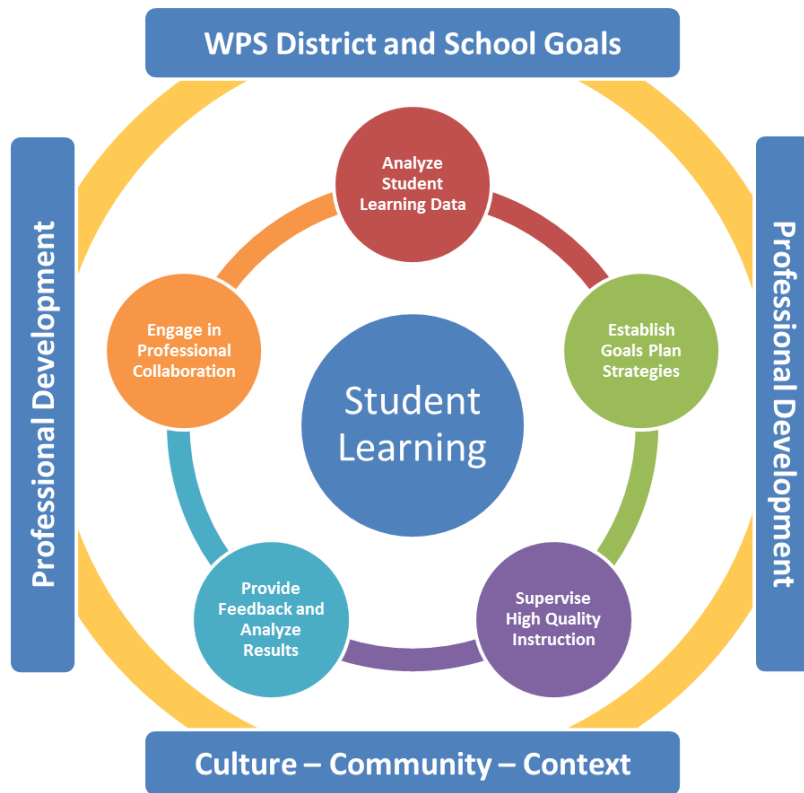
This plan is designed to limit excessive demands on those doing evaluations or being evaluated. The work is integrated into the overall school improvement and development efforts of WPS and is

integral to the work, not an addition to it. The plan underscores the importance of the need for evaluators to build skills in setting goals (for themselves and with others), observing practice, and providing high quality feedback.

MODEL OF CONTINUOUS IMPROVEMENT

The Waterford Administrator Development and Performance Plan parallels the Teacher Professional Learning and Evaluation Plan defining effectiveness in terms of practice and performance (practice and stakeholder feedback), and student outcomes and teacher effectiveness outcomes/learning (academic progress and teacher growth and development).

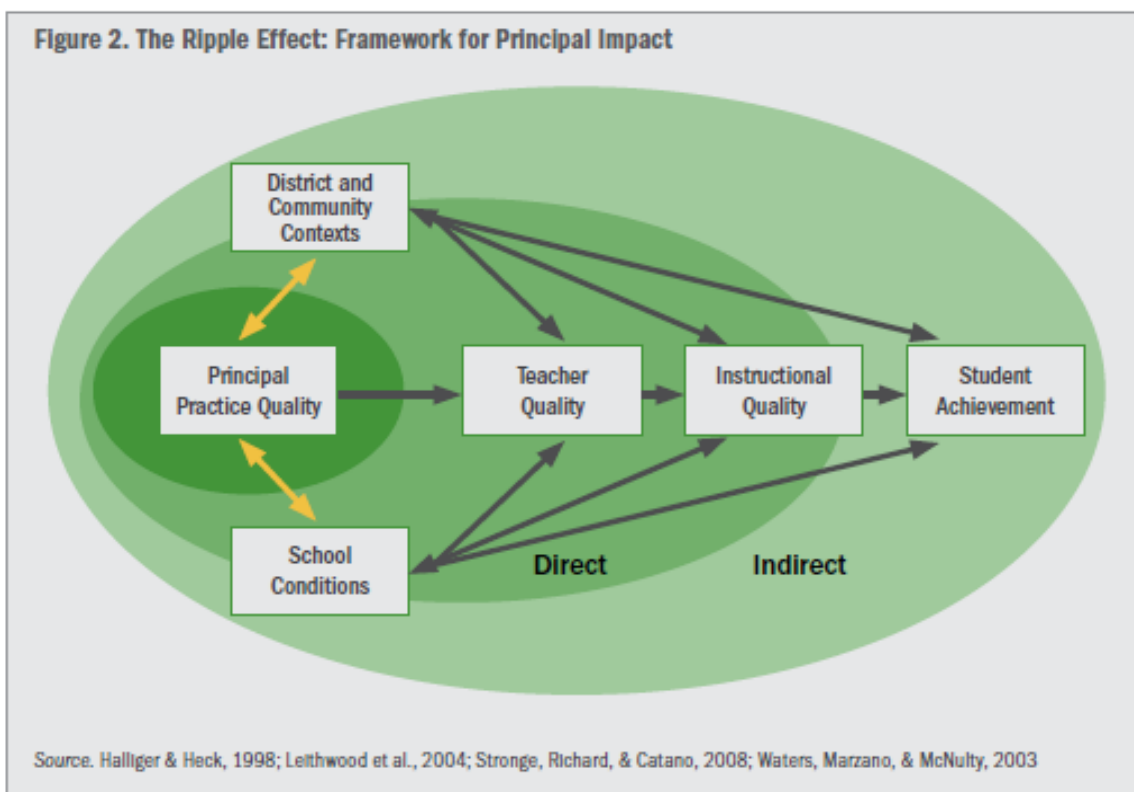
Waterford Public Schools’ Continuous Improvement Plan



The model of continuous improvement depends on the development of synergy between school and district efforts to support the practice of educators in the service of student learning. In this evaluation model, this is reified in the form of core practices that create a “through line” from mission and vision to school and district improvement plans to leadership actions. This through-line connects from the Waterford mission and vision, and theory of action, to the school development planning process. The school development process is then driven by careful analysis of multiple indicators of school performance, supported by strategic goals, strategies and action steps. The process of improvement is driven by the leader’s theory of action and personal leadership that is grounded in efficacy and identified strategies, supported by providing meaningful and actionable feedback, engaged through

appropriate change management strategies, and grounded in high quality relationships and meaningful communication. The process of continuous school and district improvement is shaped by the school culture, community and context in which each school resides. These efforts require supported professional learning experiences for administrators that address their range of needs and areas for growth.

An additional source of particular importance is the American Institute of Research’s *The Ripple Effect* (Clifford, Behrstock-Sherratt, and Fetters, 2012). In this synthesis of research on principal effectiveness, the authors analyze the principal leadership actions most likely to effect the ongoing improvement of a school. Exemplified in the diagram below, this framework focuses on the direct effects of principal leadership to create better outcomes for students.



Additionally, this framework is aligned with and meets the requirements as specified in the CSDE guidelines and requirements for administrator evaluation.

This evaluation model describes four levels of performance for administrators and focuses on the practices and outcomes of accomplished administrators. These administrators can be characterized as:

- Meeting Performance Expectations of the CT Standards for School Leaders (as reflected in the Framework) with “Instructional Leadership” evidenced as accomplished or exemplary
- Meeting Performance Expectations in the three other areas of leadership practice

- Meeting one target related to stakeholder feedback
- Meeting local targets on tests of core academic subjects
- Meeting and making progress on two student learning objectives/goals aligned to school and Waterford priorities
- Having more than 60% of teachers proficient on the student growth portion of the evaluation

What follows is a description of the plan and the four components on which administrators will be evaluated: **1) leadership performance and practice, 2) stakeholder feedback, 3) student learning indicators, and 4) teacher effectiveness outcomes.** The document also includes steps for arriving at a final summative rating. The model is derived from: Connecticut Common Core of Leading; LEAD Connecticut Turnaround Principal Competencies; LEAD Connecticut Administrator Professional Practice Rubric; Wisconsin Framework for School Leadership; Delaware Performance Appraisal System; Denver, Co. School Leadership Framework; Massachusetts Model System for Educator Evaluation; the Vanderbilt Assessment of Leadership in Education, as well as the work referenced above. It was created with a team of superintendents in southeastern CT, in the LEARN region, a community of practice, seeking to strengthen their efforts to supervise, develop, and evaluate administrators.

OVERVIEW OF THE PROCESS

Each administrator participates in the evaluation process as a cycle of continuous improvement. Beginning with the examination of student learning data, the administrator develops a school development and performance plan, including meaningful goals. The school development plans must support high quality instruction, and include the collective examination of results as well as how administrators provide feedback and collaborate with all stakeholders throughout the process.

The evaluation begins with goal-setting for the school year, setting the stage for implementation of a goal-driven plan. The cycle continues with a Mid-Year Formative Review, followed by continued implementation. The latter part of the process offers administrators a chance to self-assess and reflect on progress to date, a step that informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the administrator's subsequent goal setting, as the cycle continues into the subsequent year.

The cycle itself begins with the following processes and general timeline:

JUNE-JULY: ORIENTATION AND CONTEXT SETTING

To begin the process, the Administrator needs the following:

1. Student learning data are available for review by the administrator and the school has been assigned a School Performance Index rating (if available);
2. Stakeholder survey data are available for review by the administrator;

3. The Superintendent or his/her designee has communicated student learning priorities for the year;
4. The administrator has developed a school development plan that includes student learning goals; and,
5. The evaluator has reviewed the Administrator Development and Performance Plan with the administrator to orient him/her to the evaluation process.

Annually, Waterford will provide a series of sessions for all administrators being evaluated so that they will understand the evaluation system, the processes, and the timeline for their evaluation. Training aligns with the Common Core of Leading Performance Expectations. Prior to the start of the school year, Waterford will provide evaluators of administrators with training focused on the Administrator evaluation system. Training will include an in-depth overview of the four categories that are part of the plan, the process and timeline for the plan implementation, the process for arriving at summative evaluation. Training will be provided on the rubric/framework so that evaluators are thoroughly familiar with the language, expectations, and examples of evidence required for administrator proficiency. Training includes how to conduct effective teacher observations and providing effective feedback. Waterford administrators also participate in state training for assessment/evaluation.

JULY-SEPTEMBER: GOAL-SETTING AND PLAN DEVELOPMENT

Before a school year starts, school administrators identify three student learning objectives and one survey target, drawing on available data, the Superintendent's priorities, their school development plan, and prior evaluation results (where applicable). They also determine two dimensions of educational leadership practice for their focus as well as an area of related personal leadership practice. All of these elements (with the exception of educational and personal leadership practice focus and teacher effectiveness rating) reside in the school or district development plan. The administrator and the evaluator meet to discuss and agree on the selected outcome goals and practice focus areas. This is an opportunity to discuss the administrator's choices and to explore questions such as:

- Are there any assumptions about specific goals that need to be shared because of the local school context?
- Are there any elements for which Accomplished performance will depend on factors beyond the control of the principals? If so, how will those dependencies be accounted for in the evaluation process?
- What are the sources of evidence to be used in assessing an administrator's performance?

