Professional Growth and Educator Evaluation Plan

May, 2015

DRAFT for review by the Ellington Board of Education May 2015

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Guiding Beliefs

The professional growth and evaluation process will increase student achievement and improve professional practices. It is based on the assumption that educators, like students, must be continual learners and are motivated to examine and reflect upon their professional practice in order to improve instruction. To that end, the Ellington Professional Growth and Educator Evaluation Plan is based on the following beliefs about teaching and learning:

We believe that all students:

- should be challenged to reach their highest potential;
- learn differently and at a different pace;
- deserve equal opportunities to learn; and
- deserve a positive, respectful learning environment.

We believe that effective educators are:

- passionate about their work and their students;
- accountable for the success of their students;
- reflective and use performance feedback to improve student learning;
- committed to continuous professional growth and collegial collaboration; and
- contributing members of a positive, respectful professional culture.

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Objectives for Professional Growth and Educator Evaluation

1. To enhance the professional skills of the staff so they may more effectively meet the needs of all students.

2. To provide equitable opportunities for focused continuing education and professional development for all educators.

3. To provide feedback that motivates personal and professional growth.

4. To facilitate communication and collaboration among educators to improve teaching and learning.

5. To provide assistance to educators for their continuous improvement.

6. To establish a procedure by which individual and district goals can be translated into performance objectives.

7. To contribute to good morale by demonstrating just and equitable personnel practices.

8. To acknowledge and recognize educators' growth, improvement, and contributions promoting professional growth.

9. To provide differentiated professional growth opportunities that acknowledge and are responsive to differences in skills, experience and learning needs.

May, 2015

Evaluation Procedures and Definitions

This document outlines the model for the evaluation and development of teachers in the Ellington Public Schools. It is based on the Connecticut Guidelines for Educator Evaluation (June, 2012) and subsequent revisions to the Guidelines by the Performance Evaluation Advisory Council (PEAC).

Evaluators
Evaluators are defined as district administrators who hold the intermediate administrative certificate (092). Administrators are the only staff designated to evaluate certified staff.

Certified Teacher
Each certified teacher in the district will participate in the evaluation plan. A certified teacher is any person currently working in a position requiring Connecticut State Teacher Certification below the rank of assistant principal.

Phases of Evaluation
For the purposes of evaluation, teachers will be participate in one of two phases:
- Continuous Professional Growth Phase
- Intervention Process

The Intervention Process is described more fully on pages 41-44.

Non-Tenured Teachers
The district will provide guidance and support to assist new teachers as they acquire the self-confidence and skills necessary to qualify for tenure in the Ellington public schools. As appropriate, beginning teachers will be matched with trained mentors and participate in the Teacher Education and Mentoring (TEAM) program. Non-tenured teachers will participate in peer visits/observations to help them become more familiar with the work of the district.

Achieving Tenure
In Connecticut, school boards do not grant tenure, rather, it is conferred by state statute. Please refer to Connecticut General Statute 10-151 for complete tenure requirements.

Evaluation and Support System Overview
The evaluation and support system consists of multiple measures to create 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 core instructional practices and skills. This focus area is comprised of two categories:
   (a) **Observation of teacher performance and practice (40%):** evaluated using the CSDE Common Core of Teaching Rubric for Effective Teaching (revised 2014)
   (b) **Parent feedback (10%):** progress toward goals based on school-wide survey results

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 to include student feedback. This focus area is comprised of two categories:

(a) **Student growth and development (45%):** determined by the results of teacher's student learning objectives (SLOs)
(b) **Whole-school measures of student learning (5%):** determined by aggregate student learning indicators OR **student feedback (5%)**: progress toward goals based on student survey results
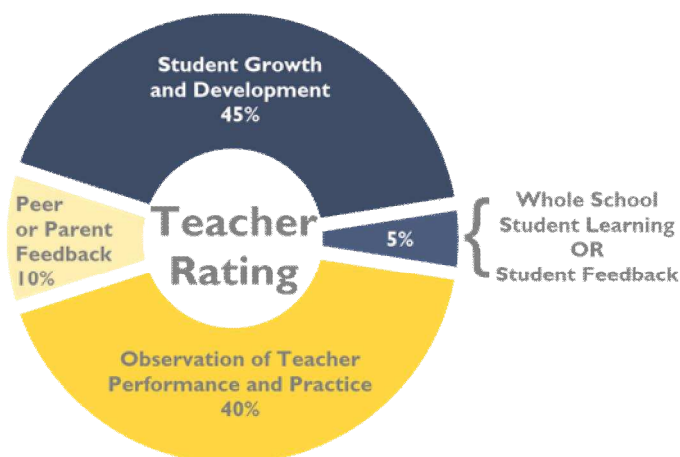
Teacher Evaluation Process and Timeline

The annual evaluation process between a teacher and an evaluator (principal or designee) is anchored by three performance conversations at the beginning, middle and end of the 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. In this process, the teacher and the evaluator share responsibility for meeting district guidelines for completion of each stage of the process.

Goal Setting and Planning	Mid-Year Check-in	End-of-Year Review
• Orientation on process • Teacher reflection and goal setting • Goal setting conference	• Teacher reflection • Review goals and performance to date • Mid-year conference	• Teacher self-assessment and reflection • Scoring • Summative Rating • End-of-year conference
By November 1st	January/February	By last student day

Goal-Setting and Planning:

Timeframe: Goal-setting completed by teacher and evaluator by **November 1**

1. *Orientation on Process*–To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice goals and student learning objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation process.

Annually, initial orientation programs regarding the teacher evaluation and support programs will be held with newly employed teachers. Additionally, district-wide or building-based orientation programs will be held to update teachers on changes to the process.

2. *Teacher Reflection and Goal-Setting*–The teacher examines student data, prior year evaluation and survey results and the CSDE Common Core of Teaching Rubric for Effective Teaching (2014)to draft a Professional Growth Plan (PGP), including proposed performance and practice goal(s), a parent feedback goal, student learning objectives (SLOs) and indicators of academic growth and development (IAGDs), and a student feedback goal (if required) for the school year. Note: Teachers who are participating in TEAM will complete PGAPs for selected modules rather than develop a Teacher Practice and Performance Goal. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.

3. *Goal-Setting Conference*–The evaluator and teacher meet to discuss the teacher's proposed goals and action plan in order to arrive at a mutual agreed-upon PGP. The evaluator may request revisions to the proposed goals and action plan. Goal-setting documents are completed. The evaluator will also notify each teacher of his or her placement in the observation cycle.

Mid-Year Check-In:
Timeframe: **January and February;** must be completed by **March 1**

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. Teacher completes Mid-Year Reflection.

2. *Mid-Year Check-In*–The evaluator and teacher complete a mid-year check-in during which they review progress on teacher practice goals, student indicators of academic growth (IAGDs) and performance on each to date. Evaluators may deliver mid-year formative feedback 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 action plan and/or IAGDs.

3. Mid-Year Conferences will be scheduled for all non-tenured teachers and all teachers with ratings of *developing* or *below standard*. Mid-Year Conferences for teachers rated *proficient* or *exemplary* may be scheduled by request of either the teacher or evaluator.

End-of-Year Summative Review:
Timeframe: May and June; must be completed and signed by **the last student day of the school year**

1. *Teacher Self-Assessment*–The teacher self-assesses using information and data collected during the year, completing Summative Reflection for review by the evaluator. The self-assessment is due one week before the scheduled end of year conference. The administrator may request revisions to the teacher self-assessment if sufficient data and/or reflection is not provided.

2. *End-of-Year Conference*–Prior to the conference, the evaluator will complete the summative report to be shared with the teacher at the meeting. Based on the conversation at the meeting, the evaluator may make any needed adjustments to ratings. A final report will be

produced within three days and both the evaluator and teacher will sign the final report. A teacher's signature indicates receipt of the final report. A copy of the final report with signatures will be submitted to the Director of Educational Services for inclusion in the teacher's personnel file.

In the event of a teacher absence that lasts 6 weeks or more during the school year, upon return from the absence the administrator and teacher will meet to consider whether adjustments to the teacher˘s SLOs are needed and if timelines for components of the evaluation process need to be adjusted.

If a teacher is hired after October 1 of a school year, the evaluator should consult with the Director of Educational Services to set timelines for the components of the evaluation process.

In rare instances, a teacher˘s summative evaluation may not be able to be completed within the school year. In such cases, the evaluator should use the goal-setting conference of the next school year to review the teacher˘s performance during the prior year and use that information in goal-setting.

Support and Development

As a standalone, evaluation cannot hope to improve teaching practice and student learning. However, when paired with effective, relevant and timely support and opportunities for professional learning, the evaluation process has the potential to help move teachers along the path to exemplary practice.

Professional Learning
In any sector, professionals learn and grow through honest assessment of current performance, clear goal-setting for future performance, and taking action to close the gap. Professional learning opportunities focus on analyzing and refining teaching methods and best practices developed by and shared between and among educators, and address both individual learning needs and collective needs driven by new standards, assessments and school or district initiatives. This approach is intended to enhance collaborative practice and foster collective responsibility for improved student performance. Throughout the professional growth and evaluation process, every teacher will be identifying professional learning goals through mutual agreement with his/her evaluator. These goals serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities for each teacher should be address individual strengths and needs that are identified through the evaluation process. A needs assessment process may also reveal areas of common need among teachers, which may be addressed in team or school-wide professional learning opportunities.

Early Intervention
When an evaluator identifies that a teacher is having any type of performance issue related to teaching and professional responsibilities, it is incumbent on the evaluator to communicate clearly with the teacher regarding the concerns. When not documented as part of the observation process, the evaluator will document the concerns in a memo to the teacher, outlining the steps that the

Improvement and Remediation Plans
If a teacher's performance is rated as *developing* or *below standard*, it signals the need for the creation of an individual teacher improvement and remediation plan. Details of such plans are described in the Intervention Process section of this document. The improvement and remediation plan will be developed in consultation with the teacher and his/her exclusive bargaining representative. Improvement and remediation plans must:

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

Career Development and Growth
Opportunities for career development and professional growth are critical in both building confidence in the evaluation system itself and in building the capacity of all teachers. Examples of such opportunities include, but are not limited to: observing peers; 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 Groups/Data Teams; presenting professional development; serving on district-wide committees; and participating in focused professional development based on goals for continuous growth and development.

Ensuring Fairness and Accuracy: Evaluator Training
Ellington administrators responsible for teacher evaluation under this plan will participate in training and calibration exercises for administrators as developed by the Connecticut State Department of Education, and must meet expectations for proficiency as defined in that process. Additionally, professional development completed by superintendents of schools and administrators, as defined in section 10-144e of the general statutes, shall include at least fifteen hours of training in the evaluation and support of teachers under the teacher and administrator evaluation and support program, pursuant to subdivision (2) of subsection (b) of section 10-151b of the general statutes, during each five-year period.

Definition of Effectiveness and Ineffectiveness
Ellington Public Schools shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from this evaluation system.

Effective	Teacher has received a summative rating of proficient or exemplary.
Ineffective	Teacher has received two consecutive ratings of *developing* or one rating of *below standard*.

Dispute Resolutions Process

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<u>Formulation of Professional Growth Plan (or Action Plan in Intervention Process)</u>: The following procedures will be used in cases where the evaluator and teacher cannot agree on the areas of focus for the evaluation period:

1. If a disagreement arises concerning the formulation of the Professional Growth Plan (or the Action Plan in the Intervention Process), the teacher shall first discuss the matter with the primary evaluator.
2. If the disagreement cannot be resolved, the teacher will be advised to contact the Personnel Policies Chairperson of the Ellington Education Association. A member of the Personnel Policies committee will attempt to mediate a resolution.
3. If the problem remains unresolved, the teacher shall submit a written formal appeal with the primary evaluator within five school days. A formal written appeal shall include a statement describing the issue and a proposed remedy.
4. If the disagreement is not resolved, the appeal will be forwarded to the superintendent.
5. After reviewing the appeal, the superintendent will prescribe a resolution of the disagreement.
6. The decision of the superintendent will be final.