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

timeline will be reviewed by the administrator's evaluator prior implementing the goals themselves. The evaluator may suggest additional goals as appropriate.

SEPTEMBER-DECEMBER: PLAN IMPLEMENTATION AND COLLECT EVIDENCE

As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator's practice and performance. 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 are essential.

Unlike visiting a classroom to observe a teacher, school visits to observe administrator practice can vary significantly in length and setting and focus. This may include direct observation of the administrator's practice, observations of the day-to-day operations of the school and instructional practice, and discussing other forms of evidence with the administrator. Further, central to this process is providing meaningful feedback based on observed practice. Evaluators need to provide timely feedback (oral or written) after each visit. This process relies on the professional judgment of the Administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence. As cited in the Delaware Administrator Performance Plan, there are many ways to collect evidence, including but not limited to:

Observable Evidence

Directly observing an administrator at work

The evaluator is physically present in the school or venue where the administrator is present, leading, and/or managing. This includes but is not limited to leadership team meetings, professional development sessions, parent meetings, and teacher feedback conversations.

Observing the systems established by the administrator

The evaluator is observing systems that operate without the leader present. This includes but is not limited to team meetings or collaboration sessions (where the administrator is not present), observing teacher practice across multiple classrooms, or observing school systems, culture, climate, etc.

Documented Evidence

Collecting artifacts

The evaluator reviews materials that document administrator practice. This includes but is not limited to school improvement plans, school newsletters, and professional development agendas and materials.

Reviewing school data

The evaluator reviews teacher performance data, student performance data, and overall school performance data. This includes but not limited to leading indicators of the school or district development plan, direct evidence of student performance, and all stakeholder feedback.

JANUARY: MID-YEAR FORMATIVE REVIEW

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

- The administrator analyzes available student achievement data and considers progress toward the stated goals.
- The administrator may share samples of evaluation documents, feedback to teachers, etc. or other artifacts to identify key themes for discussion.

The administrator and evaluator hold a Mid-Year Formative Conference, with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and practice. The meeting is also an opportunity to surface any changes in the context (e.g., a large influx of new students) that could impact accomplishment of outcome goals; goals may be changed at this point. The evaluator provides a mid-year summary to inform the leadership practice for the remainder of the school year.

APRIL/MAY: SELF-ASSESSMENT

In the spring, the administrator is expected to assess their practice on all 18 elements of the Connecticut Leadership Standards through the lens of the Leadership Framework.

In the Leadership Framework, the standards have been distilled into four Performance Expectations: **1) Instructional Leadership, 2) Human Capital, 3) Management and Operations, and 4) Culture and Climate**. For each of the four Performance Expectations, the administrator determines whether he/she:

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

The administrator should also review their identified focus areas and determine if they consider themselves on track or not. This reflection should be used to inform their rating for the year. In addition, administrators are expected to reflect on their outcomes related to stakeholder feedback, student learning indicators, and teacher effectiveness outcomes. At WPS, the school development plan serves as the vehicle through which the goals are monitored and outcomes are captured. A self-

assessment form is located in the appendix. The administrator submits their self-assessment to their evaluator.

MAY: PRELIMINARY SUMMATIVE ASSESSMENT (ADJUSTED IN AUGUST, IF APPROPRIATE)

At the end of year conference, the administrator and evaluator analyze the administrator's performance based on all available evidence. Using the school development and performance plan, the administrator reports on the results and outcomes that were achieved based on the plan and its actions. Those goals connect to the academic goals, the goals related to the specific program foci, the results related to stakeholder feedback. Regarding the leadership practice, the two review and discuss each dimension of the framework and the evidence that supports each performance expectation to arrive at a final summative judgement. The teacher effectiveness outcomes rating is analyzed through both examination of the process of evaluating staff as well as the outcomes for teachers.

Following the conference, the evaluator completes the summative evaluation report, shares it with the administrator, and adds it to the personnel file with any written comments attached that the administrator requests to be added within two weeks of receipt of the report. Summative ratings are expected to be completed for all administrators prior to June 30 of a given school year. Should state standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator may recalculate the summative rating when the data is available and submit the adjusted rating no later than September 15. This adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

THE FOUR COMPONENTS OF THE EVALUATION

Administrators will be evaluated and supported on the basis of four key components: 1) Leadership Performance and Practice, 2) Stakeholder Feedback, 3) Student Learning Indicators, and 4) Teacher Effectiveness Outcomes.

COMPONENT ONE: LEADERSHIP PRACTICE RATING (40%)

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

The elements of practice of the Leadership Framework is the interface of the critical elements of educational and personal leadership practices, essentially synthesizing the "what" and "how" of

effective school and district leadership. These are the translated definitions of the Connecticut Common Core of Leading in action, streamlining the six Performance Expectations of the CT Common Core of Leading into four actionable areas. Each of the four Performance Expectations is supported by attributes that further define it. All of the Performance Expectations are reviewed through the lens of leadership. Based on the ISLLC standards and drawing on the LEAD Connecticut Turnaround Principal Competencies as well as the Vanderbilt Assessment of Leadership in Education, this model builds on the latest research to develop the capacity of leaders and schools in the LEARN and shoreline region.

Improving teaching and learning is at the core of what effective educational leaders do. As such, “Performance Expectation 1: Instructional Leadership” comprises half of the leadership performance and practice rating and the other three performance expectations are equally weighted.

These weightings are consistent for all administrators. For assistant administrators and other school-based 092 certificate holders in non-teaching roles, the Performance Expectations are weighed equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers.

In order to arrive at these ratings, administrators are measured against the Leadership Framework which describes leadership actions across four performance levels for each of the performance expectations and associated attributes. The four performance levels are:

- **Exemplary:** The Exemplary Level focuses on the concepts of developing capacity for others to engage in action and lead. The Exemplary level is represented by leadership that moves beyond the individual leader/school and extends across the district or beyond. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Accomplished performance.
- **Accomplished:** The framework is anchored at the Accomplished Level using the indicators and performance expectations derived from the Connecticut School Leadership Standards. It describes the educational and personal leadership practices necessary to lead successfully.
- **Developing:** The Developing Level focuses on leaders with a general knowledge of educational and personal leadership practices that are evolving. However, most of those practices lead to results that are inconsistent or they do not necessarily lead to positive or sustainable results.
- **Below Standard:** The Below Standard Level focuses on a limited understanding of educational leadership practices, misuse or general inaction on the part of the leader, or working against school and district improvement on the part of the leader.

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the preponderance of evidence for each Performance Expectation in the Leadership Framework. Evaluators collect written evidence about and observe the administrator's leadership practice across the performance expectations described in the framework. Specific attention is paid to leadership performance areas identified as needing development. This is accomplished through the steps described above, undertaken by the administrator being evaluated and by the evaluator completing the evaluation. The steps include:

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 particular focus on the identified focus areas for development. **Administrator evaluators 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*.** Assistant principal evaluators shall conduct at least four observations of the practice of the assistant principal.
3. The administrator and evaluator hold a Mid-Year Formative Conference, with a focused discussion of progress toward the expectations of *Accomplished* performance, with particular emphasis on any focus areas identified as needing development or attention.
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 their 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*, *accomplished*, *developing*, or *below standard* for each Performance Expectation. 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. (Supported by the "Summative Rating Form")

SCHOOL-BASED ADMINISTRATORS

Rate each Performance Expectation

1. Instructional Leadership			
<p>Effective instructional leaders work in their school communities/contexts to collaboratively articulate a mission, vision and goals focused on academic achievement for all through collaborative processes.</p> <p>Examine all three attributes (1.1 Mission, Vision and Goals; 1.2 Student Achievement Focus; 1.3 Collaborative Practice), with evidence determine:</p>			
<p>(4) Exemplary: Collaboratively integrates a wide range of personal leadership practices to provide instructional leadership to engage all members of the school community to achieve the mission, vision and goals for academic, behavioral and social improvement for all students.</p>	<p>(3) Accomplished: Integrates a range of personal leadership practices to provide instructional leadership to engage the school community to achieve the mission, vision, and goals for instructional improvement for students.</p>	<p>(2) Developing: Uses some or inconsistent leadership practices to address some aspects of achieving the mission, vision and goals for improvement.</p>	<p>(1) Below Standard: Applies inappropriate personal leadership practices or implements personal or leadership practices that work against instructional improvement.</p>

2. Human Capital/Talent Development			
<p>Effective leaders recruit, select, retain, and develop staff over the course of their careers through systems of high quality support and evaluation.</p> <p>Examine all three attributes (2.1 Recruitment, Selection and Retention, 2.2 Professional Learning, 2.3 Observation and Performance Evaluation), with evidence determine:</p>			
<p>(4) Exemplary: Collaboratively integrates a wide range of personal and educational leadership practices to effectively recruit, select, retain and develop staff throughout their careers through differentiated approaches</p>	<p>(3) Accomplished: Integrates a range of personal and educational leadership practices to develop staff over the course of their career through support and evaluation and staff development.</p>	<p>(2) Developing: Uses some or inconsistent personal and educational leadership practices to address some aspects of recruiting, selecting, or developing and retaining staff.</p>	<p>(1) Below Standard: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that lead to staff turnover or lack of focus on the school mission.</p>

3. Management and Operations			
<p>Effective leaders manage and create environments that are conducive to learning and use their personal and leadership practices to ensure safety, security and resource management.</p> <p>Examine all three attributes (3.1 Management of the Learning Environment, 3.2, Safety and Security, 3.3, Resource Management), with evidence determine:</p>			
<p>(4) Exemplary: Integrates a wide range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning through appropriate and innovative resource management.</p>	<p>(3) Accomplished: Uses a range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning, with resources that align with the school priorities.</p>	<p>(2) Developing: Uses some or inconsistent personal or educational leadership practices to create a learning environment that is at times conducive to learning; resources are mostly aligned with priorities</p>	<p>(1) Below Standard: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not or are misaligned.</p>

4. Culture and Climate			
Effective leaders promote family and community engagement through personal and educational leadership practices and promote equitable and inclusionary practices, grounded in ethical and equitable practices.			
Examine all three attributes (4.1 Family and Community Engagement, 4.2, School Culture and Climate, 4.3, Equitable and Ethical Practice), with evidence determine:			
(4) Exemplary: Integrates a wide range of inclusive personal and educational leadership practices to create a positive culture and climate that promotes high expectations, and equitable and inclusionary practices through equitable and ethical practices.	(3) Accomplished: Uses a range of personal and educational leadership practices to create a positive school culture and climate through equitable and ethical practices.	(2) Developing: Uses some or inconsistent personal or educational leadership practices to create learning environments that are at times conducive to learning; resources are mostly aligned with priorities.	(1) Below Standard: Applies inappropriate personal leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not aligned or are misaligned.

Based on an analysis of educational and personal leadership practice, weighing instructional leadership as half, draw a summative conclusion:

Exemplary	Accomplished	Developing	Below Standard
Exceeds the expectations of educational and personal leadership practices of the Leadership Framework.	Meets expectations of educational and personal leadership practices of the Leadership Framework.	Progressing toward expectations of educational and personal leadership practices of the Leadership Framework. (developing on instructional leadership)	Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework.

Assistant Administrators and Other School-Based Administrators:

Exemplary	Accomplished	Developing	Below Standard
Exceeds the expectations of educational and personal leadership practices of the Leadership Framework.	Meets expectations of educational and personal leadership practices of the Leadership Framework.	Progressing toward expectations of educational and personal leadership practices of the Leadership Framework.	Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework.

CENTRAL OFFICE ADMINISTRATORS

The Central Office Leadership Framework parallels the administrator framework. Both school leaders and central office staff are connected by the core dimensions of their work; however, central staff have responsibilities for educational leadership practice that may vary in scope and responsibility. The Central Office and administrator rubrics are linked through the core dimensions of Educational Leadership Practice as well as Personal Leadership Practices.

Administrators		Central Office Administrators
Educational Leadership Practice	Personal Leadership Practice	Educational Leadership Practice
Instructional leadership	Efficacy, Initiative, Strategy	Instructional Leadership
Human Capital	Feedback, Decision Making Accountability	Human Capital/Talent Development
Management and Operations	Change Management	Organizational Management and Operations
Culture and Climate	Communication and Relationships	District Culture and Climate

The Central Office Administrator Framework can be found in the Appendix. Central Office Administrators use the district development and planning process to derive their work. Sources of evidence parallel the administrator, both in terms of directly observable performance as well as documented evidence of progress. The rating system parallels that of the administrator and is shaped by the nature of the central office administrator’s role and scope of responsibility.

COMPONENT TWO: STAKEHOLDER FEEDBACK (10%)

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

The stakeholders surveyed will be those in the best position to provide meaningful feedback to the administrator. For school-based administrators, stakeholders will include teachers and parents, but may include other stakeholders (e.g., other staff, community members, students, etc.). Surveys will be administered anonymously and all administrators will collect and analyze stakeholder feedback data that will be used for continuous improvement. The surveys shall be administered annually. Data will be used as baseline data for the following year. Using the survey data, administrators will establish goals, within their school development plans, to address stakeholder feedback. Once the stakeholder feedback goal has been determined, the administrator will identify the strategies he/she will employ to meet the target.

Arriving at a 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 target. Exceptions to this include:

- Administrators with high ratings already, in which case, the rating should reflect the degree to which measures remain high

- Administrators new to the role, in which case the rating should be based on a reasonable target, using district averages or averages of schools in similar situations.

This is accomplished in the following steps, undertaken by the administrator being evaluated and reviewed by the evaluator:

1. Select appropriate survey measures aligned to the CT Standards for School Leaders.
2. Review baseline data on selected measures.
3. Set one (1) target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high)
4. Later in the school year, administer surveys to relevant stakeholders
5. Aggregate data and determine whether the administrator achieved the established target
6. Assign a rating, using this scale:

Exemplary	Accomplished	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

COMPONENT THREE: STUDENT LEARNING INDICATORS (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 and (b) performance and growth on locally-determined measures. Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrator’s evaluation.

For the 2015-2016 academic year, the required use of state test data is suspended pending federal approval. **Therefore, 45% of an administrator’s rating for Student Learning will be based on student growth and performance on locally-determined measures.**

Locally Determined Measures

Administrators establish a minimum of three student learning objectives (goals) on measures they select that they will integrate into their school development plans. (If the Administrator has no state-wide assessments, at least three goals must be established). In selecting measures, certain parameters apply:

- All measures must align to Connecticut learning standards. In instances where there are no such standards that apply to a subject/grade level, the school 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.

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.
- The process for selecting measures and creating goals should strike a balance between alignment to district student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process unfold in this way (described for principals):
 - First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
 - The administrator uses available data to craft a school improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
 - The Administrator chooses student learning priorities for her/his own evaluation that are (a) aligned to district priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
 - The Administrator chooses measures that best assess the priorities and develops clear and measurable goals for the chosen assessments/indicators.
 - The Administrator shares the goals 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 a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
- The professional resources are appropriate to supporting the administrator in meeting the performance targets.

The Administrator and evaluator collect interim data on the goals to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings. Based on this process, administrators receive a rating for this portion, as follows:

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

COMPONENT FOUR: TEACHER EFFECTIVENESS OUTCOMES (5%)

Teacher effectiveness – as measured by an aggregation of teachers’ student learning objectives (goals) – is 5% of an administrator’s evaluation. Improving teacher effectiveness is central to an administrator’s role in driving improved student learning outcomes. That is why, in addition to measuring the actions that administrators take to increase teacher effectiveness – from hiring and placement to ongoing professional development to feedback on performance – the administrator evaluation model also assesses the outcomes of all of that work.

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

In order to maintain a strong focus on teachers setting ambitious goals for their evaluation, it is imperative that evaluators discuss with the administrators their strategies in working with teachers to set goals. During the evaluation process, administrators are expected to share samples of their work with teacher supervision and evaluation, as the process of evaluation is also a critical variable in an administrator’s success.

Exemplary	Accomplished	Developing	Below Standard
>80% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation	>60% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation	>40% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation	<40% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation

The same effectiveness ratings apply for Assistant Principals or other administrators who evaluate teachers. For Central Office Administrators, the 5% is based on the ratings of the individuals that the Central Office Administrator evaluates. It is supported by evidence of the level of success of the evaluations that were conducted.

DETERMINING END OF YEAR 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.

PRACTICE: LEADERSHIP PRACTICE (40%) + STAKEHOLDER FEEDBACK (10%) = 50%

The practice rating derives from an administrator's performance on the four Performance Expectations of the Leadership Framework rubric 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.

OUTCOMES: STUDENT LEARNING INDICATORS (45%) + TEACHER EFFECTIVENESS OUTCOMES (5%) = 50%

The outcome rating derives from the student learning measures and teacher effectiveness outcomes. 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 the teacher effectiveness is either *exemplary* or *below standard*, respectively.

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 Superintendent/evaluator should examine the data and work with the administrator to gather additional information in order to make a final rating.

Summative Rating Matrix		Practice Related Indicators Rating			
		Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
Outcomes Related Indicators Rating	Exemplary (4)	Exemplary	Exemplary	Accomplished	<i>Gather further information</i>
	Accomplished (3)	Exemplary	Accomplished	Accomplished	Developing
	Developing (2)	Accomplished	Developing	Developing	Below Standard
	Below Standard (1)	<i>Gather further information</i>	Developing	Below Standard	Below Standard

SUMMATIVE ADMINISTRATOR EVALUATION RATING

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

1. **Exemplary:** Substantially exceeding indicators of performance
2. **Accomplished:** Meeting indicators of performance
3. **Developing:** Meeting some indicators of performance but not others
4. **Below standard:** Not meeting indicators of performance

Accomplished represents fully satisfactory performance, that is, effective performance. It is the rigorous standard expected for most experienced administrators. Specifically, accomplished administrators can be characterized as:

- Meeting Performance Expectations of the CT Standards for School Leaders (as reflected in the Leadership Framework) with “Instructional Leadership” evidenced as accomplished or exemplary
- Meeting Performance Expectations in the three other areas of leadership practice
- Meeting one target related to stakeholder feedback

- Meeting local targets on tests of core academic subjects
- Meeting and making progress on two student learning objectives/goals aligned to school and Waterford priorities
- Having more than 60% of teachers proficient on the student growth portion of the evaluation

Supporting administrators to reach the accomplished level is at the very heart of this evaluation model. *Exemplary* ratings are reserved for performance that significantly exceeds accomplished 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. *Accomplished* represents fully satisfactory performance, that is, effective performance.

A rating of *Developing* means that performance is meeting proficiency in some components but not others. Improvement is necessary and expected and a pattern at the *Developing* level is, for an experienced administrator, a cause for concern: an administrator would then be put on the professional assistance plan. On the other hand, for principals in their first year, performance rated *Developing* is acceptable at the beginning of their practice. If a pattern of *Developing* continues without adequate progress or growth, the administrator will be moved to professional assistance. A rating of *Below Standard* indicates performance that is below proficient on all components or unacceptably low on one or more components. The Administrator will be moved to a professional assistance plan.

PROFESSIONAL ASSISTANCE PLAN

An administrator who receives a final summative rating of “Developing” or “Below standard” will be required to **work with their evaluator and WASA representative to design a professional assistance plan.** This personalized improvement plan will be created after the completion of the summative evaluation rating conference. If an administrator does not successfully complete the plan and make adequate progress or growth, they will be deemed ineffective. An administrator may be moved to a Professional Assistance Plan at any point during the school year as appropriate.

Evaluation Criteria: The evaluation criteria are derived from the components of the School Development and Performance Plan and CT School Leader Standards. The plan should target areas in need of improvement: 1) Leadership Practice, 2) Stakeholder Feedback, 3) Student Learning, and 4) Teacher Effectiveness Outcomes.

Methods: The methods to evaluate are the same as those described above and include some of the following, depending on the areas of need:

- Comprehensive goal setting
- Observations in a range of settings
- Examination of artifacts/data
- Reflective conversations with supervisors

- Assignment of coaches
- Constructive, ongoing feedback
- Assistance and support from evaluator or designee
- Appropriate resources to support growth and development

Time period: The timeframe is dependent upon the nature of the area of concern and the extent of the needs for change and improvement.

Accountability: Documentation of evaluation criteria will include summative ratings supported by evidence, with a timeline as determined above. It may include strengths, areas needing improvement and recommended strategies for meeting any next steps. It may also include a recommendation regarding continued employment.

Peer support: The primary support for the administrator in this format will be the evaluator. Others, including peers or executive coaches, may provide additional supervision or assistance.

Evaluator: The evaluator for staff in this Professional Assistance Plan will be the Superintendent and/or his/her designee.