<u>Summative Evaluation</u>: The following procedures shall be used when teachers disagree with comments and/or the final ratings on the *Summative Evaluation Report*.

1. Disagreements related to ratings and/or administrative comments on the *Summative Evaluation Report* shall be discussed with the evaluator in an attempt to resolve differences.
2. If the issue is not resolved, the teacher may submit in writing the points of disagreement and the reasons. This statement will be attached to the *Summative Evaluation Report* and placed in the teacher's personnel file.

Flexibility from Core Requirements for the Evaluation of Teachers
Because of the unique nature of the roles fulfilled by Student and Educator Support Specialists, districts are granted flexibility in applying the Core Requirements of teacher evaluation in the following ways:

Districts shall be granted flexibility in using Indicators of Academic Growth and Development to measure attainment of goals and/or objectives for student growth. The Goal-setting conference for identifying the IAGD shall include the following steps:

1. The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.
2. The educator and evaluator will determine if the indicator will apply to the individual teacher, a team of teachers, a grade level or the whole school.
3. The educator and evaluator should identify the unique characteristics of the population of students which would impact student growth (i.e. high absenteeism, highly mobile population in school).
4. The educator and evaluator will identify the learning standard to measure: the assessment, data or product for measuring growth; the timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.

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

When student, parent and/or peer feedback mechanisms are not applicable to Student and Educator Support Specialists, districts may permit local development of short feedback mechanisms for students, parents, and peers specific to particular roles or projects for which the Student and Educator Support Specialists are responsible.
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OVERVIEW OF PROFESSIONAL GROWTH AND EVALUATION PLAN- ELLINGTON PUBLIC SCHOOLS		
Teachers in First and Second Year of employment in Ellington	Teachers rated *Below Standard* or *Developing*	Teacher rated *Proficient* or *Exemplary*
Goal setting completed and reviewed by administrator by November 1	Goal setting completed and reviewed by administrator by November 1	Goal setting completed and reviewed by administrator by November 1
Participation in TEAM (if applicable) ==NOTE: Teachers who are participating in TEAM will complete PGAPs for selected modules rather than develop a Teacher Practice and Performance Goal.==	At least 3 formal scheduled in-class observations; which include a Pre-Observation Planning form and conference, a Post-Observation Reflection and post-observation conference, with timely written and verbal feedback. (1st by Nov.1; 2nd by Feb. 1; 3rd by April 1; additional observations as deemed necessary by administrator)	1 formal scheduled in-class observation every three years with timely written and verbal feedback; 3 informal observations in all other years with timely feedback.
		At least 1 review of practice.
At least 3 formal scheduled in-class observations; which include a Pre-Observation Planning form and conference, a Post-Observation Reflection and post-observation conference, with timely written and verbal feedback. (1st by Nov.1; 2nd by Feb. 1; 3rd by April 1; additional observations as deemed necessary by administrator)	At least 1 informal observation.	Mid-year Teacher Reflection and midyear conference by March 1
	At least 1 review of practice.	Teacher Summative Self-Evaluation, with Summative Evaluation Report completed by last student day
At least 1 informal observation.	Mid-year Teacher Reflection and midyear conference by March 1	
At least 1 review of practice.	Peer visit/observation- grade level or department- with reflection	
Mid-year Teacher Reflection and midyear conference by March 1	Teacher Summative Self-Evaluation, with Summative Evaluation Report completed by last student day	
Peer visit/observation- grade level or department- with reflection	Other expectations as described in personal Professional Assistance Plan	
Teacher Summative Self-Evaluation, with Summative Evaluation Report completed by last student day		

Teacher Practice Related Indicators

The Teacher Practice Related Indicators portion of the teacher evaluation model evaluates 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, which counts for 40%; and
- Goals based on Parent Feedback, which counts for 10%.

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, based on multiple observations. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify teacher development needs and tailor support to those needs.

Teacher Practice Rubric:

CCT RUBRIC FOR EFFECTIVE TEACHING 2014 - AT A GLANCE

Evidence generally collected through in-class observations

DOMAIN 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:

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

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

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

DOMAIN 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:

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.

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

2c. Selecting appropriate assessment strategies to monitor student progress.

DOMAIN 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:

3a. Implementing instructional content for learning.

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

3c. Assessing student learning, providing feedback to students and adjusting instruction.

DOMAIN 4: Professional Responsibilities and Teacher Leadership

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

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

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

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

Evidence generally collected through non-classroom observations/reviews of practice

The Observation Process

Administrators have the responsibility to observe and evaluate teacher job performance. This may occur in a variety of settings and formats. All interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations.

Teacher Category	Observation Requirements	Review of Practice
First and Second Year Teachers	At least 3 formal scheduled in-class observations; which include a pre-conference, a post-conference, and timely written and verbal feedback. AND at least 1 informal observation.	At least 1 each year
Teachers with a summative rating of *Below Standard* or *Developing*	At least 3 formal scheduled in-class observations; which include a pre-conference, a post-conference, and timely written and verbal feedback. AND at least 1 informal observation.	At least 1 each year
Teachers with a summative rating of *Proficient* or *Exemplary*	1 formal scheduled in-class observation every three years with timely written and verbal feedback; 3 informal observations with timely feedback in all other years.	At least 1 each year

Observation Cycle
During the first year of implementation, administrators will place the teachers they are evaluating (year three and beyond, with summative rating of *proficient* or *exemplary*) into three groups: formal observation, informal 1, informal 2) in order to create an observation cycle. In subsequent years, teachers will move as follows:
- Informal 1 to Informal 2
- Informal 2 to Formal
- Formal to Informal 1

Special note: Teachers entering their third year in Ellington with a summative rating of *proficient* or *exemplary* and teachers re-entering the Professional Growth phase of the plan following Professional Assistance will be placed into the cycle by their evaluator and may be placed into any of the three groups in order to balance the number of teachers in any phase of the cycle.

Informal Observations
The informal observation provides an authentic view of classroom instruction at any given moment in time. *Evaluators may conduct informal observations for any teacher at any time.* As such, these observations are short in duration, may be unannounced, and do not require the teacher to complete pre- or post-observation forms. Upon completion of the informal observation, the teacher will receive concise written feedback within 3 school days and the teacher and administrator may meet for a post conference at either's request. In order to provide formative feedback after an informal observation,

administrators may pose questions to promote reflective thought, give commendations, and/or make recommendations for growth.

- Informal observations will be a minimum of 10 minutes.
- Administrators may interact with students.
- Feedback will be concise and focused on Domains 1 and 3.
- Feedback is not intended to address every indicator in the CCT Rubric.

Reviews of Practice

A review of practice is an opportunity for evaluators to observe and/or evaluate evidence of professional practice outside of the classroom setting (relative to Domains 2 and 4) and may be scheduled or unscheduled. Reviews of practice may include, but are not limited to, development and analysis of unit plans and assessments, examining student work, data team meetings, professional learning group meetings, review of grading practices, parent-teacher meetings, observations of coaching/mentoring other teachers, and providing professional development. Teachers may initiate a review of practice by sharing evidence related to professional practice outside of the classroom with their evaluator.

Formal Observations

Formal observations are scheduled in-class observations that generally last 20 or more minutes. Formal observations are part of the required evaluation process for all educators; the number and focus of observations may vary according to the summative rating and/or professional goals of the teacher.

The formal observation process will include:

- a pre-observation conference and/or completion of Pre-Observation Plan (Domain 2);
- a post-observation conference and/or a Post-Observation Reflection; and
- a write-up of the observation by the evaluator with feedback on Domains 1, 2 and 3.

Timeframes

Teachers who are asked to complete a Pre-Observation Plan must provide it to the evaluator at least 24 hours before the observation. The administrator and teacher will meet for a pre-observation conference when required by this plan or requested by the teacher or administrator. Teachers may complete the Post-Observation Reflection at their own initiative or at the request of the evaluator. Post-observation conferences will generally be held within 5 school days after the observation. After the observation, the evaluator will complete the write-up within 10 school days after the observation. Follow-up conferences and observations may be scheduled as needed.

Any certified teacher, upon determination of the administrator, can be evaluated using the formal observation process in any given year. Evaluators may also use full-length observations to monitor instruction or implementation of district initiatives and may choose not to have teachers complete pre- and post-observation forms for these observations.

Teacher Performance and Practice Goal-Setting

At the start of the year, each teacher will work with his or her evaluator to develop their practice and performance goal(s) through mutual agreement. These goals provide a focus for the observations and feedback conversations. All goals should have a clear link to student achievement and should

move the teachers towards *proficient* or *exemplary* on the CSDE Common Core of Teaching Rubric for Effective Teaching. Schools, departments or teams may decide to create a goal aligned to a particular component that teachers will include as a goal.

Example of Goal for Teacher Performance and Practice:
By June 2014, I will increase use of higher-order thinking questioning and discussion techniques to actively engage my students in discussions that promote understanding of content, interaction among students and opportunities to extend thinking.

Teacher Performance and Practice Scoring

Individual Observations
During observations, evaluators should take evidence-based notes, capturing specific instances of what the teacher and students said and did in the classroom, or what the teacher said and did in a review of practice. Evidence-based notes are factual (e.g., The teacher asks: Which events precipitated the fall of Rome?) and not judgmental (e.g., The teacher asks good questions). Once the evidence has been recorded, the evaluator aligns the evidence with the appropriate component(s) on the rubric and then makes a judgment about which performance level the evidence supports in order to provide feedback.

Summative Rating of Teacher Performance and Practice

At the end of the year, the evaluator must determine a final Teacher Performance and Practice rating and discuss this rating with teachers during the End-of-Year Conference. 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 and interactions and uses professional judgment to determine ratings for each indicator. By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and interactions. Evaluators then analyze the consistency, trends, and significance of the evidence to determine a rating for each of the indicator of the domain. Some questions to consider while analyzing the evidence include:

   - **Consistency:** What rating best describes the practice I have observed and the evidence I have gathered across the year? Does the evidence paint a clear 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 "meatier" lessons or interactions where I was able to better assess this aspect of performance?)

   Once a rating has been determined, it is translated to a 1-4 score. *Below Standard* = 1 and *Exemplary* = 4. See example below for Domain 2:

Domain 2	Rating	Evaluator's Score
2.1	*Developing*	2
2.2	*Developing*	2
2.3	*Proficient*	3
2.4	*Exemplary*	4

2) Average components with each domain to a tenth of a decimal to calculate domain-level scores:

Domain	Averaged Score
1	2.8
2	2.6
3	3.0
4	2.8

3) Apply domain weights to domain scores to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0.

Domain	Score	Weighting	Weighted Score
1	2.8	25%	.70
2	2.6	25%	.65
3	3.0	25%	.75
4	2.8	25%	.70
Total			2.8

Category #2: Parent Feedback (10%)

Feedback from parents will be used to help determine 10% of the Teacher Practice Indicators area.

1. <u>Administration of the Whole-School Parent Survey</u>
Parent surveys will be conducted at the whole-school level. Surveys will be confidential and survey responses will not be tied to parents' names. The parent survey will be administered every spring and trends analyzed from year-to-year. The parent survey to be used will be reviewed and approved by the Ellington Professional Growth and Educator Evaluation Committee.

2. <u>Determining School-Level Parent Goals</u>
Principals and teachers will review the parent survey results to identify areas of need and set school-level goals based on the survey results. This goal-setting process will occur between the principal and teachers in August or September so agreement could be reached on 2-3 improvement goals for the entire school. If survey data is available prior to the end of the school year, trends may be reviewed and goals set for the following school year.

3. <u>Selecting a Parent Engagement Goal and Indicators of Success</u>
After these school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluator **one** related parent goal they would like to pursue as part of their evaluation. Teachers will also set indicators of success related to the goal they select. For instance, if the goal is to improve parent communication, an indicator of success could be specific to sending more regular correspondence to parents such as sending bi-weekly updates to parents or developing a new website for their class. Part of the goal setting process is to ensure (1) the goal is related to the school-level parent goals, and (2) that the indicators of success are aligned and attainable.