EVALUATION-BASED PROFESSIONAL LEARNING

Waterford Public Schools, as an organization, is committed to supporting the continuous growth and development of the leadership of the organization. WPS provides professional learning opportunities for administrators, based on the individual or group of individuals' needs that are identified through the evaluation process. These learning opportunities are clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observations of professional practice, or the results of stakeholder feedback. They may be provided through our regularly scheduled administrative team meeting time, or additional sessions as necessary. In addition, individual opportunities to learn may be provided either within or outside of the organization to meet individual learning needs.

CAREER DEVELOPMENT AND GROWTH

Waterford Public Schools values opportunities for career development and professional growth. These opportunities may be about deepening skills, knowledge or understanding in the particular job an administrator holds and/or helping to develop and explore new career options, and/or helping others to develop into leaders throughout the organization. WPS provides opportunities for career and professional growth based on an administrator's performance identified through the evaluation process. Examples of these range of growth opportunities include but are not limited to: observation of peers; mentoring/coaching early career administrators; leading learning experiences for peers; cultivating leaders within a building; connecting research to practice; contributing to WPS as an organization and providing opportunities for others to grow; differentiated career pathways, or the development of skills

to lead to new career opportunities, and targeted professional development based on areas of need. The development of leadership occurs on a continuum.

DISPUTE RESOLUTION PROCESS

A panel composed of the Superintendent, WASA 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, or 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.

Appendix A: Leadership Framework

LEADERSHIP FRAMEWORK					
Key Attributes of Leadership	Personal Leadership Practice				Potential Evidence of Performance
	<i>Demonstrates an urgency to improve outcomes for all students through a strategic improvement plan. Consistently applies initiative and persistence to accomplish ambitious goals.</i>	<i>Develops and implements systems that generate feedback for and from school community (teachers, students, parents). Uses multiple sources of information when making decisions.</i>	<i>Manages resistance to change and engages school community to maintain a consistent focus on high levels of achievement.</i>	<i>Builds trusting and positive relationships with adults, students, families and communities to improve student learning.</i>	
Educational Leadership Practice	A. Efficacy, Initiative, and Strategy	B. Feedback and Decision Making	C. Change Management	D. Communication and Relationships	Potential Evidence of Performance
1. INSTRUCTIONAL LEADERSHIP					
1.1 Mission, Vision and Goals: Develops and maintains a clear instructional mission and vision for all students that is shared by the school community and articulated in a strategic plan.	1.1A: Develops a strategic improvement plan aligned to school and district mission and goals Establishes and supports a common vision of high quality instruction.	1.1B: Engages broad stakeholder input into the implementation of the school’s strategic plan aligned to the vision, mission and goals. Uses the strategic plan in conjunction with the school’s vision, mission and goals to guide decisions	1.1C: In monitoring the implementation of the strategic plan, uses data systems to identify student strengths and needs, assess and modify programs, and addresses barriers to achieving the vision, mission and goals	1.1D: Collaboratively develops a shared mission and vision to guide the work of the school. Clearly communicates mission, vision, and strategic initiatives to stakeholders. Regularly shares strategic plan with school community	School Improvement Plan Leadership Team Meetings Professional Development Sessions
1.2 Student Achievement Focus: Sets clear and high expectations for student academic, social, and behavioral outcomes. Regularly develops and uses multiple sources of student learning information in collaboration with school and district staff to develop, monitor, and adjust instructional focus and strategic plan based on student needs.	1.2A: Ensures the implementation and evaluation of curriculum, instruction and assessment by aligning content, standards, teaching and professional development. Develops clear and measurable indicators of progress toward school and district goals.	1.2B: Provides timely, accurate, specific, and ongoing feedback using data, assessments, and evaluation methods that improve teaching and learning. Regularly monitors and evaluates progress toward strategic goals based on real time data to address student and adult learning needs.	1.2C: Develops a shared understanding of standards-based curriculum, instructional best practices and ongoing monitoring of student progress. Attends to the differentiated needs of stakeholders as the school implements strategic plan.	1.2D: Develops shared commitment to close the achievement gap and raise the achievement of all students, provides support, time and resources, and evaluates effectiveness of improvement efforts. Builds positive and trusting relationships and uses authority to create opportunities for shared understanding, commitment, and effort toward building student success.	School Improvement Plan Student Learning Data Professional Development Sessions Teacher Feedback

Appendix A: Leadership Framework

	A. Efficacy, Initiative, and Strategy	B. Feedback and Decision Making	C. Change Management	D. Communication and Relationships	Potential Evidence of Performance
<p>1.3 Collaborative Practice: Works with others for the good of the school. Creates a clear structure and direction for the work of teams. Builds the capacity of teams to make decisions aligned to mission of the school and district.</p>	<p>1.3A: Collaboration and distributed leadership are key components of mission, vision, and strategic plan.</p>	<p>1.3B: Monitors and gives feedback to teams. Ensures that staff and community members engage in leadership roles and actively supports the distribution of leadership responsibilities. Seeks and applies feedback from key stakeholders and colleagues to guide leadership work.</p>	<p>1.3C: Manages team growth and internal conflict and effectively engages others in a collaborative culture where difficult and respectful conversations encourage diversity of thought and perspective.</p>	<p>1.3D: Builds collaborative and productive relationships with colleagues, teachers, parents, students, and other stakeholders. Regularly communicates with individuals and teams and facilitates communication within and among key stakeholder groups.</p>	<p>Team Meetings School Schedule Formative Data Professional Development Sessions</p>
2. HUMAN CAPITAL					
<p>2.1: Recruitment, Selection, and Retention: Recruits, selects, develops, and retains effective educators needed to implement school mission and strategic plan.</p>	<p>2.1A: Develops and applies a recruitment and selection strategy that is integrated with strategic plan.</p>	<p>2.1B: Consistently uses evidence/data of effective teaching (e.g., demonstration lessons, lesson/unit plan analysis) as primary factor in recruiting and selection decisions. Involves teacher leaders in selection process for all instructional staff.</p>	<p>2.1C: Uses multiple channels to identify the most effective teachers and strategically places them into positions based on his/her knowledge of teachers' strengths and areas for growth, considering student needs</p>	<p>2.1D: Creates and maintains trusting and positive relationships with teachers and staff. Builds relationships in profession (e.g., training programs) and within district to obtain highly qualified and diverse staff</p>	<p>Staffing Patterns</p>
<p>2.2: Professional Learning: Establishes a collaborative professional learning program linked to student, classroom, and school data, individual teacher needs, and school goals.</p>	<p>2.2A: Provides support, time, and resources to engage faculty in reflective practice that leads to evaluating and improving instruction and in pursuing leadership opportunities. Models a commitment to continuous learning.</p>	<p>2.2B: Aligns school professional development plan to strategic plan and data collected through performance evaluation and student learning information. Ensures that all teachers receive feedback and aligned professional learning opportunities.</p>	<p>2.2C: Ensures coherence in the development, implementation and evaluation of curriculum, instruction and assessment by aligning content standards, teaching, professional development and assessment methods.</p>	<p>2.2D: Collaborates to foster a professional learning culture through ongoing, differentiated and job-embedded professional development to strengthen teaching and learning. Actively seeks and allocates resources to build and sustain improvement</p>	<p>PD Calendar Team Meetings School development plan</p>

Appendix A: Leadership Framework

	A. Efficacy, Initiative, and Strategy	B. Feedback and Decision Making	C. Change Management	D. Communication and Relationships	Potential Evidence of Performance
<p>2.3: Observation and Performance Evaluation: Ensures high quality, standards based instruction by building the capacity of teachers to lead and perfect their craft.</p>	<p>2.3A: Administrators and teachers collaboratively develop a shared understanding of effective performance aligned with the instructional mission and vision of the school and district</p>	<p>2.3B: Regularly gives staff clear, timely, and actionable feedback based on observation, student learning data, and other evaluation criteria.</p>	<p>2.3C: Regularly looks at a body of evidence, including student achievement data, to assess performance in order to identify supports and make performance management decisions.</p>	<p>2.3D: Addresses areas of underperformance in a timely manner with individuals, teams and staff; proactively leads difficult conversations with staff to improve and enhance student learning and results as necessary</p>	<p>School Improvement Plan Observations and Evaluations Special Education Data</p>
<h3>3. MANAGEMENT AND OPERATIONS</h3>					
<p>3.1 Management of the Learning Environment: Uses all available resources to create an environment conducive to student and adult learning.</p>	<p>3.1A: Establishes and implements plans, procedures, and routines that ensure orderly and efficient operation of the school to support student learning.</p>	<p>3.1B: Uses problem-solving skills and knowledge of operational planning to continuously improve the operational system.</p>	<p>3.1C: Develops information systems and capacity of staff to document and access student learning progress over time. Uses information systems to ensure optimal use of time for teaching, learning, and collaboration</p>	<p>3.1D: Communicates in a regular, timely and clear manner reflecting the core values of school. Develops meaningful processes for creating communication systems with stakeholders. Uses a variety of media to clarify and report on school operating and learning systems.</p>	<p>Parent and staff communication Newsletters Schedules Office Environment Parent and Student Surveys</p>
<p>3.2 Safety and Security: Develops, Implements, and regularly evaluates a comprehensive safety and security plan</p>	<p>3.2A: Continually engages the school community in the development, implementation and evaluation of a comprehensive safety plan aligned with the strategic plan, including the provision of appropriate health and social services.</p>	<p>3.2B: Implements a clear crisis management plan that is known by all staff, periodically tested, and updated as needed.</p>	<p>3.2C: Assists teachers in engaging in effective classroom management practices and supports the provision of appropriate health and social services</p>	<p>3.2D: Develops positive and trusting relationships with adults and students. Ensures that school community takes initiative and ownership to support a safe and effective learning environment</p>	<p>Crisis Team Plan Safety Plan ED166</p>
<p>3.3 Resource Management: Conducts needs analysis and clearly aligns budget with instructional vision and school strategic plan</p>	<p>3.3A: Develops and implements a budget aligned to the school and district improvement plans that is transparent and fiscally responsible</p>	<p>3.3B: Aligns resources based on data to address the gaps between the current outcomes and goals toward continuous improvement</p>	<p>3.3C: Engages and supports individuals and school community when faced with reduced or increasing resources.</p>	<p>3.3D: Collaborates with multiple stakeholders to develop a fiscally responsible budget and secure necessary resources to support school and district improvement goals</p>	<p>Budget Spending patterns</p>