4. <u>Evaluating Progress on Indicators of Success</u>
There are two ways teachers can demonstrate progress for their indicators of success. Teachers can (1) measure how successfully they implement a strategy to address an area of need (like the examples in the previous section), and/or (2) they can collect evidence directly from parents to measure parent-level indicators they generate. For example, teachers could conduct interviews with parents or a brief parent survey to see if they made improvement toward their goal.

5. <u>Arriving at a Parent Feedback Rating</u>
The Parent Feedback rating should reflect the degree to which a teacher successfully reaches his/her parent goal and indicators. The evaluator will review of evidence provided by the teacher and apply the following scale:

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

May, 2015

Student Outcomes Related Indicators

The Student Outcomes Related Indicators rating captures the teacher's impact on students. Every teacher is in the profession to help children learn and grow, and teachers already think carefully about what knowledge, skills and talents they are responsible for nurturing in their students each year. As a part of the evaluation process, teachers will document those aspirations and anchor them in data.

Student Related Indicators includes two categories:
- Student growth and development, which counts for 45%; and
- *Either* whole-school student learning *or* student feedback, which counts for 5% of the total evaluation rating.

Category #3: Student Growth and Development (45%)

Pending U.S. Department of Education's approval of CT's request for flexibility on the use of student test data in 2014-15, Ellington will not require that a teacher's summative rating incorporate state test data. The 45% student growth and development component will be based on locally-determined indicators, which may include one standardized indicator where available and appropriate. If there are no standardized assessments available and/or appropriate, the educator's entire 45% student learning outcomes component would be based on non-standardized indicators in the 2014-15 year.

Overview of Student Learning Objectives (SLOs)

Ellington will employ a goal-setting process using **Student Learning Objectives (SLOs)** as the approach for measuring student growth during the school year.

SLOs will support teachers in using a planning cycle that will be familiar to most educators:

SLO Phase I: Learn about this year's students	→	SLO Phase 2: Set goals for student learning	→	SLO Phase 3: Monitor students' progress	→	SLO Phase 4: Assess student outcomes relative to goals
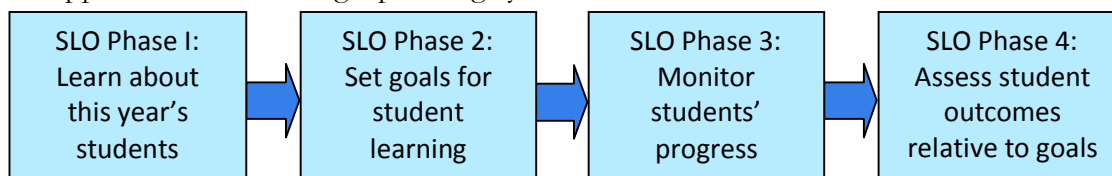
While this process should feel generally familiar, this process will ask teachers to set more specific and measurable targets than they may have done in the past, and, in many cases, to develop them in collaboration with colleagues in the same grade level or teaching the same subject and through mutual agreement with evaluators. The four SLO phases are described in detail below:

SLO Phase I: Learn about this year's students
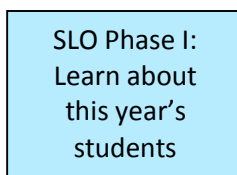
Once teachers know their rosters, just before the start of the school year and in its first few weeks, they will access as much information as possible about their new students' baseline skills and abilities, relative to the grade level or course the teacher is teaching. End-of-year tests from the prior spring, prior grades, benchmark assessments and quick demonstration assessments are all examples

of sources teachers can tap to understand both individual student and group strengths and challenges. This information will be critical for goal setting in the next phase.

SLO Phase 2: Set 1-2 SLOs (goals for learning)

Each teacher will write one to two SLOs.

Two Options:	
Single SLO with two or more IAGDs	Two SLOs, each with one or more IAGDs

To create their targets for Student Growth and Development, teachers will follow these steps:

Step 1: Decide on the Student Learning Objectives
The objectives will be broad goals for student learning. They should each address a central purpose of the teacher's assignment and pertain to a large proportion of his/her students. 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 SLOs although they will be individually accountable for their own students' results.

Step 2: Select Indicators of Academic Growth and Development (IAGDs)
An **Indicator of Academic Growth and Development (IAGD)** is the specific quantitative target that will be used to determine whether the objective was met. Each IAGD should reflect high expectations for student learning - at least a year's worth of growth (or a semester's worth for shorter courses) – and should be aligned to relevant state, national, or district standards for the grade level or course. Each SLO must include at least one indicator.

Each indicator should make clear (1) the evidence of learning that will be examined, (2) the desired level of performance, and (3) the proportion of students projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high or low-performing students or ELL students. The examination of student data in Phase I supports determination of performance targets.

Since indicator targets are set for the teacher's particular students, teachers with similar assignments may use the same evidence for their indicators, but are unlikely to have identical targets. For example, all 2nd grade teachers in a district might use the same reading assessment as their IAGD, but the performance target and/or the proportion of students expected to achieve proficiency would likely vary among 2nd grade teachers.

Sample SLOs with IAGDs

Grade/Subject	SLO	IAGD(s)
6th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.	**By May 15:** ▪ Students who scored a 0-1 out of 12 on the pre-assessment will score 6 or better ▪ Students who scored a 2-4 will score 8 or better. ▪ Students who scored 5-6 will score 9 or better. ▪ Students who scored 7 will score 10 or better *This is one IAGD (assessment/measure of progress) that outlines differentiated targets based on pre-assessments.*
9th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.	**By May 30:** ▪ 90%-100% of all students will be proficient (scoring a 3 or 4) or higher on 5 of the 6 standards (as measured by 8 items) on the digital literacy assessment rubric. *This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.*
11th Grade Algebra 2	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.	**By May 15:** ▪ 80% of Algebra 2 students will score an 85 or better on a district Algebra 2 math benchmark. *This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.*
9th Grade ELA	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.	**By June 1:** ▪ 27 students who scored 50-70 on the pre-test will increase scores by 18 points on the post test. ▪ 40 students who score 30-49 will increase by 15 points. ▪ 10 students who scored 0-29 will increase by 10 points. *This is one IAGD (assessment/measure of progress) that has been differentiated to meet the needs of varied student performance groups.*
1st and 2nd Grade Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.	**By June:** **IAGD #1:** Students will increase their attitude towards reading by at least 7 points from baseline on the full scale score of the Elementary Reading Attitude Survey, as recommended by authors, McKenna and Kear. **IAGD #2:** Students will read instructional level text with 95% or better accuracy on the DRA. ▪ Grade 1- Expected outcome- Level 14-16 ▪ Grade 2- Expected outcome- Level 22-24 *These are two IAGDs using two assessments/measures of progress. IAGD #2 has also been differentiated to meet the needs of varied student performance groups.*

Step 3: Provide Additional Information
During the goal-setting process, teachers will document the following:
- the rationale for the objective, including relevant standards;
- any important technical information about the indicator evidence (like timing or scoring plans);
- the baseline data that was used to set each IAGD;

- interim assessments the teacher plans to use to gauge students' progress toward the SLO during the school year and
- any training or support the teacher thinks would help improve the likelihood of meeting the SLO.

Step 4: Submit SLOs to Evaluator for Approval

The process of assessing student growth using multiple indicators of academic growth will be developed through mutual agreement by each teacher and his/her evaluator at the beginning of the school year. The evaluator will examine each SLO and IAGD relative to three criteria described below. All three criteria must be met in order for the SLOs and IAGDs to be approved. If they do not meet one or more criteria, the evaluator will provide feedback to the teacher during the fall Goal-Setting Conference. SLOs that are not approved must be revised and resubmitted to the evaluator within ten days.

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).

SLO Phase 3:
Monitor
students'
progress

Once SLOs are approved, teachers will monitor students' progress towards the objectives. They can examine student work, administer interim assessments and track students' accomplishments and struggles. Teachers will keep their evaluator apprised of progress toward the SLOs at the Mid-Year Check-In or Conference. The IAGDs may be adjusted during the Mid-Year Conference by mutual agreement between the evaluator and the teacher.

SLO Phase 4:
Assess student
outcomes relative to
SLOs

At the end of the school year, the teacher should collect the evidence required by their indicators and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self assessment which asks teachers to document SLO outcomes and reflect on efforts to achieve them.

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to each SLO or IAGD: Exceeded (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point). These ratings are defined as follows:

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

For SLOs with more than one indicator, the evaluator will score each IAGD separately, and then average those scores for the SLO score. Otherwise, each SLO will be scored and the two scores averaged. For example, if one SLO was Partially Met, for 2 points, and the other SLO was Met, for 3 points, the student growth and development rating would be 2.5 [(2+3)/2].

Category #4: Whole-School Student Learning Indicator and/or Student Feedback (5%)

Pending U.S. Department of Education's approval of CT's request for flexibility on the use of student test data in 2013-14, Ellington will not require that the administrator's student learning component incorporate SPI progress. Therefore, this rating will correspond to the administrator's rating on student learning indicators, which shall be based on locally-determined indicators in the 2014-15 year.

Arriving at a Whole School Learning Summative Rating:
Summative ratings for elementary, intermediate and middle school teachers shall be equal to the aggregate rating for multiple student learning indicators established for the principal's evaluation rating at that school.

Student Feedback
At the high school level, Ellington will use feedback from students, collected through whole-school or teacher-level surveys, to determine the rating for this category.

Eligible Teachers and Alternative Measures
Student surveys will not be applicable and appropriate for all teachers. Teachers and evaluators will use their judgment in determining whether student surveys should be included in a particular teacher's summative rating. The following guidelines will be considered:

- Special education students who would not be able to respond to the survey, even with accommodations, should not be surveyed.

- Surveys should not be used if a total of fewer than 20 students would be surveyed or if fewer than 15 students ultimately complete the survey.

When teacher-level student surveys are not appropriate for a particular teacher, whole school surveys may be an appropriate data source. Otherwise, the 5% allocated for student feedback should be replaced with the whole-school student learning indicator (High School SPI).

Survey Instruments
The district will use instruments that will offer teachers constructive feedback they can use to improve their practice. Feedback-only questions that are not used for evaluation purposes may be included and the district will allow individual teachers to add questions to the end of the survey. The survey to be used will be reviewed and approved by the Ellington Professional Growth and Educator Evaluation Committee.

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

Establishing Goals
The teacher must first decide on an area of focus. A goal will usually refer to a specific survey question (e.g., "My teacher makes lessons interesting."). Teachers measure performance in terms of the percentage of students who responded favorably to the question. Next, a teacher will set a numeric performance target. This target should be based on growth or on maintaining performance that is already high. It is recommended that teachers set maintenance of high performance targets when current performance exceeds 75% of students responding favorably to a question.

The following are examples of effective goals:
- The percentage of students who "Agree" or "Strongly Agree" with "My teacher gives tests/assessments that are fair and reasonable." will increase from 50% to 60%.
- The percentage of students who "Agree" or "Strongly Agree" with "My teacher cares about my learning." will remain at 75%.
- The percentage of 9th graders who "Agree" or "Strongly Agree" with "My teacher helps me when I am struggling in this class." will increase from 60% to 70%.

Arriving at a Student Feedback Summative Rating:
Summative ratings will reflect the degree to which a teacher makes growth on feedback measures. This is accomplished in the following steps, undertaken by the teacher being evaluated through mutual agreement with the evaluator:
1. Review survey results.
2. Set **one** measurable goal for growth or maintenance of performance.
3. Later in the school year, re-administer surveys to students.
4. Aggregate data and determine whether the goal was achieved.
5. Assign a summative rating, using the following scale, to be discussed and finalized with evaluator during the End-of-Year Conference.