Appendix A: Leadership Framework

	A. Efficacy, Initiative, and Strategy	B. Feedback and Decision Making	C. Change Management	D. Communication and Relationships	Potential Evidence of Performance
4. CULTURE AND CLIMATE					
4.1 Family and Community Engagement: Promotes the growth of all students by actively engaging with families, community partners, and other stakeholders to support the mission of the school and district	4.1A: Publicly advocates the vision, mission and goals so that the school community understands and supports equitable and effective learning opportunities for all students.	4.1B: Ensures that all members of the school community have a strong voice in regard to concerns, ideas, and interests	4.1C: Consistently and effectively empowers parents to use a variety of strategies to engage families as leaders and partners in decisions about improving school-wide and student-specific learning	4.1D: Maintains a high degree of visibility, accessibility and responsiveness by consistently interacting with students, staff, parents, and community. Actively communicates the successes of the school to the broader community.	School Improvement Plan Parent Survey Parent Meetings
4.2 School Culture and Climate: Builds a culture of high achievement by promoting equitable and inclusionary practices. Implements and monitors clear expectations for adult and student conduct aligned to stated values of the school	4.2A: Implements and monitors clear expectations for adult and student conduct aligned to stated values for the school and provides appropriate training for staff to uphold these expectations.	4.2B: Uses assessment strategies and research methods to collaboratively monitor school culture and climate and understand and address the diverse needs of students and community.	4.2C: Effectively anticipates and responds to challenges and conflicts and remains focused on the vision of high expectations when faced with adversity. Takes a proactive approach to defusing and resolving disagreements among stakeholders.	4.2D: Models positive relationship building and teamwork for the benefit of all students. Involves colleagues, families and the community in developing, implementing, and monitoring guidelines and community norms for accountable behavior to ensure student learning.	Observation School Improvement Plan Discipline Data Bully Log Staff Survey SRBI Data
4.3 Equitable and Ethical Practice: Maintains a focus on ethical decisions, cultural competencies, social justice, and inclusive practice for all members of the school community.	4.3A: Advocates for and acts on commitments in the vision, mission, and goals to provide equitable and effective learning opportunities for all students in the broad educational community.	4.3B: Using school district and state data, communicates effectively with decision-makers and the community to improve public understanding of federal, state and local laws, policies and regulations	4.3C: Models, promotes and holds self and others accountable for professional conduct, ethics, student equity and rights and confidentiality of students in accordance with the CT Code of Responsibility for Educators	4.3D: Implements best practice in outreach and forms partnerships with parent and community organizations to be inclusive of diverse stakeholders. Ensures an inclusive process and incorporates different perspectives and dissenting voices in decision making.	Student Learning Data SRBI Data Special Education Data

Appendix A: Leadership Framework

Rate each Performance Expectation

1. Instructional Leadership			
<p>Effective instructional leaders work in their school communities/contexts to collaboratively articulate a mission, vision and goals focused on academic achievement for all through collaborative processes.</p> <p>Examine all three attributes (1.1 Mission, Vision and Goals; 1.2 Student Achievement Focus; 1.3 Collaborative Practice), with evidence determine:</p>			
<p>(4) Exemplary: Collaboratively integrates a wide range of personal leadership practices to provide instructional leadership to engage all members of the school community to achieve the mission, vision and goals for academic, behavioral and social improvement for all students.</p>	<p>(3) Accomplished: Integrates a range of personal leadership practices to provide instructional leadership to engage the school community to achieve the mission, vision, and goals for instructional improvement for students.</p>	<p>(2) Developing: Uses some or inconsistent leadership practices to address some aspects of achieving the mission, vision and goals for improvement.</p>	<p>(1) Below Standard: Applies inappropriate personal leadership practices or implements personal or leadership practices that work against instructional improvement.</p>
2. Human Capital/Talent Development			
<p>Effective leaders recruit, select, retain, and develop staff over the course of their careers through systems of high quality support and evaluation.</p> <p>Examine all three attributes (2.1 Recruitment, Selection and Retention, 2.2 Professional Learning, 2.3 Observation and Performance Evaluation), with evidence determine:</p>			
<p>(4) Exemplary: Collaboratively integrates a wide range of personal and educational leadership practices to effectively recruit, select, retain and develop staff throughout their careers through differentiated approaches</p>	<p>(3) Accomplished: Integrates a range of personal and educational leadership practices to develop staff over the course of their career through support and evaluation and staff development.</p>	<p>(2) Developing: Uses some or inconsistent personal and educational leadership practices to address some aspects of recruiting, selecting, or developing and retaining staff.</p>	<p>(1) Below Standard: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that lead to staff turnover or lack of focus on the school mission.</p>
3. Management and Operations			
<p>Effective leaders manage and create environments that are conducive to learning and use their personal and leadership practices to ensure safety, security and resource management.</p> <p>Examine all three attributes (3.1 Management of the Learning Environment, 3.2, Safety and Security, 3.3, Resource Management), with evidence determine:</p>			
<p>(4) Exemplary: Integrates a wide range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning through appropriate and innovative resource management.</p>	<p>(3) Accomplished: Uses a range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning, with resources that align with the school priorities.</p>	<p>(2) Developing: Uses some or inconsistent personal or educational leadership practices to create a learning environment that is at times conducive to learning; resources are mostly aligned with priorities</p>	<p>(1) Below Standard: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not or are misaligned.</p>

Appendix A: Leadership Framework

4. Culture and Climate

Effective leaders promote family and community engagement through personal and educational leadership practices and promote equitable and inclusionary practices, grounded in ethical and equitable practices.

Examine all three attributes (4.1 Family and Community Engagement, 4.2, School Culture and Climate, 4.3, Equitable and Ethical Practice), with evidence determine:

<p>(4) Exemplary: Integrates a wide range of inclusive personal and educational leadership practices to create a positive culture and climate that promotes high expectations, and equitable and inclusionary practices through equitable and ethical practices.</p>	<p>(3) Accomplished: Uses a range of personal and educational leadership practices to create a positive school culture and climate through equitable and ethical practices.</p>	<p>(2) Developing: Uses some or inconsistent personal or educational leadership practices to create learning environments that are at times conducive to learning; resources are mostly aligned with priorities.</p>	<p>(1) Below Standard: Applies inappropriate personal leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not aligned or are misaligned.</p>
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RATE each Performance Expectation:

Performance Expectation 1: Instructional Leadership

Performance Expectation 2: Human Capital/Talent Development

Performance Expectation 3: Management and Operations

Performance Expectation 4: Culture and Climate

Based on an analysis of educational and personal leadership practice, weighing instructional leadership as half, draw a summative conclusion:

Exemplary	Accomplished	Developing	Below Standard
Exceeds the expectations of educational and personal leadership practices of the Leadership Framework.	Meets expectations of educational and personal leadership practices of the Leadership Framework.	Progressing toward expectations of educational and personal leadership practices of the Leadership Framework. (developing on instructional leadership)	Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework.

Appendix B: Central Office Leadership Framework

CENTRAL OFFICE LEADERSHIP FRAMEWORK					
Key Attributes of Leadership	Personal Leadership Practice				Potential Evidence of Performance
	<i>Demonstrates an urgency to continuously improve and a strategy for improving outcomes for all students. Consistently applies initiative and persistence to accomplish ambitious goals.</i>	<i>Develops and implements systems that generate feedback for and from the school district community for accountability. Uses multiple sources of information when making decisions.</i>	<i>Manages resistance to change and engages the school community to maintain a consistent focus on high levels of achievement. Manages both technical and adaptive change.</i>	<i>Builds trusting and positive relationships with the school community that supports the school district vision and mission.</i>	
Educational Leadership Practice	A. Efficacy, Initiative, and Strategy	B. Feedback and Decision Making	C. Change Management	D. Communication and Relationships	Potential Evidence of Performance
1. INSTRUCTIONAL LEADERSHIP					
1.1 District Mission, Vision and Goals: Promotes and maintains a clear instructional mission and vision for all students and staff that is shared by the district community and articulated through strategic plans.	1.1A: Develops a strategic improvement plan to guide school and departmental mission and goals. Establishes and supports a common vision of high quality instruction. Cultivates urgency and commitment to continuously improve.	1.1B: Engages broad stakeholder input into the implementation of the district strategic plan aligned to the vision, mission and goals. Uses the strategic plan in conjunction with and to shape each school's vision, mission and goals to guide decisions.	1.1C: Uses data systems to identify district strengths and needs, assess and modify programs, and addresses barriers to achieving the vision, mission and goals. Assesses technical and adaptive needs and aligns resources to support those needs.	1.1D: Engages district staff to cultivate a shared mission and vision to guide the work of the district. Clearly communicates mission, vision, and strategic initiatives to stakeholders. Regularly shares strategic plan, actions and progress with school community/board.	Articulated District improvement plans aligned with school or departmental plans Leadership Team Meetings Professional Development Sessions
1.2 District Focus: Ensures the implementation and evaluation of curriculum, instruction and assessment by aligning content, standards, teaching and professional development. Promotes organizational coherence and alignment through district focus.	1.2A: Develops an articulated theory of action for achieving district goals. Establishes clear goals and action steps related to the strengthening of curriculum, instruction, and assessment. Routinely communicates district focus to promote coherence. Develops clear and measurable indicators of progress toward district goals.	1.2B: Regularly develops and uses multiple sources of data and information to develop, monitor, and adjust instructional focus and strategic plan based on student, district and community needs. Creates systems that promote feedback based on data to improve. Uses multiple sources of data to determine priorities.	1.2C: Develops a shared understanding of standards-based curriculum, instructional best practices and ongoing monitoring of student progress. Attends to the differentiated needs of stakeholders as the district implements the strategic plan.	1.2D: Develops shared commitment to close the achievement gap and raise the achievement of all students. Builds positive and trusting relationships and uses authority to create opportunities for shared understanding, commitment, and effort toward building student success. Advocates for resources to support improvement efforts.	District Improvement Plan Student Learning Data Professional Development Sessions Administrator meetings

Appendix B: Central Office Leadership Framework

	A. Efficacy, Initiative, and Strategy	B. Feedback and Decision Making	C. Change Management	D. Communication and Relationships	Potential Evidence of Performance
1.3 District Structures and Processes: Develops the capacity of others to support the mission. Creates a clear structure and direction for distributed leadership. Builds the capacity of others to make decisions aligned to mission.	1.3A: Establishes district team structures and processes to support improving curriculum, instruction and assessment. Provides and aligns the support, time and resources to achieve successful implementation.	1.3B: Coaches, monitors and gives feedback to school leaders. Actively supports the distribution of leadership responsibilities. Seeks and applies feedback from key stakeholders and colleagues to guide leadership work.	1.3C: Manages leader and team growth and internal conflict and effectively engages others in a collaborative culture where difficult and respectful conversations encourage diversity of thought and perspective. Enables staff to move from compliance to commitment.	1.3D: Builds collaborative and productive relationships with all members of the school community. Builds feedback loops, ensuring communication flows both up and down. Facilitates communication within and among key stakeholder groups. Communicates clearly and purposefully with the board/leadership.	Leadership Meetings Board meetings Team structures Formative Data Professional Development Sessions
2. HUMAN CAPITAL / TALENT DEVELOPMENT					
2.1: Recruitment, Selection, and Retention: Establishes and implements processes to recruit, select, develop, and retain effective educators needed to implement district mission and strategic plan.	2.1A: Develops and applies a recruitment and selection strategy that is integrated with strategic plan and applied across the schools and departments. Aligns human resources with the district vision and goals. Establishes and uses effective criteria and processes for hiring, developing, and retaining staff.	2.1B: Consistently uses evidence/data of effective teaching and leadership (e.g., demonstration lessons, lesson/unit plan analysis) as primary factors in recruiting and selection decisions. Involves teachers and leaders in selection processes for all instructional staff. Uses differentiated approaches to develop staff across their career.	2.1C: Uses multiple channels to identify the most effective leaders and teachers and strategically places them into positions based on his/her knowledge of strengths and areas for growth, considering student needs. Articulates district expectations to new hires and reinforces core values and expectations to retain staff.	2.1D: Creates and maintains trusting and positive relationships with teachers, administrators and staff. Builds relationships in the profession (e.g., training programs) and within district to obtain highly qualified and diverse staff.	Staffing Patterns Professional development re: recruitment