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

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Summative Teacher Evaluation Scoring

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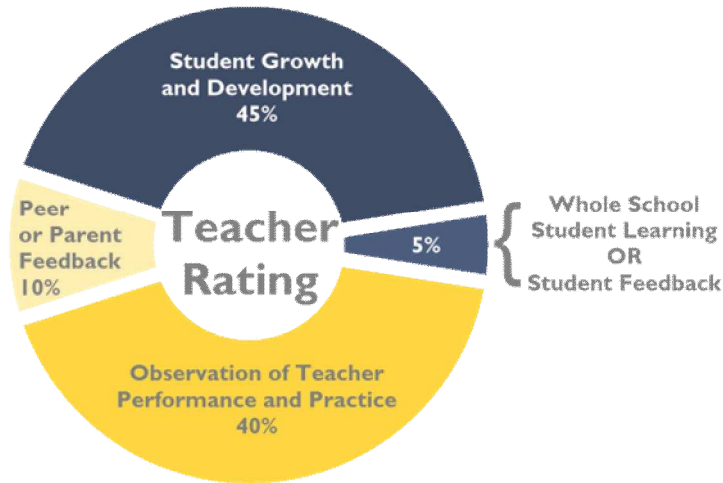
Every educator will receive one of four performance ratings:

Exemplary – Substantially exceeding indicators of performance

Proficient – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

The rating will be determined using the following steps:

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

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 feedback score. The observation of teacher performance and practice counts for 40% and parent feedback for 10% of the total rating. 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	2.6	40	104
Parent Feedback	3	10	30
TOTAL TEACHER PRACTICE RELATED INDICATORS POINTS			**134**

Rating Table

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

2) 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% and the whole-school student learning indicator or student feedback category for 5% of the total rating. 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	Proficient
175-200	Exemplary

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 *proficient* and the Student Outcomes Related Indicators rating is *proficient*. The summative rating is therefore *proficient*. If the two focus areas are highly discrepant (e.g., a rating of *exemplary* 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 determine a summative rating.

Summative Rating Matrix		Teacher Practice Related Indicators Rating			
		Exemplary	Proficient	Developing	Below Standard
Student Outcomes Related Indicators Rating	Exemplary	Exemplary	Exemplary	Proficient	*Gather further information*
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Developing
	Below Standard	*Gather further information*	Developing	Developing	Below Standard

Ellington Public Schools

Professional Growth Plan

SLO Overview: (Note: SMART Goal Setting Tool is provided in BloomBoard, but is not required for SLO development.)

SLO Statement

Baseline Trend Data

Student Population

Standards and Learning Content

Interval of Instruction

Growth Targets: IAGDs

Instructional Strategies and Supports

Parent Feedback Goal:
Please describe your parent feedback goal and growth targets:

Performance and Practice Focus Area:
Please describe your performance and practice focus area:

Student Feedback Goal:
Please describe your student feedback goal and growth targets:

Ellington Public Schools

SUMMATIVE EVALUATION REPORT

TEACHER PRACTICE RELATED INDICATORS:

Teacher Practice and Performance Goal 40%:

Domain	Score	Weighting	Weighted Score
1		20%	
2		20%	
3		20%	
4		20%	
Overall Score			

Goal related to Parent Feedback: 10%

☐ **Exemplary (4)**	☐ **Proficient (3)**	☐ **Developing (2)**	☐ **Below Standard (1)**
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

Category	Overall Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice		40	
Parent Feedback		10	
TOTAL TEACHER PRACTICE RELATED INDICATORS POINTS			

Rating Table

Teacher Practice Indicators Points	Teacher Practice Indicators Rating
50-80	☐ Below Standard
81-126	☐ Developing
127-174	☐ Proficient
175-200	☐ Exemplary

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STUDENT OUTCOMES RELATED INDICATORS

Student Growth and Development Goal: 45%

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

Whole School Indicator Rating: 5%

☐ **Exemplary (4)**	☐ **Proficient (3)**	☐ **Developing (2)**	☐ **Below Standard (1)**
>3.5	Between 2.5and3.5	Between 1.5and2.4	Less than1.5

OR

Goal related to Student Feedback (if applicable) 5%

☐ **Exemplary (4)**	☐ **Proficient (3)**	☐ **Developing (2)**	☐ **Below Standard (1)**
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

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

Rating Table

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

OVERALL SUMMATIVE RATING:

☐ **Exemplary**	☐ **Proficient**	☐ **Developing**	☐ **Below Standard**

Evaluator summative comments: Include strengths and areas of need for professional improvement.
A copy of the End of Year report with Summative ratings will be printed and signed by the teacher and the evaluator. The teacher's signature indicates receipt of a copy of the End of Year report. A teacher may choose to attach comments for inclusion in the personnel file.

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Ellington Public Schools
Teacher Observation Report- Formal, In-Class Observation

Teacher observations will be rated using the CSDE Common Core of Teaching (CCT) Rubric for Effective Teaching (2014). A full version of the rubric is in the appendix of this document.

Ellington Public Schools
Informal Observation Report

Teachers will receive feedback related to Domains 1 and/or 3 of the CSDE Common Core of Teaching (CCT) Rubric for Effective Teaching (2014). A full version of the rubric is in the appendix of this document.

Ellington Public Schools

<u>Pre-Observation Plan</u>

Teacher _____ Grade Level_____ Date of lesson_____

School _____ Length of lesson_____

Directions: This plan should be completed and provided to the evaluator at least 24 hours prior to the pre-observation conference. *Each response section is aligned to the CCT Rubric indicators as noted in parentheses.*

<u>Content Standards (2a):</u> Identify **ONE or TWO** primary content standards this lesson is designed to help students attain. (These standards should be directly related to the lesson objectives.)

<u>Objective(s) for Lesson (2a):</u> Identify specific and measurable learning objectives for this lesson.

<u>Lesson Context and Rationale (2a):</u> Explain the context of this lesson in relationship to the curriculum and the standards. Think about the following questions: *How does this lesson align to the CCSS and/or the content standards? Where does this lesson take place in the curriculum and in the sequence of lessons within the unit you are teaching? How will the outcomes of this lesson and student learning impact subsequent instruction?*

<u>Learner Background (2a):</u> Describe the students' prior knowledge, skills, and needs as they relate to the learning objective(s) and the content of this lesson. Additionally, describe how you have used pre-assessment data, if any, to plan for instruction.

<u>Assessment (2c):</u> How will you ask students to demonstrate mastery of the student learning objective(s)? *Upload a copy of any assessment materials you will use, along with assessment criteria.*

<u>Materials/Resources (2b):</u> List the materials you will use in each learning activity including any technological resources.

<u>Learning Activities (2b):</u> Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each lesson segment and approximate time frames for each.

> **Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulate to learners what they will know, understand, and be able to do as a result of this lesson, how they will demonstrate learning, and why this is important.)

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Lesson Development: Describe how you will develop the lesson, what instructional strategies you will use, and the learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s).

Closure: Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives.)

Individuals Needing Differentiated Instruction (2a/2b):

Note: Differentiated instruction may not be necessary in every lesson. However, over the course of the year, it is expected that each teacher will demonstrate the ability to differentiate instruction in order to meet the needs of students with learning differences.

Identify several students with learning differences. Students should represent a range of ability and/or achievement levels, including students with IEPs, gifted and talented students, struggling learners, and English language learners.

Which students do you anticipate may struggle with the content/learning objectives of this lesson?		
Student initials or group	Evidence that the student needs differentiated instruction	How will you differentiate instruction **in this lesson** to support student learning?
Which students will need opportunities for enrichment/higher level of challenge?		
Student initials or group	Evidence that the student needs differentiated instruction	How will you differentiate instruction **in this lesson** to support student learning?

Ellington Public Schools
Post-Observation Reflection

Teacher_____ School _____ Date_____

Directions: This reflection should be completed and provided to the evaluator prior to the post-observation conference. *Each question is aligned to the CCT Rubric indicators as noted in parentheses.*

1. (4a) As you think about your lesson and how it progressed, which of your instructional strategies were most effective in helping students learn? In what ways do your teaching practices impact student learning? What evidence supports your conclusions?

2. (3c) If you made changes or adjustments during your lesson, what were they and what led you to make them?

3. (3c) Describe how you assessed student learning, your assessment criteria, and how you used this assessment information. Did the students learn what you intended? Why or why not? (Bring student work from the lesson to the post-conference.)

4. (3b/3c) In our pre-conference we discussed students requiring differentiated instruction. How did you support students during this lesson, adjust instruction, or provide students with feedback?

5. (4a) What have you learned that will impact your planning for future lessons, either in terms of your own instructional skills or in addressing students' instructional needs?

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Ellington Public Schools
Reflection on Peer Observation Form

Teacher: Date:

Teacher observed: Class observed:

Directions: Teacher to complete and submit to evaluator within three days of completing peer observation.

1. Describe the activity you observed. What were the students doing? What did you notice about what the teacher was doing?

2. What did you learn?

3. Next Steps: How will you expand on or apply this learning?

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Ellington Public Schools
Midyear Teacher Reflection

1. Describe your progress to date. Include specific details about your students' progress for each SLO/IAGD you set for their learning and your progress on your feedback goals and performance and practice focus area.

   - **SLO/IAGD#1** -
   - **SLO/IAGD#2** -
   - **Parent/Peer Feedback Goal -**
   - **Whole School Goal -**
   - **Performance and Practice Goal -**.

2. Describe any professional learning and/or strategies that have contributed to your progress. Describe any additional professional learning or supports that would help ensure your success.

   - **SLO/IAGD#1** -
   - **SLO/IAGD#2** -
   - **Parent/Peer Feedback Goal -**
   - **Whole School Goal -**
   - **Performance and Practice Goal -**

3. Describe any challenges or barriers to achieving your SLOs/IAGDs, feedback goals, or performance and practice focus area.

   - **SLO/IAGD#1** -
   - **SLO/IAGD#2** -
   - **Parent/Peer Feedback Goal -**
   - **Performance and Practice Goal -**

4. What modified action steps and/or adjustments will you implement to address challenges towards achieving your SLOs/IAGDs, feedback goals or performance and practice focus area?

Other Comments:

Ellington Public Schools
Teacher Summative Reflection

Results of SLO #1 with evidence: Provide your overall self-assessment of whether the SLO goal(s) was/were met based on the results of your identified IAGDs.
Dropdown menu options: Did not meet, Partially met, Met, Exceeded

Provide evidence for each indicator (IAGD) below by describing what you did that produced the results. Describe what you learned and how you will use the results of the IAGDs going forward.

SLO#1 –

IAGD –

How Produced:

What Learned:

Moving Forward:

Professional Practice Focus Area: Describe what progress you made in your practice/performance focus area throughout the year and what supports would better enable you to make further progress going forward.

Goal:

Progress made:

Moving Forward:

Parent Feedback Goal: Provide evidence for the Parent feedback component below by describing what you did that produced positive outcomes or resulted in achievement toward a specified goal. Describe what you learned throughout this year and how you will use the results of the Parent feedback going forward.

Goal:

Progress made:

Moving forward:

Whole-School Measures of Student Learning (if applicable): For districts that include the whole-school student learning indicator in teacher evaluations, a teacher's indicator rating shall be

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equal to the aggregate rating for multiple student learning indicators established for his/her administrator's evaluation rating. Space is provided below for the teacher to reflect on how you've contributed to this component.

Goal:

Progress made:

Moving forward:

Student Feedback Goal (if applicable) : Provide evidence for the Student feedback component below by describing what you did that produced positive outcomes or resulted in achievement toward a specified goal. Describe what you learned throughout this year and how you will use the results of the Student feedback going forward.

Goal:

Progress made:

Moving forward:

Intervention Process

Teachers in Ellington who have difficulty consistently demonstrating competence as specified in Connecticut's 2010 Common Core of Teaching (CCT) may be assigned to a formal Intervention Process. This designation is reserved exclusively for teachers who have received a summative rating of *developing* or *below standard* or have been identified as having serious needs or deficiencies that must be addressed and corrected; it is not a disciplinary process. Performance deficiencies may include: classroom management difficulties, inability to command respect of the students, inadequate planning, poor lesson implementation, inability to meet the needs of students in a professional area or responsibility, failure to engage students, or failure to demonstrate other teacher competencies. Teachers will be placed in this process by the teacher's primary evaluator. The teacher has the right to union representation in the meetings with the evaluator related to the intervention process. The goal of this process is to address and correct deficiencies or to recommend further action by the district. If these deficiencies are not corrected, there will be a recommendation for termination.

Under the 2012 Connecticut Guidelines for Educator Evaluation, the district shall place teachers into the Intervention Process as follows:

Teacher demonstrates significant performance issues in the first 90 days of employment	Teacher may be terminated in accordance with the provisions of the Connecticut General Statute, Section 10-151d.
A non-tenured teacher demonstrates significant performance issues.	Teacher may be terminated or non-renewed in accordance with the provisions of the Connecticut General Statute, Section 10-151d. The district may, but is not required to, place the teacher into the Intervention Process.
A tenured teacher receives a summative rating of *developing* or *below standard.*	Teacher will be placed into the Intervention Process and a plan for improvement and remediation will be developed.
After receiving a previous summative rating of *proficient* or better, a tenured teacher demonstrates significant performance issues.	Teacher will be placed into the Intervention Process and a plan for improvement and remediation will be developed.

Teacher's Responsibilities

The teacher is an integral part of the improvement process. Teachers assigned to this process will work cooperatively with their evaluators to develop and implement an action plan to help the teacher meet competency standards. Teachers may participate in professional development that will build their competence, will work with individuals and utilize resources provided by the district under the improvement plan, and are expected to show clear evidence of an intensive effort to improve teaching performance.

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Intervention Process

<u>Professional Assistance</u>

1. After receiving a summative rating of *developing* or *below standard*, a teacher will automatically be placed on Professional Assistance for the following school year. The teacher will be advised to contact the Personnel Policies Chairperson of the Ellington Education Association.

2. The *Professional Assistance Action Plan* will be collaboratively developed by the teacher, the exclusive bargaining representative, and the evaluator, written no later than September 30 and shared with the Superintendent. In addition, the action plan will delineate the following:

   a. identification of the documented deficiencies in need of improvement;

   b. plan for improvement with specific actions steps, including timelines, resources, support, and data to be collected;

   c. expectations for improved performance and indicators of success, including a summative rating of *proficient* or better at the conclusion of the improvement and remediation plan;

   d. identification of a qualified colleague as a peer support (if applicable) This person must be tenured and it is desirable for the person to be a TEAM trained mentor. This colleague will serve as a peer support but will have no role in the evaluation process.

   e. a monitoring system that includes a specific number of observations and/or conferences, including a mid-year conference.

3. At the end of the school year, the evaluator will complete the *Professional Assistance Action Plan Evaluation Report*. This report includes :

   a. a teacher-developed summary of what he/she has done to remediate the concern(s);

   b. a summary of the assistance provided;

   c. a record of observations, data and conferences conducted to monitor performance;

   d. an assessment of performance in the area(s) of identified concern or deficiency;

   e. overall summative rating; and

   f. a clear statement of the status of the concern:

      i. Problem or area of concern is resolved and the teacher has received an overall summative rating of *proficient* or better. The teacher is removed from the Intervention Process and is re-assigned to the Continuous Professional Growth phase.

      ii. Problem or area of concern is not resolved and/or the teacher received a summative rating of *developing* or *below standard*. The evaluators will make one of the following recommendations to the Superintendent:

         1. Recommend that the teacher remain in the Intervention Process on Professional Assistance.

         2. Recommend that the teacher remain in the Intervention Process and be placed on Intensive Assistance.

3. Recommend that the Superintendent consider the teacher for dismissal in accordance with the provisions of the Connecticut General Statute, Section 10-151d.

Intensive Assistance

1. Teachers who are identified as having serious needs or deficiencies related to professional competence may be placed directly into Intensive Assistance. The teacher will receive written notice that a meeting will be conducted by the Superintendent to discuss the teacher's performance. The Superintendent will appoint an administrator to serve as a second evaluator for the teacher. All evaluators involved with the teacher will attend this meeting, and the teacher has the right to have union representation at this meeting, as well as at any subsequent, related meetings. The teacher is encouraged to contact the Personnel Policies Chairperson of the Ellington Education Association to arrange for this representation. The purpose of this meeting is to clearly establish that the concerns previously expressed by the primary evaluator have now become concerns of the school system. These concerns may include: classroom management difficulties, inability to command respect of the students, inadequate planning, poor lesson implementation, inability to meet the needs of students in a professional area or responsibility, failure to engage students, or failure to demonstrate other teacher competencies.

2. The *Intensive Assistance Action Plan* will be collaboratively developed by the teacher, the exclusive bargaining representative, and the evaluators within five (5) school days. The action plan will include:

   a. identification of the documented deficiencies in need of improvement;

   b. plan for improvement with specific actions steps, including timelines, resources, support, and data to be collected;

   c. expectations for improved performance and indicators of success

   d. identification of a qualified colleague as a peer support (if applicable) This person must be tenured and it is desirable for the person to be a TEAM trained mentor. This colleague will serve as a peer support but will have no role in the evaluation process.

   e. a monitoring system that includes a specific number of observations and/or conferences

   f. a specific time period (not less than 45 nor more than 90 school days) for achieving specific outcomes; a review will be completed at the end of the specified time period

3. At the conclusion of the time period, the evaluators will complete the *Intensive Assistance Action Plan Evaluation Report*. This report includes:

   a. a teacher-developed summary of what he/she has done to remediate the concern(s);

   b. a summary of the assistance provided;

   c. a record of observations, data and conferences conducted to monitor performance;

   d. an assessment of performance in the area(s) of identified concern or deficiency; and

   e. a clear statement of the status of the concern:

   i. Problem or area of concern is resolved and the teacher is removed from Intensive Assistance and is re-assigned to the Continuous Professional Growth phase.

ii. Problem or area of concern is not resolved. The evaluators will make one of the following recommendations to the Superintendent:

1. Recommend that the teacher remain on Intensive Assistance for an additional period of time, not to exceed 90 school days.

2. Recommend that the Superintendent consider the teacher for dismissal in accordance with the provisions of the Connecticut General Statute, Section 10-151d.

Ellington Public Schools
Intervention Process
Professional Assistance Action Plan
Teachers in the Intervention Process Complete Sections B, C, and D of Professional Growth Plan.
This Action Plan replaces Sections A and E.

Teacher:	Date:
School:	School Year:
Evaluator:	Peer support:

Improvement Focus – Identify the problem(s) or area(s) in need of improvement (state the specific CCT competencies that must be addressed):

Action Steps	Timeline	Support/Professional Development/Resources Needed	Data to be collected

Describe expectations for improved performance and indicators of success:

Monitoring: Identify the dates of observations or required conferences:

Teacher _____ Date_____ Evaluator _____ Date_____

Copy of PAAP to: Teacher, Evaluator, Superintendent

May, 2015

Ellington Public Schools
Intervention Process
Professional Assistance Action Plan Evaluation Report

Teacher: Date:

School: School Year:

Evaluator:

Attach teacher developed summary of what he/she has done to remediate the concern(s).

Evaluator comments (attach additional pages(s) if necessary), including:

- a summary of the assistance provided;
- a record of observations, data and conferences conducted to monitor performance;
- an assessment of performance in the area(s) of identified concern or deficiency; and
- a clear statement of the status of the concern.

Decision (check one):

_____ Problem or area of concern is resolved and the teacher has received an overall summative rating of *proficient* or better. The teacher is removed from the Intervention Process and is re-assigned to the Continuous Professional Growth phase.

_____ Problem or area of concern is not resolved and/or the teacher received a summative rating of *developing* or *below standard*. The evaluator makes the following recommendation to the Superintendent:

    _____ I recommend that the teacher remain in the Intervention Process on Professional Assistance.

    _____ I recommend that the teacher remain in the Intervention Process on and be placed on Intensive Assistance.

    _____ I recommend that the Superintendent consider the teacher for dismissal in accordance with the provisions of the Connecticut General Statute, Section 10-151d.

Teacher's Signature _____   Date _____

Evaluator's Signature _____   Date _____

*Signatures above indicate that a conference between the teacher and evaluator was conducted. The teacher's signature on this form indicates that s/he has seen all comments on the document. The teacher's signature does not necessarily indicate agreement. A response may be attached before placement in the personnel file. Response attached?   YES   NO

Ellington Public Schools
Intervention Process
Intensive Assistance Action Plan
Teachers in the Intervention Process Complete Sections B, C, and D of Professional Growth Plan.
This Action Plan replaces Sections A and E.

Teacher:	Date:
School:	School Year:
Peer Support:	
Evaluator:	Evaluator:

Improvement Focus – Identify the problem(s) or area(s) in need of improvement (state the specific CCT competencies that must be addressed):

Action Steps	Timeline	Support/Professional Development/Resources Needed	Data to be collected

Describe expectations for improved performance and indicators of success:

Monitoring: Identify the dates of observations or required conferences:

Teacher _____Date_____ Superintendent _____ Date _____

Evaluator _____ Date_____ Evaluator _____Date_____

Copy of IAAP to: Teacher, Evaluators, Superintendent

May, 2015

Ellington Public Schools

Intervention Process
Intensive Assistance Action Plan Evaluation Report

Teacher: Date:

School: School Year:

Evaluator: Evaluator:

Attach teacher developed summary of what he/she has done to remediate the concern(s).

Evaluator comments (attach additional pages(s) if necessary), including:

- a summary of the assistance provided;
- a record of observations, data and conferences conducted to monitor performance;
- an assessment of performance in the area(s) of identified concern or deficiency; and
- a clear statement of the status of the concern.

Decision (check one):

_____ Problem or area of concern is resolved. The teacher is removed from the Intervention Process and is re-assigned to Continuous Professional Growth phase of evaluation process.

_____ Problem or area of concern is not resolved. We recommend that the teacher remain on Intensive Assistance for an additional period of time, not to exceed 90 school days.

_____ Problem or area of concern is not resolved. We recommend that the Superintendent consider the teacher for dismissal in accordance with the provisions of the Connecticut General Statute, Section 10-151d.

Teacher's Signature _____   Date _____

Evaluator's Signature _____   Date _____

Evaluator's Signature _____   Date _____

Superintendent's Signature _____   Date _____

*Signatures above indicate that a conference between the teacher and evaluator was conducted. The teacher's signature on this form indicates that s/he has seen all comments on the document. The

May, 2015

teacher's signature does not necessarily indicate agreement. A response may be attached before placement in the personnel file. Response attached? YES NO

May, 2015

INSERT CCT RUBRIC HERE

Insert sample documents here

Draft Student Feedback Survey, Grades 9-12

Instructions: Please read and answer the following questions carefully and honestly. When you answer these questions, it is important that you think about your experiences in this classroom in particular. Your teacher will not know what any individual student said. You may leave any question blank, but please try to answer as many questions as you can.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply
1. My teacher cares about my learning.	O	O	O	O	O
2. My teacher seems to know this subject really well.	O	O	O	O	O
3. My teacher helps me when I am struggling in this class.	O	O	O	O	O
4. My teacher gives test/assessments that are fair and reasonable.	O	O	O	O	O
5. My teacher challenges me to think.	O	O	O	O	O
6. My teacher engages me in the learning process.	O	O	O	O	O
7. My teacher gives me opportunities to share my thoughts and ideas.	O	O	O	O	O
8. My teacher offers me choices in how I can demonstrate my learning.	O	O	O	O	O
9. My teacher assigns work that is appropriately challenging.	O	O	O	O	O
10. My teacher assigns homework that helps me learn the material.	O	O	O	O	O
11. My teacher checks to make sure I understand the material before the class moves on.	O	O	O	O	O
12. My teacher grades fairly.	O	O	O	O	O
13. My teacher is approachable when I need extra help.	O	O	O	O	O
14. My teacher shows me how what I'm learning is important outside of the classroom.	O	O	O	O	O
15. My teacher explains things clearly.	O	O	O	O	O
				Continue on back	

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply
16. My teacher maintains good control over the classroom.	O	O	O	O	O
17. My teacher organizes class time and activities so that my learning time is productive.	O	O	O	O	O
18. My teacher returns corrected homework and tests in a timely manner.	O	O	O	O	O
19. My teacher motivates me to do my best.	O	O	O	O	O

Part I: School Feedback	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable/ I Don't Know
1. The school environment is welcoming to students.	○	○	○	○	○
2. The school environment is welcoming to parents and families.	○	○	○	○	○
3. The school provides a safe environment for teaching and learning.	○	○	○	○	○
4. I feel comfortable sharing my thoughts and ideas at this school.	○	○	○	○	○
5. I am treated with respect and dignity by school personnel.	○	○	○	○	○
6. The school climate is positive and respectful.	○	○	○	○	○
7. There are adults in the school who my child trusts and can go to/talk to for help.	○	○	○	○	○
8. My child's bus trip to and from school is a positive/safe experience.	○	○	○	○	○
9. My child's experience with peers on social media (texting, facebook, Google platform, etc.) has been positive.	○	○	○	○	○
10. Student learning results are clearly communicated to parents.					

11. Students are encouraged to learn and to achieve to their highest potential.	○	○	○	○	○
12. My child can get extra help at the school if s/he needs it.	○	○	○	○	○
13. The school has appropriate books and supplies to support student learning.	○	○	○	○	○
14. The school has a clear plan to advance student growth.	○	○	○	○	○
15. My child's teacher(s) care about my child.	○	○	○	○	○
16. I can talk with my child's teacher(s) about what I can do to help my child learn in and out of school.	○	○	○	○	○
17. I know what my child is learning in school.	○	○	○	○	○
18. My child's teacher(s) have high expectations for my child.	○	○	○	○	○
19. My child is treated with respect and dignity by teachers and staff.	○	○	○	○	○
20. My child is treated with respect and dignity by his/her peers.	○	○	○	○	○

Parent Feedback Survey, All Grades

Part I: School Feedback	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable/ I Don't Know
21. The school environment is welcoming to students.	○	○	○	○	○
22. The school environment is welcoming to parents and families.	○	○	○	○	○
23. The school provides a safe environment for teaching and learning.	○	○	○	○	○
24. I feel comfortable sharing my thoughts and ideas at this school.	○	○	○	○	○
25. I am treated with respect and dignity by school personnel.	○	○	○	○	○
26. The school climate is positive and respectful.	○	○	○	○	○
27. There are adults in the school who my child trusts and can go to/talk to for help.	○	○	○	○	○
28. My child's bus trip to and from school is a positive/safe experience.	○	○	○	○	○

29. My child's experience with peers on social media (texting, facebook, Google platform, etc.) has been positive.	○	○	○	○	○
30. Student learning results are clearly communicated to parents.					
31. Students are encouraged to learn and to achieve to their highest potential.	○	○	○	○	○
32. My child can get extra help at the school if s/he needs it.	○	○	○	○	○
33. The school has appropriate books and supplies to support student learning.	○	○	○	○	○
34. The school has a clear plan to advance student growth.	○	○	○	○	○
35. My child's teacher(s) care about my child.	○	○	○	○	○
36. I can talk with my child's teacher(s) about what I can do to help my child learn in and out of school.	○	○	○	○	○
37. I know what my child is learning in school.	○	○	○	○	○
38. My child's teacher(s) have high expectations for my child.	○	○	○	○	○
39. My child is treated with respect and dignity by teachers and staff.	○	○	○	○	○
40. My child is treated with respect and dignity by his/her peers.	○	○	○	○	○

Professional Growth
and
Administrator Evaluation Plan

Approved by the Ellington Board of Education August 19, 2015

Table of Contents

Acknowledgements

The Ellington Professional Growth and Administrator Evaluation Plan was developed by the following team:

Stephen Cullinan
Melissa Haberern
Kristy LaPorte
Erin McGurk
David Pearson
Trudie Luck Roberts
Daniel Uriano

Guiding Beliefs

The professional growth and evaluation process will increase student achievement and improve professional practices. It is based on the assumption that educators, like students, must be continual learners and are motivated to examine and reflect upon their professional practice in order to improve instruction. To that end, the Ellington Professional Growth and Administrator Evaluation Plan is based on the following beliefs about teaching and learning:

We believe that all students:

- should be challenged to reach their highest potential;

- learn differently and at a different pace;

- deserve equal opportunities to learn; and

- deserve a positive, respectful learning environment.

We believe that effective administrators are:

- passionate about their work, their students and the school community;

- accountable for the success of all students;

- reflective and use performance feedback to improve teacher effectiveness and student learning;

- committed to continuous professional growth, building capacity and collegial collaboration; and

- contributing members of a positive, respectful professional culture.

Objectives for Professional Growth and Administrator Evaluation

1. To enhance the professional skills of the staff so they may more effectively meet the needs of all students.

2. To provide equitable opportunities for focused continuing education and professional development for all educators.

3. To provide feedback that motivates personal and professional growth.

4. To facilitate communication and collaboration among educators to improve teaching and learning.

5. To provide assistance to educators for their continuous improvement.

6. To establish a procedure by which individual and district goals can be translated into performance objectives.

7. To contribute to good morale by demonstrating just and equitable personnel practices.

8. To acknowledge and recognize educators' growth, improvement, and contributions promoting professional growth.

9. To provide differentiated professional learning opportunities that acknowledge and are responsive to differences in skills, experience and learning needs.

OVERVIEW OF ADMINISTRATOR EVALUATION MODEL

Introduction
A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness for Ellington Public Schools. The Ellington administrator evaluation model defines administrator effectiveness in terms of: professional practice (the actions taken by administrators that have been shown to impact key aspects of school life); the results that come from this leadership (teacher effectiveness and student achievement); and the perceptions of the administrator's leadership among key stakeholders in his or her community.

Evaluation Procedures and Definitions

This document outlines a revised model for the evaluation and development of teachers in the Ellington Public Schools. It is based on the Connecticut Guidelines for Educator Evaluation (June, 2012). This model was piloted in the 2013-14 school year and will be revised as necessary in future years.

Evaluators
Evaluators are defined as district administrators who hold the intermediate administrative certificate (092). Administrators are the only staff designated to evaluate certified staff.

Phases of Evaluation
For the purposes of evaluation, administrators will be participate in one of two phases:
- Continuous Professional Growth Phase
- Intervention Process

The Intervention Process is described more fully on pages 24-30.

Administrator Evaluation Process

Each administrator participates in the evaluation process as a cycle of continuous improvement.

SCHOOL YEAR: PLAN IMPLEMENTATION AND EVIDENCE COLLECTION

AUGUST	SEPT/OCT	JAN/FEB	JUNE	JULY/AUGUST
Orientation, Planning for District Goals and Leadership Practice	Goal-Setting and Plan Development	Mid-Year Formative Review	Summative Review and Rating	Reflection for Continuous Improvement

Step 1: August: Orientation, Planning for District Goals and Leadership Practice:

Orientation on Process– To begin the evaluation process, the Superintendent and Director of Educational Services will meet with administrators to discuss the evaluation process and their roles and responsibilities within it. In the first year of implementation, a district-level orientation program for the new evaluation

system will be held. Thereafter, annually, initial orientation programs regarding the administrator evaluation and support programs will be held with newly employed administrators.

The administrator begins the process by examining:
1. Relevant student data, including but not limited to: state measures of academic learning (currently CMT Science and CAPT Science), Smarter Balanced Assessments, CTAA, AP, ACT, SAT data, graduation rates, and School Performance Index (SPI) ratings.

2. Stakeholder survey data (parent, teacher, and student data as applicable).

The administrator will participate in a collaborative conversation to develop district goals and to facilitate the development of the district instructional plan, including district level plans for professional learning.

Step 2: September/October:
The administrator and his or her evaluator will meet to establish goals in the following three categories:

School Instructional Plan (3 Goals/SLOs):
Administrators will formulate three student learning objectives (SLOs) on measures they select. Certain parameters apply:
- 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.

For school-based administrators, these SLOs (written as SMART Goals) are in addition to school goals related to SPI and will be embedded into the School Instructional Plan (SIP). The SIP will also detail the school-based action steps and plans for professional learning to support goal achievement. The principal/assistant principal shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:
- ♦ The objectives are adequately ambitious.
- ♦ There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
- ♦ The objectives are based on 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.

Leadership Practice Plan (2 Goals):
The administrator will develop a leadership practice plan based on a self-assessment using the LEARN/Shoreline Leadership Frameworks (see Appendix A, p. 41) Administrators will identify at least two areas in which they wish to improve their professional practice. Each administrator will create a plan for professional learning and identify specific action steps and resources needed to support learning.

Stakeholder Feedback Goal (1 Goal)
Additionally, each administrator will develop one goal related to stakeholder feedback. This goal may be contained within the School Instructional Plan or in the Leadership Practice Plan as appropriate, depending on the nature of the goal.

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.

Step 3: Plan Implementation and Evidence Collection: As the Administrator implements the plan, he/she and the evaluator both collect evidence about the Administrator's practice 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, 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.

Step 4: January/February: Mid-Year Formative Review: The administrator and evaluator hold a Mid-Year Formative Conference, with explicit discussion of progress toward administrator's six goals,

supported by evidence. The meeting is also an opportunity to discuss any changes in the context that could impact accomplishment of the goals; goals may be adjusted at this point.

Step 5: By June 30: Summative Review and Ratings: The administrator and evaluator meet to discuss the administrator's self-assessment and all evidence collected over the course of the year. After the meeting, the evaluator assigns a rating, based on all available evidence. The evaluator completes the summative evaluation report, shares it with the administrator, and adds it to the administrator's personnel file, along with any written response from the administrator.

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not be available at the time of a final rating, a preliminary rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator may recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than September15. 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.

Step 6: July/August: Reflection for Continuous Improvement: Administrators reflect on their practice on the four domains of the LEARN/Shoreline Leadership Frameworks. Administrators review their Leadership Practice goals, outcomes of Student Learning Outcome goals, and consider feedback from the evaluator in preparation for the year ahead.

SUPPORT AND DEVELOPMENT

As a standalone, evaluation cannot improve leadership practice and student learning. However, when paired with effective, relevant and timely support and opportunities for professional learning, the evaluation process has the potential to help move administrators along the path to exemplary practice.

Professional Learning
In any sector, professionals learn and grow through honest assessment of current performance, clear goal-setting for future performance, and taking action to close the gap. Professional learning opportunities focus on analyzing and refining teaching methods and best practices developed by and shared between and among educators, and address both individual learning needs and collective needs driven by new standards, assessments and school or district initiatives. This approach is intended to enhance collaborative practice and foster collective responsibility for improved student performance. Throughout the professional growth and evaluation process, every administrator will be identifying professional learning goals through mutual agreement with his/her evaluator. These goals serve as the foundation for ongoing conversations about the administrator's practice and impact on student outcomes. The professional learning opportunities for each administrator should be address individual strengths and needs that are identified through the evaluation process. A needs assessment process may also reveal areas of common need among administrators, which may be addressed in district-wide professional learning opportunities.

Improvement and Remediation Plans
If an administrator's performance is rated as *developing* or *below standard*, it signals the need for the creation of an individual administrator improvement and remediation plan. Details of such plans are described in the Intervention Process section of this document. The improvement and remediation plan will be developed in

consultation with the administrator and his/her exclusive bargaining representative. Improvement and remediation plans must:

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

Career Development and Growth
Opportunities for career development and professional growth are critical in both building confidence in the evaluation system itself and in building the capacity of all administrator s. Examples of such opportunities include, but are not limited to: observing peers; mentoring early-career administrator s; participating in development of administrator improvement and remediation plans for peers whose performance is *developing* or *below standard*; facilitating professional learning opportunities; leading district-wide committees; and participating in focused professional development based on goals for continuous growth and development.

Ensuring Fairness and Accuracy: Evaluator Training
The district will provide all evaluators of administrators with training focused on the administrator evaluation system, including training on the LEARN/Shoreline Leadership Frameworks, conducting effective observations and providing high-quality feedback. This training shall be held during the summer preceding the first full year of implementation, with annual updates and revisions to the plan as needed in following years to ensure consistent implementation.

Definition of Effectiveness and Ineffectiveness
Ellington Public Schools shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from this evaluation system.

Effective	Administrator has received a summative rating of *proficient* or *exemplary*.
Ineffective	Administrator has received two consecutive ratings of *developing* or one rating of *below standard.*

Dispute Resolutions Process
Formulation of Professional Growth Plan (or Action Plan in Intervention Process): The following procedures will be used in cases where the evaluator and administrator cannot agree on the areas of focus for the evaluation period:
1. If a disagreement arises concerning the formulation of the Professional Growth Plan (or the Action Plan in the Intervention Process), the administrator shall first discuss the matter with the primary evaluator.
2. If the disagreement cannot be resolved, the administrator will be advised to contact the President of the Ellington Administrators' Association, who will attempt to mediate a resolution.
3. If the problem remains unresolved, the administrator shall submit a written formal appeal with the primary evaluator within five school days. A formal written appeal shall include a statement describing the issue and a proposed remedy.
4. If the disagreement is not resolved, the appeal will be forwarded to the superintendent.

5. After reviewing the appeal, the superintendent will prescribe a resolution of the disagreement.
6. The decision of the superintendent will be final.
7. Should an administrator's immediate evaluator be the superintendent, and a dispute arises that cannot be resolved, a mutually agreed-upon an arbiter will be brought in to mediate the dispute.

<u>Summative Evaluation</u>: The following procedures shall be used when administrators disagree with comments and/or the final ratings on the *Summative Evaluation Report*.
1. Disagreements related to ratings and/or administrative comments on the *Summative Evaluation Report* shall be discussed with the evaluator in an attempt to resolve differences.
2. If the issue is not resolved, the administrator may submit in writing the points of disagreement and the reasons. This statement will be attached to the *Summative Evaluation Report* and placed in the administrator's personnel file.

ADMINISTRATOR EVALUATION: CATEGORIES AND RATINGS

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

Category #1: Leadership practice (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 LEARN/Shoreline Leadership framework.

The elements of practice of the LEARN/Shoreline 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.

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 LEARN Leadership Framework (Appendix) 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 LEARN/Shoreline 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," **Appendix**.)

School Based Administrators:

Rate Each 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.

Examine all three attributes (1.1 Mission, Vision and Goals; 1.2 Student Achievement Focus; 1.3 Collaborative Practice), with evidence determine:

(4) Exemplary:	**(3) Accomplished**:	**(2) Developing**: Uses	**(1) Below Standard**:
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.	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.	some or inconsistent leadership practices to address some aspects of achieving the mission, vision and goals for improvement.	Applies inappropriate personal leadership practices or implements personal or leadership practices that work against instructional improvement.

2. **Human Capital/Talent Development:**

Effective leaders recruit, select, retain, and develop staff over the course of their careers through systems of high quality support and evaluation.

Examine all three attributes (2.1 Recruitment, Selection and Retention, 2.2 Professional Learning, 2.3 Observation and Performance Evaluation), with evidence determine:

(4) Exemplary:	**(3) Accomplished**:	**(2) Developing**: Uses	**(1) Below Standard**:
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	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.	some or inconsistent personal and educational leadership practices to address some aspects of recruiting, selecting, or developing and retaining staff.	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.

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.

Examine all three attributes (3.1 Management of the Learning Environment, 3.2, Safety and Security, 3.3, Resource Management), with evidence determine:

(4) Exemplary:	**(3) Accomplished**: Uses	**(2) Developing**: Uses	**(1) Below Standard**:
Integrates a wide range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning through appropriate and	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.	some or inconsistent personal or educational leadership practices to create a learning environment that is at times conducive to learning; resources are	Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that negatively impact the learning

innovative resource management.		mostly aligned with priorities	environment; resources are not or are misaligned.

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 LEARN/Shoreline 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.

Category #2: Stakeholder feedback (10%)

Growth on feedback measures from stakeholders is a critical component of an administrator's summative rating. In Ellington, data from several sources will be considered. The Ellington Professional Growth and Educator Evaluation Committee developed a Parent Feedback survey which includes both school climate and leadership practice questions. Additionally, the Administrator Evaluation subcommittee created a survey designed to allow teacher stakeholders input on administrator leadership practices aligned to the Connecticut Common Core of Leader Standards and the LEARN/Shoreline Leadership framework. Data from student climate surveys may also be considered when appropriate to the administrator's role. Feedback surveys will be conducted annually, typically in the spring of the year, with initial survey administration scheduled for June, 2013. The survey draft documents are included in the Appendix of this plan.

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

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.

Category #3: Student Learning (45%)
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).

- 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):

    o 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.
    o 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.
    o 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.
    o The administrator chooses measures that best assess the priorities and develops clear and measurable goals for the chosen assessments/indicators.
    o 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

Category #4: Teacher Impact on Student Growth (5%)

Teacher impact on student growth – as measured by an aggregation of teachers' ratings on the student growth portion of their evaluation– is 5% of an administrator's evaluation.

In order to maintain a strong focus on teachers setting ambitious SLOs for their evaluation, evaluators will discuss with the administrators their strategies in working with teachers to set ambitious but attainable SLOs. The chart below refers to teachers under the evaluator's direct supervision.

Exemplary	Accomplished	Developing	Below Standard
>80% of teachers of teachers meet or exceed their goals (SLOs) for student growth	>60% of teachers of teachers meet or exceed their goals (SLOs) for student growth	>40% of teachers of teachers meet or exceed their goals (SLOs) for student growth	<40% of teachers of teachers meet or exceed their goals (SLOs) for student growth

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.

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 LEARN/Shoreline 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.

B. 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.

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

		PRACTICE RELATED INDICATORS RATING			
		Exemplary	**Accomplished**	**Developing**	**Below Standard**
OUTCOMES RELATED INDICATORS RATING	**Exemplary**	Exemplary	Exemplary	Accomplished	Gather Further Information
	Accomplished	Accomplished	Accomplished	Accomplished	Gather further information
	Developing	Accomplished	Developing	Developing	Below Standard
	Below Standard	*Gather further information*	Below Standard	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 LEARN 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 LEARN 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.

Ellington Public Schools
Leadership Practice and Professional Learning Plan

Name:		Evaluator:	
Year:		School/Assignment:	

		Action Steps	Professional Learning Plan	End of Year Results
School Instructional Plan: SLOs	**Goal #1:**			
	Goal #2:			
	Goal #3:			

Midyear Update: (include any proposed adjustments)

Evaluator Comments:

End of Year Reflection: (Include critical factors that contributed to or inhibited success toward meeting the goal and implications for ongoing efforts)

Evaluator Comments:

Leadership Practice Plan	**Goal #4:**			**Midyear:**
				Summative:
	Goal #5:			**Midyear:**

			Summative:

Midyear Update: (include any proposed adjustments)

Evaluator Comments:

End of Year Reflection: (Include critical factors that contributed to or inhibited success toward meeting the goal and implications for ongoing efforts)

Evaluator Comments:

Stakeholder Feedback Goal	**Goal #6:**		**Midyear:**
			Summative:

Midyear Update: (include any proposed adjustments)

Evaluator Comments:

End of Year Reflection: (Include critical factors that contributed to or inhibited success toward meeting the goal and implications for ongoing efforts)

Evaluator Comments:

Administrator _____ Date_____ Evaluator _____ Date_____

Final Summative Rating Form (05/01/15)

Component One: Leadership Practice (40%)

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

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.

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.

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:_____

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 *accomplished* or *exemplary* on the student growth portion of their evaluation	>60% of teachers are rated *accomplished* or *exemplary* on the student growth portion of their evaluation	>40% of teachers are rated *accomplished* or *exemplary* on the student growth portion of their evaluation	<40% of teachers are rated *accomplished* or *exemplary* 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%)   **Rating:_____**

Component Three: Student Learning Indicators (45%)   **Rating:_____**
Component Four: Teacher Effectiveness Outcomes (5%) Rating: _____

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

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

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 matrix.

		PRACTICE RELATED INDICATORS RATING			
		Exemplary	**Accomplished**	**Developing**	**Below Standard**
OUTCOMES RELATED INDICATORS RATING	**Exemplary**	Exemplary	Exemplary	Accomplished	Gather Further Information
	Accomplished	Accomplished	Accomplished	Accomplished	Gather further information
	Developing	Accomplished	Developing	Developing	Below Standard
	Below Standard	*Gather further information*	Below Standard	Below Standard	Below Standard

Summative Evaluation Final Rating: _____

Administrator _____ Date_____ Evaluator _____ Date_____

*Signatures above indicate that a conference between the administrator and evaluator was conducted. The administrator's signature on this form indicates that s/he has seen all comments on the evaluation. The administrator's signature does not necessarily indicate agreement. An evaluation response may be attached before placement in the personnel file. Evaluation response attached? YES   NO

<center>**Intervention Process**</center>

Administrators in Ellington who are not meeting the performance expectations specified in Connecticut's 2012 Common Core of Leading (CCL) may be assigned to a formal Intervention Process. This designation is reserved for administrators who have been identified as having serious needs or deficiencies related to professional competence that must be addressed and corrected and administrators deemed ineffective according to district standards or who have received a summative rating of *developing* or *below standard*; it is not a disciplinary process.

Administrators will be placed in this process by the administrator's primary evaluator. The administrator has the right to association representation in the meetings with the evaluator related to the intervention process. The goal of this process is to address and correct deficiencies or to recommend further action by the district if required. If these deficiencies are not corrected, there will be a recommendation for termination.

Under the 2012 Connecticut Guidelines for Educator Evaluation, the district shall place administrators into the Intervention Process as follows:

SCENARIO	POTENTIAL OUTCOME
An administrator demonstrates significant performance issues in the first 90 days of employment.	Administrator may be terminated in accordance with the provisions of the Connecticut General Statute, Section 10-153b.
A non-tenured administrator demonstrates significant and documented performance issues.	Administrator may be terminated or non-renewed in accordance with the provisions of the Connecticut General Statute, Section 10-153b. The district may, but is not required to, place the administrator into the Intervention Process.
A tenured administrator receives a summative rating of *developing* or *below standard*.	Administrator will be placed into the Intervention Process and a plan for improvement and remediation will be developed.
After receiving a previous summative rating of *proficient* or better, a tenured administrator demonstrates performance issues.	Administrator will be placed into the Intervention Process and a plan for improvement and remediation will be developed.

<center>**Administrator's Responsibilities**</center>

The administrator is an integral part of the improvement process. Administrators assigned to this process will work cooperatively with their evaluators to develop and implement an action plan to help the administrator meet performance expectations. Administrators may participate in professional learning that will build their competence, will work with individuals and utilize resources provided by the district under the improvement plan, and are expected to show clear evidence of an intensive effort to improve performance.

<center>**Intervention Process**</center>

<u>Professional Assistance</u>

1. After receiving a summative rating of *developing* or *below standard*, an administrator will automatically be placed on Professional Assistance for the following school year. The administrator will be advised to contact the President of the Ellington Administrators Association (EAA).

2. The *Professional Assistance Action Plan* will be collaboratively developed by the administrator, an EAA representative, and the evaluator, written no later than September 30 and shared with the Superintendent, unless the Superintendent is the evaluator. Administrators in the Intervention Process set Student Outcomes Goals. This Action Plan replaces a Leadership Practice Plan and may include a Stakeholder Feedback Goal.

3. In addition, the action plan will delineate the following:

   a. identification of the documented deficiencies in need of improvement;

   b. plan for improvement with specific actions steps, including timelines, resources, support, and data to be collected;

   c. expectations for improved performance and indicators of success, including a summative rating of *proficient* or better at the conclusion of the improvement and remediation plan;

   d. identification of a qualified colleague as a peer support (if applicable). This colleague will serve as a peer support but will have no role in the evaluation process.

   e. a monitoring system that includes a specific number of observations and/or conferences, including a mid-year conference.

4. At the end of the school year, the evaluator will complete the *Professional Assistance Action Plan Evaluation Report*. This report includes :

   a. an administrator-developed summary of what he/she has done to remediate the concern(s);

   b. a summary of the assistance provided;

   c. a record of observations, data and conferences conducted to monitor performance;

   d. an assessment of performance in the area(s) of identified concern or deficiency;

   e. overall summative rating; and

   f. a clear statement of the status of the concern:

      i. Problem or area of concern is resolved and the administrator has received an overall summative rating of *proficient* or better. The administrator is removed from the Intervention Process and is re-assigned to the Continuous Professional Growth phase.

      ii. Problem or area of concern is not resolved and/or the administrator received a summative rating of *developing* or *below standard*. The evaluator will make one of the following recommendations:

         1. Recommend that the administrator remain in the Intervention Process on Professional Assistance.

         2. Recommend that the administrator remain in the Intervention Process and be placed on Intensive Assistance.

         3. Recommend that the administrator be considered for dismissal in accordance with the provisions of the Connecticut General Statute, Section 10-153b.

Intensive Assistance

1. Administrators who have significant performance issues related to professional competence may be placed directly into Intensive Assistance. The administrator will receive written notice that a meeting will be conducted by the Superintendent to discuss the administrator's performance.

2. The *Intensive Assistance Action Plan* will be collaboratively developed by the administrator, the evaluator, and the Superintendent within ten (10) school days. The action plan will include:

   a. identification of the documented deficiencies in need of improvement;

   b. plan for improvement with specific actions steps, including timelines, resources, support, and data to be collected;

   c. expectations for improved performance and indicators of success

   d. identification of a qualified colleague as a peer support (if applicable). This colleague will serve as a peer support but will have no role in the evaluation process.

   e. a monitoring system that includes a specific number of observations and/or conferences

   f. a specific time period (not less than 90 school days) for achieving specific outcomes; a review will be completed at the end of the specified time period.

3. At the conclusion of the time period, the evaluator(s) will complete the *Intensive Assistance Action Plan Evaluation Report*. This report includes:

   a. An administrator-developed summary of what he/she has done to remediate the concern(s);

   b. a summary of the assistance provided;

   c. a record of observations, data and conferences conducted to monitor performance;

   d. an assessment of performance in the area(s) of identified concern or deficiency; and

   e. a clear statement of the status of the concern:

      i. Problem or area of concern is resolved and the administrator is removed from Intensive Assistance and is re-assigned to the Continuous Professional Growth phase.

      ii. Problem or area of concern is not resolved. The evaluator will make one of the following recommendations:

         1. Recommend that the administrator remain on Intensive Assistance for an additional period of time, not to exceed 90 school days.

         2. Recommend that the administrator be considered for dismissal in accordance with the provisions of the Connecticut General Statute, Section 10-153b.

Ellington Public Schools
Intervention Process
Professional Assistance Action Plan
Administrators in the Intervention Process set Student Outcomes Goals. This Action Plan replaces a Leadership Practice Plan and may include a Stakeholder Feedback Goal.

Administrator:	Date:
School:	School Year:
Evaluator:	Peer support:

Improvement Focus – Identify the problem(s) or area(s) in need of improvement (state the specific School Leader Standards that must be addressed):

Action Steps	Timeline	Support/Professional Development/Resources Needed	Data to be collected

Describe expectations for improved performance and indicators of success:

Monitoring: Identify the dates of observations or required conferences:

Administrator _____ Date_____ Evaluator _____ Date_____

Administrator: _____ Date: _____

School: _____ School Year: _____

Evaluator: _____

Attach administrator developed summary of what he/she has done to remediate the concern(s).

Evaluator comments (attach additional pages(s) if necessary), including:

- a summary of the assistance provided;
- a record of observations, data and conferences conducted to monitor performance;
- an assessment of performance in the area(s) of identified concern or deficiency; and
- a clear statement of the status of the concern.

Decision (check one):

_____ Problem or area of concern is resolved and the administrator has received an overall summative rating of *proficient* or better. The administrator is removed from the Intervention Process and is re-assigned to the Continuous Professional Growth phase.

_____ Problem or area of concern is not resolved and/or the administrator received a summative rating of *developing* or *below standard*. The evaluator makes the following recommendation to the Superintendent:

_____ I recommend that the administrator remain in the Intervention Process on Professional Assistance.

_____ I recommend that the administrator remain in the Intervention Process on and be placed on Intensive Assistance.

_____ I recommend that the Superintendent consider the administrator for dismissal in accordance with the provisions of the Connecticut General Statute, Section 10-151d.

Administrator's Signature _____ Date _____

Evaluator's Signature _____ Date _____

*Signatures above indicate that a conference between the administrator and evaluator was conducted. The administrator's signature on this form indicates that s/he has seen all comments on the document. The administrator's signature does not necessarily indicate agreement. A response may be attached before placement in the personnel file. Response attached? YES   NO

Ellington Public Schools
Intervention Process
Intensive Assistance Action Plan
Administrators in the Intervention Process set Student Outcomes Goals. This Action Plan replaces a Leadership Practice Plan and may include a Stakeholder Feedback Goal.

Administrator:	Date:
School:	School Year:
Peer Support:	
Evaluator:	Evaluator:

Improvement Focus – Identify the problem(s) or area(s) in need of improvement (state the specific School Leader Standards that must be addressed):

Action Steps	Timeline	Support/Professional Development/Resources Needed	Data to be collected

Describe expectations for improved performance and indicators of success:

Monitoring: Identify the dates of observations or required conferences:

Administrator _____Date_____ Superintendent _____ Date _____

Evaluator _____ Date_____ Evaluator _____Date_____

Ellington Public Schools
Intervention Process
Intensive Assistance Action Plan Evaluation Report

Administrator: Date:
School: School Year:
Evaluator: Evaluator:

Attach administrator developed summary of what he/she has done to remediate the concern(s).

Evaluator comments (attach additional pages(s) if necessary), including:

- a summary of the assistance provided;
- a record of observations, data and conferences conducted to monitor performance;
- an assessment of performance in the area(s) of identified concern or deficiency; and
- a clear statement of the status of the concern.

Decision (check one):

_____ Problem or area of concern is resolved. The administrator is removed from the Intervention Process and is re-assigned to Continuous Professional Growth phase of evaluation process.

_____ Problem or area of concern is not resolved. We recommend that the Superintendent consider the administrator for dismissal in accordance with the provisions of the Connecticut General Statute, Section 10-151d.

Administrator's Signature _____   Date _____
Evaluator's Signature _____   Date _____
Evaluator's Signature _____   Date _____
Superintendent's Signature _____   Date _____

*Signatures above indicate that a conference between the administrator and evaluator was conducted. The administrator's signature on this form indicates that s/he has seen all comments on the document. The administrator's signature does not necessarily indicate agreement. A response may be attached before placement in the personnel file. Response attached? YES   NO

Appendix A

Insert LEARN/Shoreline Leadership Framework

Teacher Feedback and Climate Survey, Spring 2013

Instructions: Please read and answer the following questions carefully and honestly. When you answer these questions, it is important that you think about your experiences in particular. The administration will not know what any individual teacher said. You may leave any question blank, but please try to answer as many questions as you can.

CLIMATE	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply
1. The culture and climate of the school is positive and supportive.	○	○	○	○	○
2. I feel my contributions are valued and important.	○	○	○	○	○
3. I feel comfortable going to at least one member of the administrative team if I have a problem or an idea.	○	○	○	○	○
4. I feel connected to and supported by my colleagues.	○	○	○	○	○
5. I feel connected to and supported by my administrator.	○	○	○	○	○
6. I feel respected by students.	○	○	○	○	○
7. I hear students speaking inappropriately (to or about staff or peers, using profanity)	○	○	○	○	○
8. I hear colleagues speaking inappropriately (to or about staff or peers, using profanity, yelling, etc.)	○	○	○	○	○
9. I feel treated fairly by colleagues at my school.	○	○	○	○	○
10. I feel treated fairly by administrators at my school.	○	○	○	○	○
11. I feel physically safe at my school.	○	○	○	○	○
12. I feel emotionally safe at my school.	○	○	○	○	○
13. I am happy to be at my school.	○	○	○	○	○
14. Our school culture supports professional learning.	○	○	○	○	○
15. I feel comfortable sharing new ideas with colleagues in faculty meetings or other settings.	○	○	○	○	○

ADMINISTRATOR FEEDBACK	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply
1. This administrator sets high expectations for all students.	○	○	○	○	○
2. This administrator sets high expectations for all staff.	○	○	○	○	○
3. This administrator communicates effectively with staff, parents and community members.	○	○	○	○	○
4. This administrator is visible in classrooms and throughout the school.	○	○	○	○	○
5. This administrator addresses and resolves problems quickly and works to prevent potential problems.	○	○	○	○	○
6. This administrator provides formative feedback during my evaluation that helps me improve my professional practice.	○	○	○	○	○
7. This administrator supports my professional learning.	○	○	○	○	○
8. This administrator provides leadership for changes needed to implement the goals of the school or district.	○	○	○	○	○
9. This administrator seeks input from a variety of sources when making decisions.	○	○	○	○	○
10. This administrator recognizes and acknowledges accomplishments of students and staff members toward a positive school culture.	○	○	○	○	○
11. This administrator analyzes data to continuously develop programs and evaluate strategies to enhance student learning.	○	○	○	○	○
12. This administrator creates a safe and secure school environment that is conducive to teaching and learning.	○	○	○	○	○
13. This administrator is fair and consistent when dealing with students and staff.	○	○	○	○	○
14. This administrator models values, beliefs, and attitudes that inspire students and staff to higher levels of performance.	○	○	○	○	○
15. This administrator shares leadership for improving the instructional program and encourages teachers to participate in leadership roles.	○	○	○	○	○

Parent Feedback Survey, All Grades

Part I: School Feedback	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable/ I Don't Know
1. The school environment is welcoming to students.	○	○	○	○	○
2. The school environment is welcoming to parents and families.	○	○	○	○	○
3. The school provides a safe environment for teaching and learning.	○	○	○	○	○
4. I feel comfortable sharing my thoughts and ideas at this school.	○	○	○	○	○
5. I am treated with respect and dignity by school personnel.	○	○	○	○	○
6. The school climate is positive and respectful.	○	○	○	○	○
7. There are adults in the school who my child trusts and can go to/talk to for help.	○	○	○	○	○
8. My child's bus trip to and from school is a positive/safe experience.	○	○	○	○	○
9. My child's experience with peers on social media (texting, facebook, Google platform, etc.) has been positive.	○	○	○	○	○
10. Student learning results are clearly communicated to parents.					
11. Students are encouraged to learn and to achieve to their highest potential.	○	○	○	○	○
12. My child can get extra help at the school if	○	○	○	○	○

s/he needs it.	○	○	○	○	○
13. The school has appropriate books and supplies to support student learning.	○	○	○	○	○
14. The school has a clear plan to advance student growth.	○	○	○	○	○
15. My child's teacher(s) care about my child.	○	○	○	○	○
16. I can talk with my child's teacher(s) about what I can do to help my child learn in and out of school.	○	○	○	○	○
17. I know what my child is learning in school.	○	○	○	○	○
18. My child's teacher(s) have high expectations for my child.	○	○	○	○	○
19. My child is treated with respect and dignity by teachers and staff.	○	○	○	○	○
20. My child is treated with respect and dignity by his/her peers.	○	○	○	○	○