Appendix B: Central Office Leadership Framework

	A. Efficacy, Initiative, and Strategy	B. Feedback and Decision Making	C. Change Management	D. Communication and Relationships	Potential Evidence of Performance
<p>2.2: Professional Learning: Establishes a collaborative professional learning program linked to student, classroom, and school/district data, considering both individual school and district goals.</p>	<p>2.2A: Ensures the development, implementation and evaluation of curriculum, instruction and assessment; aligns content standards, teaching, assessment, and professional development/ learning opportunities.</p> <p>Provides support, time, and resources to engage staff in reflective practice that leads to evaluating and improving instruction.</p>	<p>2.2B: Aligns district professional development plan to strategic plan and data collected through performance evaluation and student learning information. Ensures that all staff receives feedback and aligned professional learning opportunities.</p>	<p>2.2C: Cultivates shared leadership opportunities for improving instructional practice.</p> <p>Addresses resistance to changes in instructional practice and cultivates commitment to the work.</p> <p>Models continuous learning expectations in their own practice.</p> <p>Keeps current with evolving trends and research in the field that supports district development.</p>	<p>2.2D: Collaborates to foster a professional learning culture through ongoing, differentiated and job-embedded professional development to strengthen teaching and learning. Actively seeks and allocates resources to build and sustain improvement.</p> <p>Advocates for the importance of professional learning in district development and resource allocation.</p>	<p>PD Calendar</p> <p>Team Meetings</p> <p>Board presentations</p>
<p>2.3: Observation and Performance Evaluation: Ensures high quality, standards based instruction by building the capacity of leaders to promote the development of their staff.</p>	<p>2.3A: Collaboratively develops a shared understanding of effective performance aligned with the instructional mission and vision of the school and district.</p>	<p>2.3B: Regularly gives leaders clear, timely, and actionable feedback based on observation, school or departmental learning data and other evaluation criteria.</p> <p>Reviews evaluation data generated by leaders to refine/guide evaluation practices. Provides differentiated opportunities to develop staff.</p>	<p>2.3C: Uses multiple sources of data to evaluate staff and maximizes the use of district evaluation systems to promote growth.</p> <p>Regularly looks at a body of evidence to identify supports and make performance management decisions.</p> <p>Makes performance decisions that may not be popular but effect necessary change.</p>	<p>2.3D: Addresses areas of underperformance in a timely manner with individuals, teams and staff; proactively leads difficult conversations with staff to improve and enhance student learning and results as necessary. Promotes and celebrates high quality performance and cultivates opportunities for effective staff to share their practices with others.</p>	<p>District improvement plans</p> <p>Observations and Evaluations</p> <p>Special Education Data</p>

Appendix B: Central Office Leadership Framework

	A. Efficacy, Initiative, and Strategy	B. Feedback and Decision Making	C. Change Management	D. Communication and Relationships	Potential Evidence of Performance
3. ORGANIZATIONAL MANAGEMENT AND OPERATIONS					
3.1 Management of the Learning Environment: Uses all available resources to create a professional learning community and environment conducive to student and adult learning.	3.1A: Establishes and implements plans, procedures, and routines that ensure orderly and efficient operation of the district to support student learning.	3.1B: Uses problem-solving skills and knowledge of operational planning to continuously improve the operational system. Monitors and continuously evaluates the efficacy of district systems and makes modifications as necessary to support effectiveness.	3.1C: Develops information systems and capacity of staff to document and access student learning progress over time. Uses information systems to ensure optimal use of time for teaching, learning, and collaboration	3.1D: Communicates in a regular, timely and clear manner. Develops meaningful processes for creating communication systems with stakeholders. Uses a variety of media to clarify and report on school operating and learning systems.	Communication samples Newsletters Schedules Office Environment Staff Surveys
3.2 Safety and Security: Develops, Implements, and regularly evaluates a comprehensive safety and security plan	3.2A: : Implements and monitors a clear crisis management plan that is known by all staff, periodically tested, and updated as needed. Engages in appropriate decision making, communication and resource allocation for crisis or emergency situations.	3.2B Continually engages the school district community in the development, implementation and evaluation of a comprehensive safety plan aligned with the strategic plan, including the provision of appropriate health and social services.	3.2C: Is responsive to legislative or best practices to school safety and security and makes appropriate modifications to the district system. Engages school leaders in effective school practices and supports the provision of appropriate health and social services.	3.2D: Develops positive and trusting relationships with all members of the school community as well as law enforcement and first responders. Ensures that school community takes initiative and ownership to support a safe and effective learning environment	Crisis Team Plan Safety Plan
3.3 Resource Management: Conducts needs analysis and clearly aligns budget with instructional vision and school strategic plan	3.3A: Develops and implements a budget aligned to the district improvement plan that is transparent and fiscally responsible. Aligns staffing and human resources with district goals.	3.3B: Aligns resources based on data to address the gaps between the current outcomes and goals toward continuous improvement.	3.3C: Engages and supports individuals and school community when faced with reduced or increasing resources.	3.3D: Collaborates with multiple stakeholders to develop a fiscally responsible budget and secure necessary resources to support school and district improvement goals	Budget Spending patterns

Appendix B: Central Office Leadership Framework

	A. Efficacy, Initiative, and Strategy	B. Feedback and Decision Making	C. Change Management	D. Communication and Relationships	Potential Evidence of Performance
4. DISTRICT CULTURE AND CLIMATE					
4.1 School District Community Engagement: Actively engages school leaders, staff, board, families and community partners, and other stakeholders to promote the school district mission.	4.1A: Publicly advocates the vision, mission and goals so that the school community understands and supports equitable and effective learning opportunities for all students.	4.1B: Ensures that all members of the school community have a strong voice in regard to concerns, ideas, and interests. Establishes routines and processes to solicit feedback and input on system expectations.	4.1C: Consistently and effectively empowers leaders to use a variety of strategies to engage families as leaders and partners in decisions about improving learning. Models the district expectations in their own learning environments.	4.1D: Maintains a high degree of visibility, accessibility and responsiveness by consistently interacting with students, staff, parents, and community. Actively communicates the successes of the school to the broader community.	School Improvement Plan Parent Survey Parent Meetings
4.2 School District Culture and Climate: Builds a culture of high achievement by promoting equitable and inclusionary practices. Implements and monitors clear expectations for adult and student conduct aligned to stated values of the district.	4.2A: Implements and monitors clear expectations for adult and student conduct aligned to stated values for the district and provides appropriate training for staff to uphold these expectations.	4.2B: Uses assessment strategies and research methods to collaboratively monitor district culture and climate and understand and address the diverse needs of students and community.	4.2C: Effectively anticipates and responds to challenges and conflicts and remains focused on the vision of high expectations when faced with adversity. Takes a proactive approach to defusing and resolving disagreements among stakeholders.	4.2D: Models positive relationship building and teamwork for the benefit of all students. Involves colleagues, families and the community in developing, Cultivates parent advocacy for schools and the district mission.	Observation School Improvement Plan Staff Survey SRBI Data
4.3 Equitable and Ethical Practice: Maintains a focus on ethical decisions, cultural competencies, social justice, and inclusive practice for all members of the school community.	4.3A: Advocates for and acts on commitments in the vision, mission, and goals to provide equitable and effective learning opportunities for all students in the broad educational community. Upholds and models equitable, ethical and inclusive practices.	4.3B: Using school district and state data, communicates effectively with decision-makers and the community to improve public understanding of federal, state and local laws, policies and regulations.	4.3C: Models, promotes and holds self and others accountable for professional conduct, ethics, student equity and rights and confidentiality of students in accordance with the CT Code of Responsibility for Educators	4.3D: Implements best practice in outreach and forms partnerships with parent and community organizations to be inclusive of diverse stakeholders. Ensures an inclusive process and incorporates different perspectives and dissenting voices in decision making.	Student Learning Data SRBI Data Special Education Data

Appendix B: Central Office Leadership Framework

Rate each Performance Expectation

1. Instructional Leadership			
<p>Effective central office instructional leaders work in their district communities/contexts to collaboratively articulate a mission, vision and goals focused on academic achievement for all and support the implementation of the mission through meaningful collaborative processes.</p> <p>Examine all three attributes (1.1 Mission, Vision and Goals; 1.2 Student Achievement Focus; 1.3 Collaborative Practice), with evidence determine:</p>			
<p>(4) Exemplary: Collaboratively integrates a wide range of personal leadership practices to provide instructional leadership to engage all members of the district community to achieve the mission, vision and goals for academic, behavioral and social improvement for all students.</p>	<p>(3) Accomplished: Integrates a range of personal leadership practices to provide instructional leadership to engage the district community to achieve the mission, vision, and goals for instructional improvement for students.</p>	<p>(2) Developing: Uses some or inconsistent personal and instructional leadership practices to address some aspects of achieving the mission, vision and goals for improvement.</p>	<p>(1) Below Standard: Applies inappropriate personal or leadership practices or implements personal or leadership practices that work against instructional improvement.</p>
2. Human Capital/Talent Development			
<p>Effective leaders recruit, select, retain, and develop staff over the course of their careers through systems of high quality support and evaluation.</p> <p>Examine all three attributes (2.1 Recruitment, Selection and Retention, 2.2 Professional Learning, 2.3 Observation and Performance Evaluation), with evidence determine:</p>			
<p>(4) Exemplary: Collaboratively integrates a wide range of personal and educational leadership practices to effectively recruit, select, retain and develop staff throughout their careers through differentiated approaches</p>	<p>(3) Accomplished: Integrates a range of personal and educational leadership practices to develop staff over the course of their career through support and evaluation and staff development.</p>	<p>(2) Developing: Uses some or inconsistent personal and educational leadership practices to address some aspects of recruiting, selecting, or developing and retaining staff.</p>	<p>(1) Below Standard: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that lead to staff turnover or lack of focus on the school mission.</p>
3. Management and Operations			
<p>Effective leaders manage and create environments that are conducive to learning and use their personal and leadership practices to ensure safety, security and resource management.</p> <p>Examine all three attributes (3.1 Management of the Learning Environment, 3.2, Safety and Security, 3.3, Resource Management), with evidence determine:</p>			
<p>(4) Exemplary: Integrates a wide range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning through appropriate and innovative resource management.</p>	<p>(3) Accomplished: Uses a range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning, with resources that align with the school priorities.</p>	<p>(2) Developing: Uses some or inconsistent personal or educational leadership practices to create a learning environment that is at times conducive to learning; resources are mostly aligned with priorities</p>	<p>(1) Below Standard: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not or are misaligned.</p>

Appendix B: Central Office Leadership Framework

4. Culture and Climate			
<p>Effective leaders promote family and community engagement through personal and educational leadership practices and promote equitable and inclusionary practices, grounded in ethical and equitable practices.</p> <p>Examine all three attributes (4.1 Family and Community Engagement, 4.2, School Culture and Climate, 4.3, Equitable and Ethical Practice), with evidence determine:</p>			
<p>(4) Exemplary: Integrates a wide range of inclusive personal and educational leadership practices to create a positive culture and climate that promotes high expectations, and equitable and inclusionary practices through equitable and ethical practices.</p>	<p>(3) Accomplished: Uses a range of personal and educational leadership practices to create a positive school culture and climate through equitable and ethical practices.</p>	<p>(2) Developing: Uses some or inconsistent personal or educational leadership practices to create learning environments that are at times conducive to learning; resources are mostly aligned with priorities.</p>	<p>(1) Below Standard: Applies inappropriate personal leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not aligned or are misaligned.</p>

RATE each Performance Expectation:

Performance Expectation 1: Instructional Leadership

Performance Expectation 2: Human Capital/Talent Development

Performance Expectation 3: Management and Operations

Performance Expectation 4: Culture and Climate

Based on an analysis of educational and personal leadership practice, weighing instructional leadership as half, draw a summative conclusion:

Exemplary	Accomplished	Developing	Below Standard
Exceeds the expectations of educational and personal leadership practices of the Central Office Leadership Framework.	Meets expectations of educational and personal leadership practices of the Central Office Leadership Framework.	Progressing toward expectations of educational and personal leadership practices of the Central Office Leadership Framework. (developing on instructional leadership)	Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Central Office Leadership Framework.

Appendix C: End-of-Year Conference Guiding Questions

To help you to prepare for your final summative evaluation, the following process/guiding questions are listed below to help guide the final summative evaluation. This addresses all four components of the plan. You will use your school development plan work, including results and outcomes as a central data source.

COMPONENT ONE: LEADERSHIP PRACTICE (40%)

You are expected to assess your practice on the four Performance Expectations of the framework, supported by your personal leadership practices.

Performance Expectation 1: Instructional Leadership: Effective instructional leaders work in their school communities/contexts to collaboratively articulate a mission, vision and goals focused on academic achievement for all through collaborative processes.			
1.1 Mission, Vision and Goals: Develops and maintains a clear instructional mission and vision for all students that is shared by the school community and articulated in a strategic plan.			
1.2 Student Achievement Focus: Sets clear and high expectations for student academic, social, and behavioral outcomes. Regularly develops and uses multiple sources of student learning information in collaboration with school and district staff to develop, monitor, and adjust instructional focus and strategic plan based on student needs.			
1.3 Collaborative Practice: Works with others for the good of the school. Creates a clear structure and direction for the work of teams. Builds the capacity of teams to make decisions aligned to mission of the school and district.			
Using evidence determine:			
(4) Exemplary: Collaboratively integrates a wide range of personal leadership practices to provide instructional leadership to engage all members of the school community to achieve the mission, vision and goals for academic, behavioral and social improvement for all students.	(3) Accomplished: Integrates a range of personal leadership practices to provide instructional leadership to engage the school community to achieve the mission, vision, and goals for instructional improvement for students.	(2) Developing: Uses some or inconsistent leadership practices to address some aspects of achieving the mission, vision and goals for improvement.	(1) Below Standard: Applies inappropriate personal leadership practices or implements personal or leadership practices that work against instructional improvement.

Appendix C: End-of-Year Conference Guiding Questions

Performance Expectation 2: Human Capital: Effective leaders recruit, select, retain, and develop staff over the course of their careers through systems of high quality support and evaluation.			
2.1 Recruitment, Selection, and Retention: Recruits, selects, develops, and retains effective educators needed to implement school mission and strategic plan.			
2.2 Professional Learning: Establishes a collaborative professional learning program linked to student, classroom, and school data, individual teacher needs, and school goals.			
2.3 Observation and Performance Evaluation: Ensures high quality, standards based instruction by building the capacity of teachers to lead and perfect their craft.			
Using evidence determine:			
(4) Exemplary: Collaboratively integrates a wide range of personal and educational leadership practices to effectively recruit, select, retain and develop staff throughout their careers through differentiated approaches	(3) Accomplished: Integrates a range of personal and educational leadership practices to develop staff over the course of their career through support and evaluation and staff development.	(2) Developing: Uses some or inconsistent personal and educational leadership practices to address some aspects of recruiting, selecting, or developing and retaining staff.	(1) Below Standard: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that lead to staff turnover or lack of focus on the school mission.

Performance Expectation 3: Management and Operations: Effective leaders manage and create environments that are conducive to learning and use their personal and leadership practices to ensure safety, security and resource management.			
3.1 Management of the Learning Environment: Uses all available resources to create an environment conducive to student and adult learning.			
3.2 Safety and Security: Develops, Implements, and regularly evaluates a comprehensive safety and security plan			
3.3 Resource Management: Conducts needs analysis and clearly aligns budget with instructional vision and school strategic plan			
Using evidence determine:			
(4) Exemplary: Integrates a wide range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning through appropriate and innovative resource management.	(3) Accomplished: Uses a range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning, with resources that align with the school priorities.	(2) Developing: Uses some or inconsistent personal or educational leadership practices to create a learning environment that is at times conducive to learning; resources are mostly aligned with priorities	(1) Below Standard: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not or are misaligned.

Appendix C: End-of-Year Conference Guiding Questions

<p>Performance Expectation 4: Culture and Climate: Effective leaders promote family and community engagement through personal and educational leadership practices and promote equitable and inclusionary practices, grounded in ethical and equitable practices.</p>			
<p>4.1 Family and Community Engagement: Promotes the growth of all students by actively engaging with families, community partners, and other stakeholders to support the mission of the school and district</p>			
<p>4.2 School Culture and Climate: Builds a culture of high achievement by promoting equitable and inclusionary practices. Implements and monitors clear expectations for adult and student conduct aligned to stated values of the school</p>			
<p>4.3 Equitable and Ethical Practice: Maintains a focus on ethical decisions, cultural competencies, social justice, and inclusive practice for all members of the school community.</p>			
<p>Using evidence determine:</p>			
<p>(4) Exemplary: Integrates a wide range of inclusive personal and educational leadership practices to create a positive culture and climate that promotes high expectations, and equitable and inclusionary practices through equitable and ethical practices.</p>	<p>(3) Accomplished: Uses a range of personal and educational leadership practices to create a positive school culture and climate through equitable and ethical practices.</p>	<p>(2) Developing: Uses some or inconsistent personal or educational leadership practices to create learning environments that are at times conducive to learning; resources are mostly aligned with priorities.</p>	<p>(1) Below Standard: Applies inappropriate personal leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not aligned or are misaligned.</p>

Appendix C: End-of-Year Conference Guiding Questions

The following schema is used to determine the summative rating for this category. Based on an analysis of educational and personal leadership practice, weighing instructional leadership as half, draw a summative conclusion:

School Based Administrators:

Exemplary	Accomplished	Developing	Below Standard
Exceeds the expectations of educational and personal leadership practices of the Leadership Framework.	Meets expectations of educational and personal leadership practices of the Leadership Framework.	Progressing toward expectations of educational and personal leadership practices of the Leadership Framework. (developing on instructional leadership)	Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework.

Assistant Administrators and Other School-Based Administrators:

Exemplary	Accomplished	Developing	Below Standard
Exceeds the expectations of educational and personal leadership practices of the Leadership Framework.	Meets expectations of educational and personal leadership practices of the Leadership Framework	Progressing toward expectations of educational and personal leadership practices of the Leadership Framework	Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework.

Appendix C: End-of-Year Conference Guiding Questions

COMPONENT TWO: STAKEHOLDER FEEDBACK (10%)

Feedback from stakeholders represents 10% of your summative rating. Using your survey data, you have established parent driven goals, within your school development plans, to address stakeholder feedback. In addition, you have identified in your plan the strategies that you intended to employ to meet the target.

Examine the Indicator that you established for your parent/stakeholder feedback. Determine your results. Reflect on the degree to which you made growth on this measure. Using the data collected through your school development plan, determine the degree to which you met your performance target.

Stakeholder/Parent Feedback
For your parent/stakeholder feedback goal, what were your results? Did you meet the target? What did you do to contribute to these results? What might you do differently? Or where should you go next? Click here to enter text.

Self-assess and assign a rating, using this scale:

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

Component Two: Stakeholder Feedback (10%) Rating: [Click here to enter text.](#)

COMPONENT THREE: STUDENT LEARNING INDICATORS (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, and (b) performance and growth on locally-determined measures. Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrators’ evaluation. **Since we did not have state data this year, school development plan goals all focused on locally-determined measures. Reflect on the outcomes related to those goals.**

To prepare, examine each academic goal that you set as well as the whole school indicator (magnet theme related goal) that you set with your faculty. (See questions below) Determine the results and outcomes related to each of those goals.

(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.)

Appendix C: End-of-Year Conference Guiding Questions

Student Learning: 45%

Review of academic goals

For each of the academic goals, please describe your progress relative to the indicators of academic growth.

Goal One:

To what extent did you meet the established targets on your indicator of academic growth? Did most students meet the indicators within a few points on either side of the target? What actions did you take that contributed to the student progress? What, if anything, got in the way? What most contributed to the results?

[Click here to enter text.](#)

Goal Two:

To what extent did you meet the established targets on your indicator of academic growth? Did most students meet the indicators within a few points on either side of the target? What actions did you take that contributed to the student progress? What, if anything, got in the way? What most contributed to the results?

[Click here to enter text.](#)

Goal Three: Whole School Indicator

For your whole school student learning goal, what were our results? Did you meet the goal and the targets that you established? What did you do to contribute to these results? What might you do differently? Or where should you go next?

[Click here to enter text.](#)

Since for 2015-2016 there is a state waiver, then the locally determined portion is rated as **45%**

Reflect on your outcomes across the three goals: **Self assess:**

Select the rating that you believe accurately reflects your outcomes:

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

Appendix C: End-of-Year Conference Guiding Questions

COMPONENT FOUR: TEACHER EFFECTIVENESS OUTCOME (5%)

Teacher effectiveness is measured by an aggregation of teachers' student learning objectives (GOALS). This is the basis for assessing directors' contribution to teacher effectiveness outcomes and constitutes 5% of an administrator's evaluation. After completing your evaluations of your staff, you will self-assess the level of teacher effectiveness. Please bring this data to the summative discussion. Using the rubric below, please **self-assess** and rate based on your teacher outcomes related to their student learning goals.

Exemplary	Accomplished	Developing	Below Standard
>80% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation	>60% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation	>40% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation	<40% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation

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 four performance expectations of the leader evaluation framework/rubric 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%) + Teacher Effectiveness (5%) = 50%

The outcome rating derives from the two student learning measures – state test results and student learning objectives – and teacher 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 the teacher 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 executive director should examine the data and gather additional information in order to make a final rating.

Appendix C: End-of-Year Conference Guiding Questions

Practice Rating: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%			
At this point, we combine the Leadership Practice and the Stakeholder Feedback. Combining the 40% +10%, for the 50% where would you situate your results? Click here to enter text.			
Exemplary 4	Accomplished 3	Developing 2	Below Standard 1
50% =			

Outcomes Rating: Student Learning (45%) + Teacher Effectiveness (5%) = 50%			
At this point, we combine the Student Learning and Teacher Effectiveness outcomes. Combining the 45% +5%, for the 50% where would you situate your results? Click here to enter text.			
Exemplary 4	Accomplished 3	Developing 2	Below Standard 1
50% =			

OVERALL: Practice (50%) + Outcomes (50%) = 100%

Appendix C: End-of-Year Conference Guiding Questions

The overall rating combines the practice and outcomes ratings using the matrix below. Each administrator shall annually receive a summative rating in one of four levels:

1. **Exemplary:** Substantially exceeding indicators of performance
2. **Accomplished:** Meeting indicators of performance
3. **Developing:** Meeting some indicators of performance but not others
4. **Below standard:** Not meeting indicators of performance

Circle the rating for Practice. Circle the rating for Outcomes. Connect the two on the rubric.

Summative Rating Matrix		<i>Practice Related Indicators Rating</i>			
		Highly Effective	Effective	Developing	Below Standard
<i>Outcome Related Indicators Rating</i>	Highly Effective	Highly Effective	Highly Effective	Effective	Gather further information
	Effective	Highly Effective	Effective	Effective	Developing
	Developing	Effective	Developing	Developing	Below Standard
	Below Standard	Gather further information	Developing	Below Standard	Below Standard

Determine the final rating:

Summative Evaluation Final Rating:

Appendix D: Final Summative Rating Form

COMPONENT ONE: LEADERSHIP PRACTICE (40%)

Rate each Performance Expectation using all evidence both provided and observed through site visits, conferences, and conferences.

<p>Performance Expectation 1: Instructional Leadership: Effective instructional leaders work in their school communities/contexts to collaboratively articulate a mission, vision and goals focused on academic achievement for all through collaborative processes.</p>			
<p>1.1 Mission, Vision and Goals: Develops and maintains a clear instructional mission and vision for all students that is shared by the school community and articulated in a strategic plan.</p>			
<p>1.2 Student Achievement Focus: Sets clear and high expectations for student academic, social, and behavioral outcomes. Regularly develops and uses multiple sources of student learning information in collaboration with school and district staff to develop, monitor, and adjust instructional focus and strategic plan based on student needs.</p>			
<p>1.3 Collaborative Practice: Works with others for the good of the school. Creates a clear structure and direction for the work of teams. Builds the capacity of teams to make decisions aligned to mission of the school and district.</p>			
<p>Using evidence determine:</p>			
<p>(4) Exemplary: Collaboratively integrates a wide range of personal leadership practices to provide instructional leadership to engage all members of the school community to achieve the mission, vision and goals for academic, behavioral and social improvement for all students.</p>	<p>(3) Accomplished: Integrates a range of personal leadership practices to provide instructional leadership to engage the school community to achieve the mission, vision, and goals for instructional improvement for students.</p>	<p>(2) Developing: Uses some or inconsistent leadership practices to address some aspects of achieving the mission, vision and goals for improvement.</p>	<p>1) Below Standard: Applies inappropriate personal leadership practices or implements personal or leadership practices that work against instructional improvement.</p>

Appendix D: Final Summative Rating Form

Performance Expectation 2: Human Capital: Effective leaders recruit, select, retain, and develop staff over the course of their careers through systems of high quality support and evaluation.			
2.1 Recruitment, Selection, and Retention: Recruits, selects, develops, and retains effective educators needed to implement school mission and strategic plan.			
2.2 Professional Learning: Establishes a collaborative professional learning program linked to student, classroom, and school data, individual teacher needs, and school goals.			
2.3 Observation and Performance Evaluation: Ensures high quality, standards based instruction by building the capacity of teachers to lead and perfect their craft.			
Using evidence determine:			
(4) Exemplary: Collaboratively integrates a wide range of personal and educational leadership practices to effectively recruit, select, retain and develop staff throughout their careers through differentiated approaches	(3) Accomplished: Integrates a range of personal and educational leadership practices to develop staff over the course of their career through support and evaluation and staff development.	(2) Developing: Uses some or inconsistent personal and educational leadership practices to address some aspects of recruiting, selecting, or developing and retaining staff.	(1) Below Standard: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that lead to staff turnover or lack of focus on the school mission.

Performance Expectation 3: Management and Operations: Effective leaders manage and create environments that are conducive to learning and use their personal and leadership practices to ensure safety, security and resource management.			
3.1 Management of the Learning Environment: Uses all available resources to create an environment conducive to student and adult learning.			
3.2 Safety and Security: Develops, Implements, and regularly evaluates a comprehensive safety and security plan			
3.3 Resource Management: Conducts needs analysis and clearly aligns budget with instructional vision and school strategic plan			
Using evidence determine:			
(4) Exemplary: Integrates a wide range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning through appropriate and innovative resource management.	(3) Accomplished: Uses a range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning, with resources that align with the school priorities.	(2) Developing: Uses some or inconsistent personal or educational leadership practices to create a learning environment that is at times conducive to learning; resources are mostly aligned with priorities	(1) Below Standard: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not or are misaligned.

Appendix D: Final Summative Rating Form

Performance Expectation 4: Culture and Climate: Effective leaders promote family and community engagement through personal and educational leadership practices and promote equitable and inclusionary practices, grounded in ethical and equitable practices.			
4.1 Family and Community Engagement: Promotes the growth of all students by actively engaging with families, community partners, and other stakeholders to support the mission of the school and district			
4.2 School Culture and Climate: Builds a culture of high achievement by promoting equitable and inclusionary practices. Implements and monitors clear expectations for adult and student conduct aligned to stated values of the school			
4.3 Equitable and Ethical Practice: Maintains a focus on ethical decisions, cultural competencies, social justice, and inclusive practice for all members of the school community.			
Using evidence determine:			
(4) Exemplary: Integrates a wide range of inclusive personal and educational leadership practices to create a positive culture and climate that promotes high expectations, and equitable and inclusionary practices through equitable and ethical practices.	(3) Accomplished: Uses a range of personal and educational leadership practices to create a positive school culture and climate through equitable and ethical practices.	(2) Developing: Uses some or inconsistent personal or educational leadership practices to create learning environments that are at times conducive to learning; resources are mostly aligned with priorities.	(1) Below Standard: Applies inappropriate personal leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not aligned or are misaligned.

Based on an analysis of educational and personal leadership practice, weighing instructional leadership as half, draw a summative conclusion:

Exemplary	Accomplished	Developing	Below Standard
Exceeds the expectations of educational and personal leadership practices of the Leadership Framework.	Meets expectations of educational and personal leadership practices of the Leadership Framework.	Progressing toward expectations of educational and personal leadership practices of the Leadership Framework. (developing on instructional leadership)	Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework.

Assistant Administrators and Other School-Based Administrators:

Exemplary	Accomplished	Developing	Below Standard
Exceeds the expectations of educational and personal leadership practices of the Leadership Framework.	Meets expectations of educational and personal leadership practices of the Leadership Framework	Progressing toward expectations of educational and personal leadership practices of the Leadership Framework	Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework.

Component One: Leadership Practice (40%) Rating:

Appendix D: Final Summative Rating Form

COMPONENT TWO: STAKEHOLDER FEEDBACK (10%)

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

Component Two: Stakeholder Feedback (10%) Rating:

COMPONENT THREE: STUDENT LEARNING INDICATORS (45%)

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

Component Three: Student Learning Indicators (45%) Rating:

COMPONENT FOUR: TEACHER EFFECTIVENESS OUTCOMES (5%)

Exemplary	Accomplished	Developing	Below Standard
>80% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation	>60% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation	>40% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation	<40% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation

Component Four: Teacher Effectiveness Outcomes (5%) Rating:

SUMMATIVE RATINGS

Component One: Leadership Practice (40%) Rating:	
Component Two: Stakeholder Feedback (10%)	
Component Three: Student Learning Indicators (45%)	
Component Four: Teacher Effectiveness Outcomes (5%)	

Appendix D: Final Summative Rating Form

Practice Rating: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%			
Exemplary 4	Accomplished 3	Developing 2	Below Standard 1

Outcomes Rating: Student Learning (45%) + Teacher Effectiveness (5%) = 50%			
Exemplary 4	Accomplished 3	Developing 2	Below Standard 1

The overall rating combines the practice and outcomes ratings using the matrix below. Each administrator shall annually receive a summative rating in one of four levels:

1. **Exemplary:** Substantially exceeding indicators of performance
2. **Accomplished:** Meeting indicators of performance
3. **Developing:** Meeting some indicators of performance but not others
4. **Below standard:** Not meeting indicators of performance

Circle the rating for Practice. Circle the rating for Outcomes. Connect the two on the rubric.

Summative Rating Matrix		<i>Practice Related Indicators Rating</i>			
		Highly Effective	Effective	Developing	Below Standard
<i>Outcome Related Indicators Rating</i>	Highly Effective	Highly Effective	Highly Effective	Effective	Gather further information
	Effective	Highly Effective	Effective	Effective	Developing
	Developing	Effective	Developing	Developing	Below Standard
	Below Standard	Gather further information	Developing	Below Standard	Below Standard

Summative Evaluation Final Rating: