
Granby Public Schools



Granby Educator Effectiveness, Professional Learning, and Performance Evaluation Manual

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GRANBY PUBLIC SCHOOLS

Educator Effectiveness, Professional Learning, and Performance Evaluation: The Process for Supervising and Evaluating Granby Educators

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The following document provides information relative to the policies and procedures associated with the revised educator evaluation program for the Granby Public Schools. Procedures have been designed through the collective efforts of the Granby Educator Evaluation Committee, which included educators, related service professionals, union representation, building administrators and central office curriculum staff. The committee was charged with developing a professional growth *Continuum* for Granby educators. The committee gathered feedback from educators district-wide and designed recommendations for the policies and procedures associated with educator effectiveness and performance evaluation.

GRANBY PUBLIC SCHOOLS

Special thanks and recognition to the Granby Public School's Educator Evaluation Committee convened initially in September of 2012 to develop our Professional Educator Growth *Continuum*. The committee worked throughout the 2012-2013 year to write and introduce the framework to their colleagues. They refined and revised the document in 2013-14 and 2014-2015.

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Introduction

Vision and Purpose of Educator Evaluation

The Granby Public School System is committed to an educator professional growth *Continuum* model that is designed to improve student learning through the ongoing development of Granby's professional staff. The purpose of this plan is to empower professional staff to work collaboratively toward continuous improvement of student learning.

During 2011, legislation was adopted to revise the educator evaluation process. Granby professionals chose to align the process to their core beliefs and practices. Cross-representation from K-12 educators and administrators worked through the year to develop a comprehensive growth model of supervision and evaluation.

It is the vision of the Granby professionals that the educator supervision and evaluation process is viewed as a collaborative process that supports *all* students having competent, high quality educators. In order to achieve this, we must provide an evaluation and support structure that builds human capacities and challenges all educators to be reflective practitioners that aspire to and reach excellence.

The *Granby Public Schools Professional Educator and Specialist Growth Continuums*, herein referred to as *Continuum*, were developed to establish a shared definition of effective instructional practices, while providing a tool for reflection and conversation across multiple focus areas. Within each focus area are specific indicators that articulate a continuum of performance levels from exceptional to ineffective practice.

Beliefs and Core Values

To achieve Granby's vision of implementing a collaborative and reflective educator supervision and evaluation process that ensures every student is taught by a competent, highly qualified educator, the goals of this evaluation system are to:

- Ensure the learning and growth of all professionals and students;
- Ensure the continuation of Granby's professional collaborative model, including PLC and team meetings that allow for continued reflection, collaboration, and communication around student growth and student learning;
- Ensure the continuation and deepening of opportunities for professional sharing and feedback in support of continuous learning;
- Provide a structure/format that allows educators to document and to share evidence of best practice;
- Effectively and critically collaborate to improve practice; and
- As a district, ensure that effective teaching is supported in all classes by developing human capacity.

6. Understand clearly defined learning objectives that represent big ideas and that Educators model and structure to foster independence.

Achievement Goal

By 2015, students will demonstrate powerful thinking by systemically solving problems through analyzing and synthesizing information and articulating/defending a position.

Theory of Action for Supporting Students Who Struggle

We know Educator quality has the greatest impact on increasing student learning.

Therefore, if students are provided access to highly effective Educators who also develop caring responsive relationships,

AND

If the structures and culture of professional learning communities are used to support high expectations for student learning and improve instruction through the use of standards-based curriculum, data driven decision making, effective teaching strategies, ongoing monitoring, and flexible time for struggling learners,

THEN

We will meet the needs of all learners and all students will achieve at high levels.

Alignment of Goals and Practice

Strengthening individual and collective educator practices with the goal of developing student critical thinking and increasing student achievement warrants having an instructional framework as the cornerstone of our *Continuum*. Our instructional framework allows us to share a common vocabulary on effective instructional practices and identifies where these practices fall along the *Continuum*—from exceptional to ineffective practice.

While our *Continuum* is an important structure for the realization of our district vision and mission, it also plays a critical role in our district and school improvement plans. Our continuous improvement plans that address how we will obtain our district goals cannot be accomplished without high quality instruction taking place daily. Therefore, our plan addresses the alignment of developing professional goals around instructional practice that directly supports district and building goals.

Overview of Educator Evaluation Process

Granby Public Schools Professional Educator and Specialist Growth Continuums

The *Granby Professional Educator and Specialist Growth Continuums* define a common understanding of effective instructional practices across three focus areas for educators: Planning Active Learning, Instruction, and Professional Responsibility; and four focus areas for specialists: Planning Active Learning, Direct Services/Instruction/Practice, Collaboration/Consulting/Coaching, and Professional Practice and Responsibility. Within each focus area are specific indicators that break down expected practices across four levels of performance and practice –Level 4 – Exceptional Practice, Level 3 – Effective Practice, Level 2- Developing Practice, and Level 1 – Ineffective Practice.

The *Continuum* is the core document within the evaluation system and is used to help provide the context through which an educator’s performance can be directly measured. The indicators of teaching practice outlined through the *Continuum* have been developed by Granby educators and represent the values and beliefs about teaching and learning of the educational community. Evaluation of educator performance will be measured through evidence collected relative to the performances identified in the *Continuum*. Educator growth across performance levels will be supported and ultimately expected in each given school year (see Figure 1). Parent and peer feedback will also be collected on educator performance and will, in combination with educator performance ratings, constitute 50% of an educator’s overall performance rating. This 50% [40% + 10%] is an educator’s **“Practice Rating”** (see Figure 2).

Measurement of the outcomes for students is defined as an **“Outcome Rating”** (see Figure 3) and will be measured based on results associated with student achievement on a combination of state and local assessments and student feedback. These two categories of performance evaluation will constitute the remaining 50% (45% + 5%) of an educator’s overall rating. Processes and information relative to measurement of performance in these four main categories of performance evaluation have been outlined in the sections that follow.

Figure1. Categories of Performance Evaluation

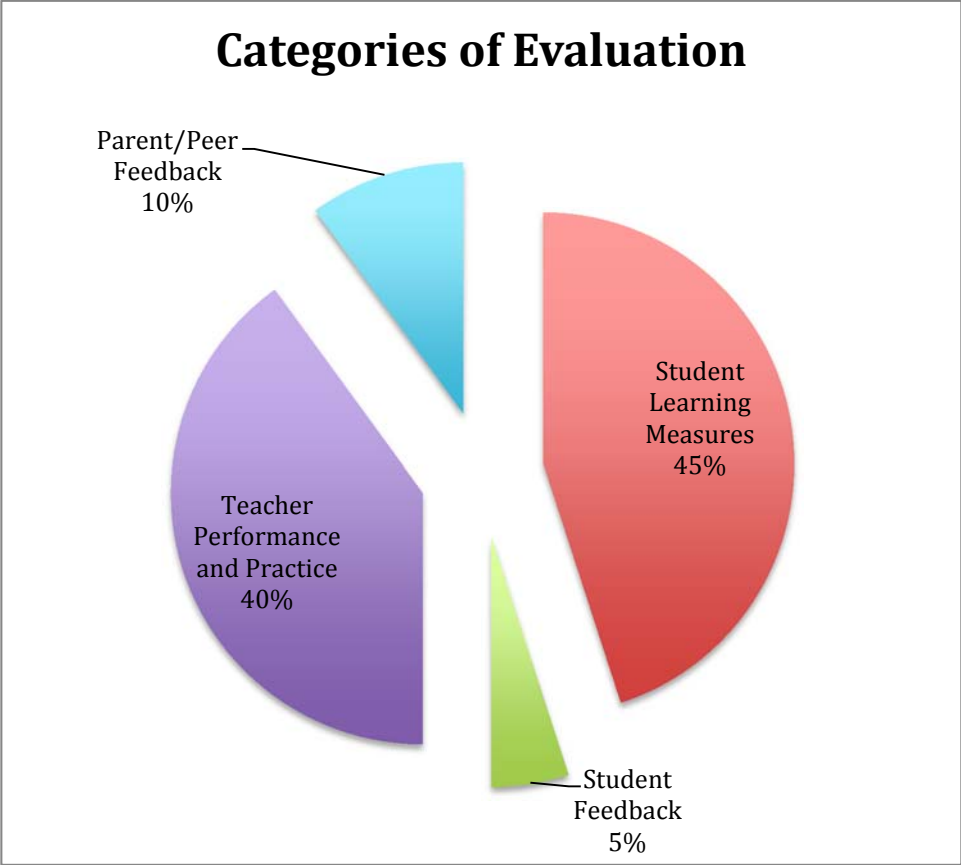


Figure2. Practice Rating

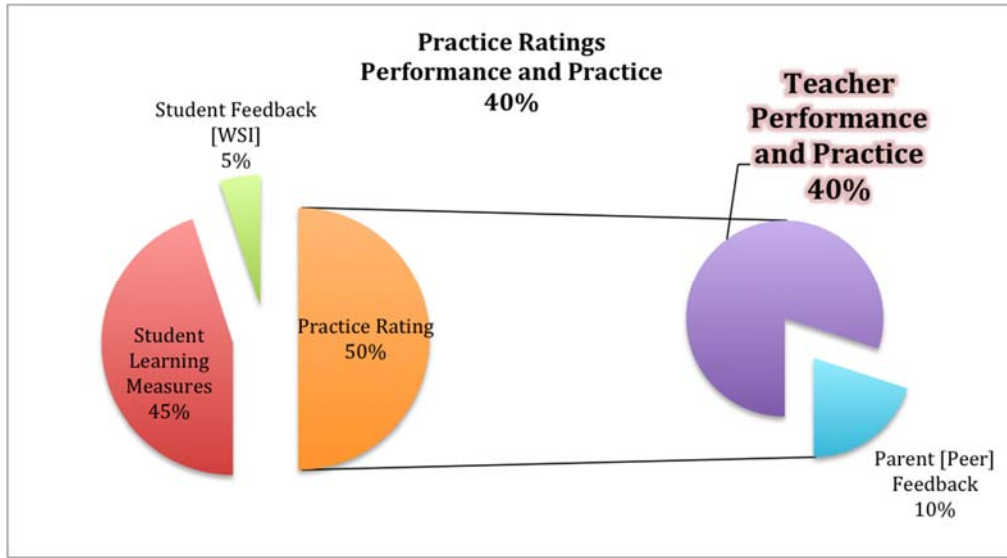
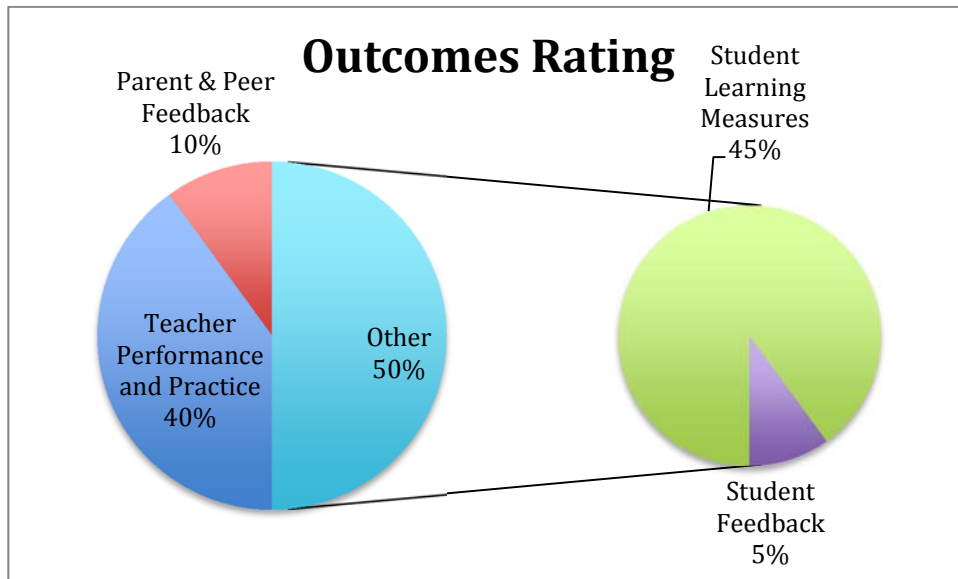


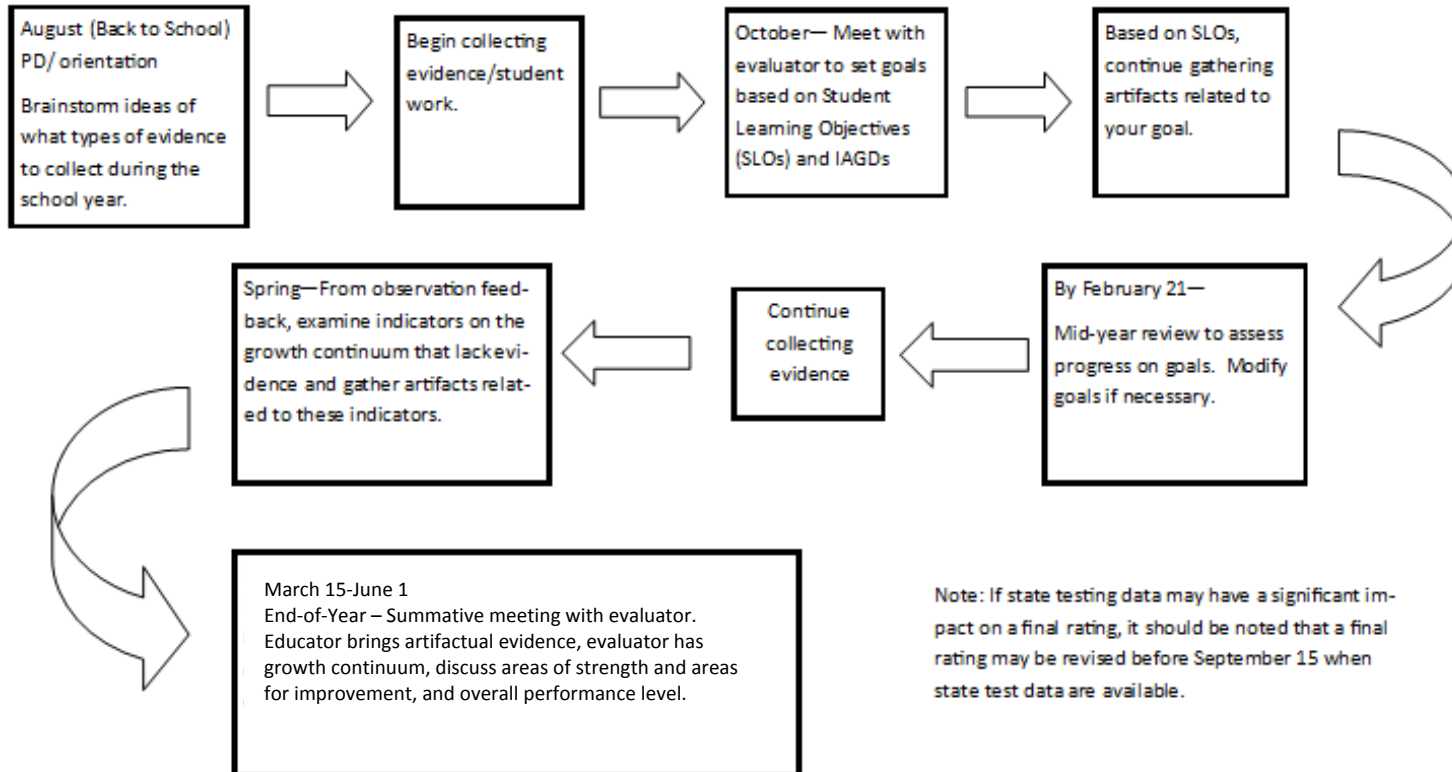
Figure3. Outcomes Rating



Educator Evaluation Plan Snapshot: this timeline is provided to show the full cycle of the evaluation process, including general timing of each step throughout the year. Orientation will occur on or before November 15th.



Educator Evaluation Plan Snapshot



Note: If state testing data may have a significant impact on a final rating, it should be noted that a final rating may be revised before September 15 when state test data are available.

OBSERVATIONS ONGOING THROUGHOUT SCHOOL YEAR

Components of Evaluation

Category 1 - Educator Practice 40%

Procedures for Observational Practice:

Forty percent (40%) of an educator's evaluation shall be based on observation and evidence collection related to educator practice and performance as articulated in the *Continuum*. The *Continuum* is a living document. It will be used as a tool to collect observable practice and feedback. Educators are constantly striving to increase student performance by improving their craft. Educator observations conducted by a skilled evaluator can help direct an educator toward this goal.

Observations will evidence the quality of educator practice and accurately display an educator's performance in multiple, but not all, focus areas along the *Continuum*. Progress in all focus areas can be demonstrated by additional evidence accumulated by both the educator and the evaluator. A supervisor, based on various data collection approaches in multiple settings, will make assertions about educator performance in this category. Furthermore, the evidence collection approaches are differentiated based on an educator's years of experience and by levels of previous performance. Observations are defined as follows:

Formal Classroom Observation:

- o Requires observation of a complete lesson and/or class period, not to exceed 60 minutes;
- o Requires pre- and post-conferencing (new educator may choose to have his/her mentor at the post-conference);
- o Draft ratings on the *Continuum* will be posted within 7 school days after the observation;
- o Post-observation meeting will be held within 10 school days of observation, allowing at least one day for the educator to review draft ratings;
- o Observation will be closed within 5 school days after post-observation meeting; and,
- o Opportunity for educator response will be provided.

Review of Practice:

- o Requires a meeting or an observation of a mutually agreed-upon portion of a professional practice. Examples of reviews of practice include but are not limited to: PLC meetings, department meetings, mentoring conversations, review of lesson plans or other teaching artifacts, PPT, CST, etc.;
- o Ratings on the *Continuum* will be posted within 10 school days after the meeting/observation;
- o Review of practice will be closed within 5 school days after ratings are posted; and,
- o Opportunity for educator response will be provided.

Informal Observation:

- o Length of observation is at the discretion of the evaluator, not to exceed 60 minutes;
- o Requires no pre or post-conference;
- o Can be unannounced;
- o Draft ratings on the *Continuum* will be posted within 10 school days after the meeting/observation;
- o Observation will be closed within 5 school days after ratings are posted; and
- o Opportunity for educator response will be provided.

Evaluator feedback will include the educator's areas of strength, targeted suggestions for next steps, and additional supports if needed (including but not limited to professional development, peer coaching, etc.).

Conferences to Support Educator Practice

The annual evaluation process between an educator and evaluator is anchored in a minimum of three performance conversations that occur at the beginning, middle and end of the school year and focus on educator practice.

- The evaluator and educator must complete at least one Beginning of Year Conference at which they set the educator's goals and objectives for the year.
- The evaluator and educator must complete at least one Mid-Year Conference at which they review progress on the educator's goals and objectives to date. The Mid-Year Conference is an important point in the year for addressing concerns, reviewing results and adjusting goals and objectives as needed. Evaluators can deliver mid-year formative information on categories of the evaluation *Continuum* for which evidence has been gathered and analyzed. If needed, educators and evaluators can mutually agree to revise goals.
- It is expected that the End of Year Conference will typically occur in May (may be as early as March 15), but no later than June 1st. During the End of Year Conference, the educator will present his or her self-assessment and related documentation for discussion, and the evaluator will present his or her evaluation of the educator's performance. These conversations are collaborative and require reflection and preparation by both the evaluator and the educator in order to be productive and meaningful.

Educator Responsibilities:

- For formal observations, work with evaluator to schedule a time for both the pre-observation meeting and the observation with evaluator, and then evaluator will schedule in the electronic platform;
- Be prepared to discuss personal reflections on the lesson, its relation to the observation *Continuum*, and provide evidence of student work, such as grades.

Evaluator Responsibilities:

- Schedule observation in electronic platform;
- For formal pre-observation meetings, schedule a mutually agreed upon time to meet with the educator to be held no more than 5 school days prior to the observation;
- For each indicator, collect evidence and add draft ratings where applicable;
- Provide written feedback for areas of strengths and targeted next steps based on evidence;
- Draft ratings on the *Continuum* will be posted within 7 school days after the observation;
- Post-observation meeting will be held at a mutually agreed upon time within 10 school days of observation, allowing at least one day for the educator to review draft ratings;
- During the post-conference, the educator and the evaluator will discuss the *Continuum* rating in relation to each indicator; and,
- Observation will be closed within 5 school days after post-observation meeting.

Table 1: Observations and Review of Practice

| Educator Level | Formal | Informal | Review of Practice |
|--|---|--|---|
| <ul style="list-style-type: none"> ○ Educators in the TEAM process ○ New hires for first two years of employment ○ Developing (based on previous year's rating) | Minimum: 3 in-class 1 beginning of year after goals are set, 1 middle, 1 end of the year | Minimum: 1 in-class Timing for informal observations to be determined by the evaluator | Not required |
| <ul style="list-style-type: none"> ○ Below Standard (Ineffective) (based on previous year's rating) | Minimum: 3 in-class 1 beginning of year after goals are set, 1 middle, 1 end of the year | Minimum: 3 in-class Timing for informal observations to be determined by the evaluator Post-conference required for each | Not required |
| *Educator <i>Continuum</i> <ul style="list-style-type: none"> ○ Proficient (Effective) ○ Exemplary (Highly Effective) | <u>Formal Year:</u> Minimum: 1 in-class observation | <u>Formal Year:</u> No informal observations are required | <u>Formal Year:</u> Minimum: 1 per year |
| | <u>Non-Formal Years:</u> No formal classroom observations are required | <u>Non-Formal Years:</u> Minimum - 3 in-class for each year of non-formal cycle Timing for informal observations to be determined by the evaluator | <u>Non-Formal Years:</u> Minimum: 1 per year |

| | | | |
|---|---|---|--|
| * Specialist <i>Continuum</i> o Proficient (Effective)/ o Exemplary (Highly Effective) | <u>Formal Year:</u> Minimum:1 observation in classroom or most appropriate setting | <u>Formal Year:</u> No informal observations are required | <u>Formal Year:</u> Minimum:1 per year |
| | <u>Non-Formal Year:</u> No formal classroom observations are required | <u>Non-Formal Year:</u> Minimum: 3 for each year of non-formal cycle Timing for informal observations to be determined by the evaluator | <u>Non-Formal Year:</u> Minimum:1 per year |

* Teachers who receive and maintain a performance evaluation designation of proficient or exemplary shall be evaluated with a minimum of 1 formal in-class observation no less frequent than every 3 years and 3 informal in-class observations in all other years. One review of practice shall be completed every year. This will be implemented in a three-year cycle for observations: One Formal Year and two Non-Formal Years

Evaluators will honor educator requests for additional observations (up to two additional formal observations and up to two additional informal observations) to address areas of concern from a previous observation. The evaluator may choose to complete additional observations.

Educator Self-Assessment of Practice

Our process requires all educators to self-assess against the *Continuum*. All educators will complete a self-assessment in the electronic platform based on the *Continuum* to plan and assess their progress each year. Educators will share their self-assessments with evaluators at the beginning of year and end of year conferences. Self-Assessment will be reviewed in the meetings to foster discussion around teaching, learning, goals, and needs.

Evaluator Professional Growth and Calibration Training

Through initial and on-going training, all evaluators will receive professional development to support the evaluator professional growth and evaluation process and calibration training with regards to educator observation, evaluation and feedback. Appendix H shows the core and on-going training that will be completed by all administrators to ensure providing quality feedback and to demonstrate proficiency.

Artifactual Evidence Collection

Artifactual evidence is an essential component to the evaluation process (see pg. 81 in Appendix B) that allows for educators to showcase their strengths and successes in a variety of areas. Integrating multiple measures and authentic examples into the evaluation process will allow for maximum self-reflection and educator growth. Educators are responsible for including evidence to support their individual SLOs. Educators may also provide artifacts that support the *Continuum*. Evidence will vary depending on content area, grade and educator, but it is recommended that artifacts are limited to no more than one or two per focus area.

Recommendations:

- The evidence collection should be an on-going process. Educators should continue to add to their activities section of their electronic portfolio throughout the year;
- Remove any identifying information from student work samples;
- Once you have determined which artifacts you are going to use to supplement your evaluation, resave the artifact with the title of the *Continuum* indicator and upload to the Mid-Year or End of Year Conference sections.

Requirement:

- Educators must present artifacts to support their individual SLOs. Artifacts should be uploaded minimally 2 days prior to the Summative Meeting, and should be submitted electronically.

This information must be discussed at the mid-year and shared at the end of year conference.

Stakeholder Feedback Protocols

Survey Information for Categories 2 and 3

Surveys provide valuable feedback from key stakeholders in the school community. The results provide important information regarding the overall learning experience.

5% of an educator's evaluation will be based on **student feedback**.

5% of an educator's evaluation will be based on **parent feedback**. *

5% of an educator's evaluation will be based on **peer feedback**. *

* = If the response rate for either of these survey categories is less than 20%, that category of feedback will be forfeited and the other category will account for the entire 10% of the feedback.

Requirements:

- Surveys must be fair, reliable, valid, and useful;
- Student surveys are created and administered in an age-appropriate manner;
- Surveys will be administered electronically;
- Purpose of surveys will be articulated to stakeholders;
- Surveys must be aligned with the CCT and CT Framework for Teaching;
- Survey results are confidential;
- Responses must be anonymous;

Protocols/Procedures:

Student surveys will be administered in grades 2-12

- For students in grades 2-12 surveys will be administered electronically;
- All student surveys must be administered during the school day ensuring sufficient time for survey to be completed (approx. 15 minutes).

Parent surveys will be administered to all parents. Surveys will be e-blasted per the administration timeline below. Paper copies will be made available to parents without electronic access.

Peer surveys will be administered to all certified staff. Surveys will be e-blasted per the administration timeline below.

Table 2. Survey Administration Timeline

| Survey | Administration |
|---------------|------------------------|
| Student | mid-March to mid-April |
| Parent survey | March conference week |
| Peer survey | mid-March to mid-April |

Category 2 - Peer and Parent Feedback 10%

Five percent (5%) of an educator’s evaluation shall be based on parent feedback, and five percent (5%) shall be based on peer feedback. Each year new data will be collected and analyzed to support the establishment of school-wide goals to support improved practice.

After receiving survey results, the building principal will disseminate the information to the entire faculty within one month. Administration and school leadership teams will meet to discuss survey data to establish a school-wide goal(s) for the upcoming school year. The whole school will engage in activities and strategies to support the attainment of the goal(s). The whole school receives one rating following the scale in Table 3 below.

Table 3: Peer and Parent Feedback

| Exceptional Practice | Effective Practice | Developing Practice | Ineffective Practice |
|-----------------------------|---------------------------|----------------------------|-----------------------------------|
| Level 4 | Level 3 | Level 2 | Level 1 |
| Met goal at 90% or higher | 70-89% of goal was met | 60-69% of goal was met | Less than 60% of the goal was met |

See Appendix B for the Parent and Peer Survey documents.

Category 3 - Student Feedback (5%)

Five percent (5%) of the evaluation shall be based on student feedback that will be collected utilizing district-generated surveys. Each year new data will be collected and analyzed to support the improved practice.

After receiving survey results, the building principal will disseminate the information to the entire faculty within one month. Administration and school leadership teams will meet to discuss survey data to establish a school-wide goal(s) for the upcoming school year. The whole school will engage in activities and strategies to support the attainment of the goal(s). The whole school receives one rating following the scale in Table 4 below.

Table 4: Student Feedback Goal Attainment

| Exceptional Practice | Effective Practice | Developing Practice | Ineffective Practice |
|-----------------------------|---------------------------|----------------------------|-----------------------------------|
| Level 4 | Level 3 | Level 2 | Level 1 |
| Met goal at 90% or higher | 70-89% of goal was met | 60-69% of goal was met | Less than 60% of the goal was met |

See Appendix B for the Student Survey documents.

Category 4 - Student Learning 45%

Forty-five (45%) of an educator's evaluation shall be based on attainment of goals for student growth, using multiple indicators of academic growth and development to measure those goals.

- One half (or 22.5%) of the IAGDs used as evidence of whether goals/objectives are met shall be based on the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available, and shall not be determined by a single, isolated test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement, subject to the local dispute-resolution procedure as described in section 1.3, an additional non-standardized indicator.

NOTE: For the 2015-16 academic year, the required use of state test data is suspended, pending federal approval.

- For the other half (22.5%) of indicators of academic growth and development, there may be:
 - a. A minimum of one non-standardized indicator (e.g. performances rated against a rubric, portfolios rated against a rubric, etc.).
 - b. A maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute resolution procedure as described in Section 1.3.

Student Learning Objectives (SLO Goals)

Each educator, will select at least 1 but no more than 4 goals for student growth per school year. Note: Educators must have a minimum of one SLO with at least 2 IAGDs. As an alternative, they may also have 2 SLOs with one IAGD for each as a minimum.

Each goal will:

- Take into account the academic track record and overall needs and strengths of the students, using baseline data when available;
- Address the most important purposes of an educator’s assignment through self-reflection;
- Be aligned with school, district and state student achievement objectives;
- Include a set of articulated action steps to meet each SLO. Action steps should reflect each Focus Area within the *Continuum* and the survey data, when applicable; and
- Take into consideration control factors as defined in public act # 12-116, 115 of 191, located on page 84 of this document.

For each goal, the educator will select Indicators of Academic Growth and Development (IAGDs) and specific evidence that demonstrate progress toward the goal. The completed SLOs with associated indicators must meet three criteria: deeply relevant to the educator’s assignment and address a significant portion of his/ her students; include specific, measurable evidence; be attainable but ambitious, representing an appropriate level of growth. Indicators can address subgroups as appropriate.

Within the process, the following are descriptions of how to select indicators of academic growth and development.

- Fair to students - The indicator of academic growth and development is used in such a way as to provide students an opportunity to show that they have met or are making progress in meeting the learning objective. The use of the indicator of academic growth and development is as free as possible from bias and stereotype.
- Fair to educators - The use of an indicator of academic growth and development is fair when an educator has the professional resources and opportunity to show that his/her students have made growth and when the indicator is appropriate to the educator’s content, assignment, and class composition.

- Reliable - Use of the indicator is consistent among those using the indicators and over time.
- Valid - The indicator measures what it is intended to measure.
- Useful - The indicator may be used to provide the educator with meaningful feedback about student knowledge, skills, perspective, and classroom experience that may be used to enhance student learning and provide opportunities for educator professional growth and development.

Examples of indicators that may be used to produce evidence of academic growth and development include but are not limited to:

- Standardized Indicators
 - Standardized assessments are characterized by the following attributes:
 - Administered and scored in a consistent – or “standard” – manner;
 - Aligned to a set of academic or performance “standards;”
 - Broadly administered (e.g. nation- or statewide); and,
 - Commercially produced.
 - Standardized assessments include, but are not limited to:
 - AP exams;
 - DRA (administered more than once a year);
 - DIBELS (administered more than once a year);
 - NWEA (administered more than once a year);
 - Trade certification exams;
 - Standardized vocational ED exams;
 - Curriculum based assessments taken from banks of state-wide or assessment consortium assessment item banks; and,
 - District-developed assessments.
- Non-standardized Indicators
 - Non-standardized indicators include, but are not limited to:
 - Performances rated against a rubric (such as: music performance, dance performance);
 - Performance assessments or tasks rated against a rubric (such as: constructed projects, student oral work, and other written work);
 - Portfolios of student work rated against a rubric;
 - Curriculum-based assessments, including those constructed by an educator or team of educators;
 - Periodic assessments that document student growth over time (such as: formative assessments, diagnostic assessments, district benchmark assessments); and,
 - Other indicators (such as: educator developed tests, student written work, constructed project).

See Table 5 below for examples

Table 5: Example SLO and IAGDs

| Educator Assignment | Student Learning Objective (SLO) | Indicators of Academic Growth and Development (IAGD) |
|-------------------------|--|--|
| Eighth Grade Science | My students will master critical thinking concepts of science inquiry. | <ol style="list-style-type: none"> 1. 78% of my students will attain at least a 4 on the CMT section concerning science inquiry. 2. My students will design an experiment that incorporates the key principles of science inquiry. 90% will score a 3 or 4 on a scoring rubric focused on the key elements of science inquiry. |
| High School Visual Arts | My students will demonstrate proficiency in applying the five principles of drawing. | <ol style="list-style-type: none"> 1. 85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts educators in our district. |

Developing an Action Plan

Your action plan describes how you will utilize best practices from the *Continuum* to achieve IAGDs and meet SLOs. Use the following questions to articulate the steps you will take to foster student growth.

- What data will you use to measure your goal?
- How will you scaffold learning during your planning to obtain the student learning outcomes?
- How will you align instruction to the plan?
- How will you assess for student learning?
- What intervention strategies will you use?
- What resources do you need to meet SLOs?

The process for assessing student growth will have **three phases**:

Phase 1: Beginning of Year Goal Setting Conference

The process for assessing student growth using multiple indicators of academic growth and development (IAGDs) for educator evaluation will be developed through mutual agreement by each educator and their evaluator at the beginning of the year.

When selecting indicators used to gauge attainment of goals:

- Educators and their evaluators shall agree on a balance in the weighting of standardized and non-standardized indicators as previously described.
- Educators are encouraged to collaborate on SLOs with grade level or subject partners. SLOs can also be the same for a group of educators, but quantitative targets can be different based on the specific students assigned to the educator.

Phase 2: Mid-Year Check in Conference (Jan-Feb)

Evaluators and educators will review progress toward the goals/objectives at least once, which is to be considered the midpoint of the school year, using available information.

Both the educator and evaluator will provide some evidence at the mid-year conference.

- Examples of educator evidence can be found on the IAGD & Educator Practice Artifacts list on pg. 81 in Appendix B).
- Examples of evaluator evidence can include *Continuum* ratings, observation notes and feedback.

This review may result in revisions to SLOs, IAGDs, and/or action steps. Educators and evaluators mutually agree on any adjustment of learning goals/IAGDs based on available data/collected evidence during this mid-year conference.

Mid-Year Conference reflection questions: (not a narrative to be written in advance but a conference between an educator and their evaluator)

- What progress towards goals has been made?
- What is working so far and what has gotten in the way?
- What adjustments need to be made to the goal and or what new/different measures will be gathered to inform progress?
- What support or needs have arisen in this process?

Minutes of the meeting, recorded by the evaluator on the Mid-Year Progress Conference form (see Appendix B pg. 68), will stand as evidence of its completion. Any changes to SLOs, IAGDs or Action Plans must be documented on the SLO form by the educator and shared with their evaluator within 10 days of the mid-year conference.

Phase 3: End of year Summative Review Conference (March 15-June 1): This conference is designed to assess progress in meeting SLOs, to provide an overall review of educator practice on the *Continuum*, and establish supports for the future (through PD opportunities and/or building supports). To prepare for the end of the year conference, educators must complete and upload the End of the Year Self-Assessment (see Appendix B pg. 69) along with any final artifactual evidence to the electronic platform **two days prior** to the summative conference.

Assessment & Attainment of SLOs

- The educator shall collect evidence from IAGDs of student progress toward meeting the student learning objective(s). The evidence will be shared with the evaluator, and the educator and evaluator will discuss the extent to which the students met the learning objective(s).
- Following the conference, the evaluator will rate the extent of student progress toward meeting the student learning objectives, based on the criteria in Table 6.

Table 6. SLO/IAGD Goal Attainment

| Exceptional Practice | Effective Practice | Developing Practice | Ineffective Practice |
|--|---|---|--|
| Level 4 Exceeded Goal | Level 3 Met Goal | Level 2 Partially Met Goal | Level 1 Did Not Meet Goal |
| At least 90% of the targeted percentage of students in the IAGD met or exceeded the goal. * see example below | 70-89% of the targeted percentage of students in the IAGD met or exceeded the goal. | 60-69% of the targeted percentage of students in the IAGD met or exceeded the goal. | Less than 60% of the targeted percentage of students in the IAGD met or exceeded the goal. |

*80% of my students will attain at least a 3 on the rubric for supporting an argument with evidence. (90% x 80% = 72 students out of 100)

Aggregate and Summative Scoring

As described in the **Overview of Educator Evaluation Process** on page 7, an educator’s summative rating will include a combination of the performance ratings associated with the four categories of the evaluation model. Evidence relative to an **educator’s performance and practice** will be combined with **parent and peer feedback** scores to determine an overall **Practice Rating**. Performance relative to **student learning measures** (designed at the beginning of the year through SLOs) will be combined with **student feedback** scores to determine an overall **Outcomes Rating**. The **Practice Rating** and the **Outcomes Rating** will be combined to give a **Summative Rating**.

Determining Summative Rating

Our *Continuum* is a growth model and therefore evaluators will neither average scores within an indicator nor average indicators within a focus area. Performance levels for each focus area will be based on the preponderance of evidence collected and growth noted through the year. Each focus area score (whole number) will receive a weighting and be calculated for a total score.

Educators who have their year interrupted can receive a rating based on the work completed within that school year. If the absence was anticipated, then goals should have been written with a shorter timeframe in mind. If much of the data is incomplete, a rating of “incomplete” would be reported to the state; a “soft” rating would be made available to the educator which would be useful information as s/he thinks about priorities upon return.

Tables 7a and 7b delineate the weighting for each focus area.

Table 7a. Weighting of Focus Areas for Educator *Continuum*

| Focus Area | Weighting |
|--|------------------|
| I. Planning Active Learning | 35% |
| II. Instruction for Active Learning | 35% |
| III. Professional Responsibility | 30% |
| Total | 100% |

Table 7b. Weighting of Focus Areas for Specialist *Continuum*

| Focus Area | Weighting |
|---|------------------|
| I. Planning Active Learning | 25% |
| II. Direct Services/Instructional Practice | 25% |
| III. Collaboration/Consulting/Coaching | 25% |
| IV. Professional Responsibility | 25% |
| Total | 100% |

The following is a completed example to show the steps to calculate a summative rating.

Step 1: Calculate educator performance level score on the *Continuum*.

| Focus Area | Score Whole Number | Weighting (decimal) | Score (Score x Weight decimal) |
|--|---------------------------|----------------------------|---------------------------------------|
| I. Planning Active Learning | 3 | .35 | 1.05 |
| II. Instruction for Active Learning | 2 | .35 | .7 |
| III. Professional Responsibility | 3 | .30 | .9 |
| Total Score | | | 2.65 |

Step 2: Determine final Practice Rating

| Components | Score | Weighting (whole number) | Points (Score x Weight whole number) |
|------------------------|-------|-----------------------------|--------------------------------------|
| <i>Continuum Score</i> | 2.65 | 40 | 106 |
| Peer Feedback | 3 | 5 | 15 |
| Parent Feedback | 4 | 5 | 20 |
| Total Score | | | 141 |

Step 3: Determine the Performance Level for the Practice Rating by using the rating table below.

| Point Range | Performance Level Rating |
|--|--------------------------|
| 175-200 | Level 4 |
| 127-174 | Level 3 |
| 81-126 | Level 2 |
| 50-80 | Level 1 |
| Final Educator Performance and Practice | 3 |

Step 4: Determine the final Outcomes Rating.

| Component | Score | Weighting (whole number) | Points (Score x Weight whole number) |
|---------------------------------------|-------|-----------------------------|--------------------------------------|
| Student growth and development (SLOs) | 3 | 45 | 135 |
| Student Feedback | 3 | 5 | 15 |
| Total Score | | | 150 |

Step 5: Determine the Performance Level for the Outcomes Rating by using the rating table below.

Table 14 Outcomes Rating Table

| Point Range | Performance Level Rating |
|--|--------------------------|
| 175-200 | Level 4 |
| 127-174 | Level 3 |
| 81-126 | Level 2 |
| 50-80 | Level 1 |
| Final Educator Performance and Practice | 3 |

Step 6: Using the *Summative Performance Rating Matrix (Table 15)* below, determine the final performance rating for an educator based on their combined scores. To use the table, identify the educator’s rating for each category and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. An educator’s final summative performance rating will be communicated in writing to the educator by the last work day of the year.

| Table 15: Summative Performance Rating Matrix | | | | | |
|--|---|---------------------------------------|---|---|---|
| | | Practice Rating | | | |
| | | Exemplary (175-200 points) | Proficient (127-174 points) | Developing (81-126 points) | Below Standard (50-80 points) |
| Outcomes Rating | Exemplary (175-200 points) | Exemplary (175-200 points) | Exemplary (175-200 points) | Proficient (127-174 points) | Gather Further Information |
| | Proficient (127-174 points) | Exemplary (175-200 points) | Proficient (127-174 points) | Proficient (127-174 points) | Gather Further Information |
| | Developing (81-126 points) | Proficient (127-174 points) | Developing (81-126 points) | Developing (81-126 points) | Below Standard |
| | Below Standard (50-80 points) | Gather Further Information | Below Standard (50-80 points) | Below Standard (50-80 points) | Below Standard (50-80 points) |
| | | | | | |

Data Management System:

Bloomboard is the district's current web-based performance management software. All forms associated with the *GPS Evaluation Manual* will be accessed electronically by educators and evaluators via the district's website.

Developing and Supporting Educators through Professional Learning

New Educator Induction

In addition to the programs offered to all professional staff, educators new to Granby are provided with a comprehensive, new educator support program. The program is designed to increase educator effectiveness, while introducing them into the culture of teaching and learning expectations in Granby. Through the program, new staff become reflective members of the learning community. It starts with an initial induction before school begins and offers a continuum of professional development through systematic learning opportunities over a two year period. The program also provides differentiated supports based on an educator's assignment, prior experience, and preparation.

There are three components to the new educator support program that work together to increase educator effectiveness in promoting student achievement:

- 1. Component One: New Educator Induction in August**

The new educator induction is an introduction to the Granby culture, beliefs, expectations and PLC practices.

- 2. Component Two: Individualized Mentoring/Coaching**

All new educators are provided support by building principals, literacy and numeracy specialists (where available), and grade level colleagues. In addition all educators participating in the Connecticut State Department of Education TEAM (Teacher Education and Mentoring) program are provided formal mentors to support professional growth in accordance with the Connecticut State Department of Education (CSDE) guidelines.

All educators new to the district who enter with prior experience and are not a part of the TEAM process will also receive a one year informal mentor to support their transition to the district.

3. Component Three: Ongoing Professional Development Opportunities

New educators are invited to attend seminars on a variety of topics. Seminars and workshops are developed based on the needs of new educators, are hosted by the district, and provide opportunities for learning and discourse.

Annual Orientation Program

Prior to November 15th, all staff will participate in an annual orientation to the Educator Evaluation Plan process. Orientation will include introduction to the timeline provided for the full cycle of the evaluation process, including general timing of each step throughout the year. Educators will review key elements of the plan including but not limited to, setting Student Learning Objectives with measureable IAGDs, understanding Stakeholder Feedback and continued review of the *Continuum*. Orientation opportunities can occur at August professional development, faculty meetings, etc. An overview of the career development and growth plans follows

Evaluation Informed Professional Learning

The goal of professional learning opportunities in Granby is to support reflective practice. In Granby all educators must be models of ongoing learning. To that end, goal setting, assessment, reflection and adjustment are cyclical practices that help determine professional development needs in a growth model. Strong drivers of professional learning in the initial implementation years of our continuous improvement plans are the instructional and assessment shifts predicated by the Common Core State Standards which are designed to create college and career ready students for the 21st Century, directly linking to Granby's vision.

As a result, Granby believes that professional learning that improves the learning of all students:

1. Organizes adults into professional learning communities whose goals are aligned to school and district strategic plans and provides educators with the knowledge and skill to collaborate.
2. Requires skillful school and district leaders who guide continuous instructional improvement.
3. Requires resources such as survey data, evaluation data, etc. to support educator learning and collaboration.
4. Uses disaggregated student data to determine adult learning priorities, monitor progress and help sustain continuous improvement data.
5. Prepares educators to apply research to decision making, uses learning strategies appropriate to the intended goal and applies knowledge about human learning and change.
6. Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement.
7. Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.
8. Provides educators with knowledge and skills to involve families and other stakeholders appropriately.

Career Development and Growth Plans

A natural outgrowth of the Granby's Educator Evaluation Plan is the development of a district-wide professional development committee comprised of a sub set of members from the Educator Evaluation Committee to help guide the development and implementation of multiple learning opportunities for professionals. Effective professional learning requires human, fiscal, material, technology and time resources to achieve growth. How these resources are prioritized to align with identified professional learning needs affects access to, quality of, and effectiveness of educator learning experiences.

The district-level professional development committee and building level school leadership teams will ensure that collaborative learning opportunities are open to all educators. Professional development opportunities, both team and individual, would be reviewed and approved by evaluators as a part of the beginning of the year conference. As professional reflection occurs and adjustments are needed, additional professional development options to address a team or individual needs could be discussed and considered with the evaluator. Examples of such opportunities include, but are not limited to differentiated career pathways based on educator ratings and targeted professional development based on areas of need.

Granby's professional learning opportunities include but are not limited to the following:

- 1. District-wide professional development time** – Time will be provided annually to all professionals to collaborate and develop effective teaching and learning practices.
- 2. PLC time** – Granby values the collaborative learning between professionals. As a result grade level and departments are provided with a regularly scheduled professional learning time for collaboration. Professional development opportunities that develop as a result of the continuous improvement cycle used in these meetings is encouraged.
- 3. Coaching** – Educators are encouraged to collaborate with instructional coaches who are available to meet with individuals or teams to engage in collaborative job embedded discourse, observation and feedback of educator and student practice to reflect and learn together, share resources and provide support and assistance for all aspects of learning.
- 4. Action research** – Individuals or teams engage in an inquiry process conducted for the purpose of problem solving through the improvements of instructional

practices. Those involved in action research follow a series of specific steps beginning with identifying a problem and ending with adopting a course of action.

5. **Educator-led book clubs** – Educators choose research based books aligned with professional goals to share with colleagues and discuss.
6. **Online opportunities** – Online resources and professional development opportunities will be available to staff that can either be self-directed or supported with various offerings/workshops.
7. **Educator-led blogs** – Individuals or teams of educators can create educational blogs. The blogs will be an open forum to colleagues offering an on-going opportunity for professional dialogue on a variety of topics.
8. **Grade level and subject area based professional learning opportunities** – Grade level and subject area workshops will be offered to support the specific needs of grade levels and subject areas.
9. **Leading professional development opportunities** – Professional development opportunities will be offered at the individual school level and district level for educators. Professionals may volunteer to attend these collaborative learning opportunities. Professional development opportunities will be offered in response to educators expressed needs (e.g. new curricula, instructional methods, technology implementations, etc.) as well as district initiatives.
10. **Creation of exemplar professional videos** – Individuals or teams may create professional videos of exemplar teaching practices. Educators will videotape and edit their colleagues in engaged in best practices for the purpose of professional development for the district. Educators will design a facilitator’s guide to promote collegial conversation.
11. **Mentoring** – Educators who are identified as a master teacher, who are rated as a 3 or 4, and meet the qualifications specified may apply to become a TEAM mentor for beginning teachers, to guide a student teacher or support a colleague in need of assistance. In addition educators may serve as mentors to colleagues to assist in the development of educator improvement and remediation plans for peers whose performance is rated less than *Effective Practice*.
12. **Peer Sharing/Coaching** – Colleagues pursue goals for improving student performance and professional growth by engaging in an educator-directed process

of pre-observation conferencing, classroom visits revolving around objective data gathering and post-conferencing with feedback and dialogue.

Definition of Effectiveness and Ineffectiveness

An effective educator is one who obtains and maintains a final summative rating of 3 or above. A novice educator shall generally be deemed effective if said educator receives at least two sequential proficient ratings, one of which must be earned in the fourth year of a novice educator's career. An educator receiving a summative rating of 1 or 2 will enter the Educator Assistance Process. Failing to successfully complete the EAP will result in an educator being defined as ineffective according to state guidelines.

EAP – Educator Assistance Process

The Granby Public School system believes that educators who are in need of assistance to reach a rating of 3 should be provided with professional development and support. The support process should be collaborative and include the educator, the evaluator and other staff involved directly with that support. The purpose of this assistance plan is to provide the educator with the opportunity and the assistance to improve performance.

A structured assistance plan:

1. Clearly identifies the area(s) of concern;
2. Clearly expresses the evaluator's expectations for improved performance;
3. Outlines a plan for improvement which identifies appropriate resources and helps to assist the educator to improve performance;
4. Provides a monitoring system which includes a specific minimum number of observations and conferences;
5. Provides a reasonable and specific time period in which improvement will be made and a review completed.

I. Tenured Educators

- A. If rated a 1 at summative meeting tenured educators will be deemed ineffective and placed on the intensive support plan for the following school year and:
 1. If the tenured educator has not progressed from the 1 rating after that year they will remain on intensive support for a second year. If at the end of the second year the educator is still rated a 1 they may be recommended for termination. If they are rated a 2 they have one year to advance to a rating of 3;
 2. If that educator has shown growth to be rated a 3 or 4 at the end of the first year of intensive support they will be moved off the educator assistance plan.

- B. If rated a 2 at summative meeting tenured educators will be deemed ineffective and placed on the structured support plan for the following year and:
 1. If the tenured educator remains at a 2 after the structured support year that educator will be moved to the intensive support plan for the following year. After the year on intensive support that educator must show growth to level 3 or 4 or they may be recommended for termination.
 2. If the tenured educator has shown growth to a rating of 3 or 4 after the structured support year they will be moved off educator assistance.
 3. If the tenured educator is rated 1 at the end of the structured support year that educator will be placed on intensive support to demonstrate growth. If growth is less than a level 3 by the end of the year the educator may be recommended for termination.

II. Non-Tenured Educators:

- A. Non-tenured educators must meet a rating of 3 or 4 for at least two years (one of those being the year of tenure recommendation) in order to be recommended for tenure.
- B. Non-tenured educator that are rated 2 at summative meeting will be placed on the structured support plan for the following year.
- C. Non-tenured educator rated a 1 at any time may be placed on intensive support from the district or may be recommended for termination.

At the end of the period specified in the support plan the evaluator will provide the educator with a formal written assessment, which contains:

- A record of the assistance which has been provided;
- A record of the observations/data and/or conferences conducted held to monitor performance;
- An assessment of performance in the area(s) of concern or deficiency as of the date of the report;
- A statement about areas of concern or deficiency that have been resolved;
- If the final summative rating is a 1 or 2, a recommendation for further administrative action which, depending upon the seriousness of the concerns or deficiencies shall include, as appropriate, one of the following:
 - An extension of the terms and limits of the assistance plan;
 - Revision of the assistance plan to include other suggestions for improvement and additional help and an extension of the time limits;
 - Educator moves from structured to intensive support; and,
 - Other administrative actions up to and including recommendation for termination of employment.

- If the final summative rating is a 3 or 4 the educator will be removed from the support plan.

A copy of any written report will be given to the educator, one will be kept by the evaluator and one will be forwarded to central services for inclusion in the personnel files. The educator has the right to review the written report before it is filed and may submit written comments to be filed alongside the form. The educator may have bargaining unit representation at all conferences if desired and requested. The Superintendent may assign other evaluators to assist in this process.

Intensive Support Plan

Purpose: To provide intensive assistance and support to an educator.

Participant: An educator who has been rated ineffective.

Process:

1. Evaluator and educator meet to define specific areas for improvement within the same timeframe as the initial goal setting conference for all educators. Reasons are provided in writing on the referral and action plan forms.
2. The educator and evaluator will select a tenured peer educator in good standing (rated 3 or 4) to assist with following the plan.
3. Evaluator and peer educator develop a plan which, if followed, will probably lead to improvement in areas identified. The plan must include specific areas of improvement, the support assistance that the school system will provide the level of improvement required and method of assessment. The plan will be reviewed with the peer educator and opportunity will be given for input by the peer educator.
4. The educator, evaluator, peer educator and any requested advocates per plan will meet every 30 days for ongoing progress monitoring of the support plans effectiveness.
5. The evaluator, educator and peer educator will review progress at the mid-year conference.
6. If an educator successfully completes the intensive assistance it will be documented on the support plan summary form at end of year conference.
7. If concerns are not resolved, a participant has the right to appeal their concerns through the Dispute Resolution Process.
8. The selected peer educator should be present at all meetings with the educator and evaluator.
9. Evidence regarding progress on plan will be collected by the educator and the evaluator.
10. The Intensive Support plan consists of a minimum of:
 - 3 Formal Classroom Observations during the year;
 - 3 Informal (unannounced) Classroom Observations during the year;

The educator on intensive review may also request a third party validator (available through the state) to observe and review evidence.

The educator shall be given release time with their peer educator to plan and implement strategies for improvement. The educator shall be provided targeted professional development in accordance with the plan. The identified peer educator shall be present during all meetings with evaluator. *An educator may appeal for a change in a peer educator if a conflict arises.

Structured Support Plan

Purpose: To provide assistance to an educator

Participant: An educator who has been rated developing.

Process:

1. Evaluator and educator meet to define specific areas for improvement. Reasons are provided in writing on the support plan referral and action plan forms.
2. Educator may select a tenured peer educator in good standing to assist with following the plan.
3. Evaluator and educator develop a plan using the support action plan form which, if followed, will probably lead to improvement in areas identified. The plan must include specific areas of improvement, the support assistance that the school system will provide the level of improvement required and method of assessment. Plan will be reviewed with the peer educator if applicable and opportunity will be given for input.
4. The educator, evaluator, and any peer educator or requested advocates will have a progress monitoring meeting a minimum of once within 60 days of the initial meeting and a minimum of once within 60 days of the mid-year check in.
5. The evaluator, educator and peer educator (if applicable) will review progress at the mid-year conference.
6. If an educator successfully completes the structured support plan it will be documented on the support plan summary form at either the mid-year or end-of-year conference.
7. If concerns are not resolved, a participant has the right to appeal their concerns to through the Dispute Resolution process.
8. The peer educator may be present at any meetings at the educator's request.
9. Evidence regarding progress on plan will be collected by the educator and the evaluator.

The Structured Support plan consists of:

- 3 Formal Classroom Observations during the year;
- 3 Informal (unannounced) Classroom Observations during the year

Dispute Resolution Process

It is hoped that conflicts can be avoided through thoughtful planning, open communication and calibrated training. On occasion, however, conflicts may arise. In that event, the right of appeal is inherent in the evaluation process and is available to every participant at any point in the process. The appeal procedure is designed to facilitate the resolution of disputes generated by the evaluation process, such as where an evaluator and educator cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. The success of the educator evaluation process is based upon cooperation and mutual respect of both the educator and evaluator. Resolutions must be topic specific and timely.

Starting in the 2014-2015 school year, a panel composed of the Superintendent, teacher union president and a neutral third party shall resolve disputes where the evaluator and educator cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. The district may choose alternatives such as a district panel of equal management and union members, the district professional development committee, or a pre-approved expert from a RESC so long as the superintendent and teacher union president agree to such alternative at the start of the school year. Resolutions must be topic specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

Appendix A:
***Granby Public Schools Professional Educator and Specialist Growth
Continuums***

Granby Public Schools



Granby Professional Educator Growth Continuum

Granby Educator Growth Continuum Summary of Focus Areas and Indicators

| Focus Area | Indicators |
|---------------------------------------|--|
| 1. Planning Active Learning | <ul style="list-style-type: none"> 1.1 Organizes the physical classroom 1.2 Creates and implements behavioral expectations 1.3 Develops plans and objectives that are appropriately sequenced and aligned with district curriculum and/or state standards 1.4 Plans for differentiated learning experiences and assessments |
| 2. Instruction | <ul style="list-style-type: none"> 2.1 Implements instructional strategies that lead students to construct and apply new learning 2.2 Communicates learning expectations and assessment criteria 2.3 Provides feedback to enhance learning 2.4 Monitors and adjusts instruction to respond to student performance |
| 3. Professional Responsibility | <ul style="list-style-type: none"> 3.1 Conducts oneself as a professional in accordance with the Connecticut Code of Professional Responsibility for Educators (see CCT Code of Ethics in appendices). 3.2 Communicates with students and families to support student learning 3.3 Engages in reflection, continuous professional growth and collaboration to impact instruction and student learning |

Granby Educator Growth Continuum 2015-2016

The following *Continuum* has three focus areas based on the CCT. Within each focus area are specific indicators for educator practice. For each indicator there is **summative** language, **formative** language, and examples. The **summative** language describes the overall expectations for the focus area and will be used to summarize the **formative** evidence collected throughout the year. The **formative** language describes what the educator should be able to do/show for each focus area. The **modality** listed for each indicator (observations, conversations, or artifacts) describes the primary method evaluators will use to collect the evidence for that indicator. Possible examples for the types of evidence used are provided. Lastly, the **learning principle(s)** connected to the focus area is/are listed.

Focus Area 1: Planning Active Learning

| Focus Area 1 | Modality | Exceptional Practice | Effective Practice | Developing Practice | Ineffective Practice |
|--|---|---|---|--|---|
| 1.1: Summative: Organizes the physical classroom | | Educator utilizes student input when possible to organize classroom spaces and resources to support the learning of all students. | Educator organizes the classroom spaces and resources to support the learning of all students. | Educator organizes the classroom spaces or resources to support the learning of students. | Educator does not organize the classroom space or resources to support student learning. |
| 1.1: Formative: Organizes the physical classroom | Observation Conversation Artifacts | All students can see, hear, or access the educator, media, and peers. Classroom furniture and materials are set up to support movement of, collaboration between, or independent work of students. Materials to be used by students are purposefully placed for appropriate student access. Student input to the classroom environment is evident. | All students can see, hear, or access the educator, media, and peers. Classroom furniture and materials are set up to support movement of, collaboration between, or independent work of students. Materials to be used by students are purposefully placed for appropriate student access. | All students can see, hear, or access the educator, media, and peers. Classroom furniture and materials are set up with minimal consideration given to the student task. Materials to be used by students are placed for student access. | Not all students can see, hear, or access the educator, media, and peers. Classroom furniture and material may impede movement of, collaboration between, or independent work of students. Materials are inaccessible. Classroom environment stifles engagement. |
| Possible examples/evidence: | Students can see and hear the educator and media; educator can see and hear students; flexible or varied arrangement of seating; materials for students to use are out or labeled; student work on walls; conversation with educator about planning for lesson; asking students for input to solve logistic issues; allowing students to have input into classroom arrangement, classroom materials, etc. | | | | |
| Learning Principles: | 1: Contribute to the creation of a positive, safe, and supportive learning environment that personalizes learning, celebrates growth, and fosters risk taking, collaboration, discourse, and questioning. 3: Have choices, engage in exploration and practice, and demonstrate perseverance. | | | | |

| Focus Area 1 | Modality | Exceptional Practice | Effective Practice | Developing Practice | Ineffective Practice |
|--|---|--|---|---|---|
| 1.2: Summative: Creates and implements behavioral expectations | | Educator and students collaboratively establish and implement effective behavioral expectations and routines that support learning. | Educator establishes and implements behavioral expectations and routines that support learning. | Educator establishes behavioral expectations and routines but fails to appropriately address undesirable student behaviors. | Educator fails to establish and/ or implement behavioral expectations and routines. |
| 1.2: Formative: Creates and implements behavioral expectations | Observation Conversation | Evidence that teacher and students have developed and follow behavioral norms and expectations; efficient routines, transitions, procedures for passing out/collecting materials maximizes learning time; evidence that students feel valued and respected; classroom management is proactive; educator facilitates an environment where students are comfortable respectfully redirecting peers as well as celebrating successes. | Evidence that teacher has clearly communicated behavioral expectations and students follow them; efficient routines, transitions, procedures for passing out/collecting materials maximizes learning time; evidence that students feel valued and respected; classroom management is proactive. | Lacks evidence that teacher has communicated behavioral expectations, or teacher inconsistently enforces student behavior; routines, transitions, procedures for passing out/collecting materials may interfere with learning time; classroom management is reactive. | Lacks evidence that teacher has set behavioral expectations; teacher disregards negative student behavior; no evidence of expectations for routines, transitions, procedures for passing out/collecting materials; classroom management is ineffective. |
| Possible examples/ evidence: | Classroom rules are posted, students are aware of and participate in transitions, routines, and passing out or collecting materials; students remind others of classroom rules; students work well with each other; educator greets students by name as they enter class; educator treats students equally in similar situations; educator uses and models respectful ways to interact with students; educator acknowledges and celebrates positive behaviors. | | | | |
| Learning Principles: | <ol style="list-style-type: none"> 1: Contribute to the creation of a positive, safe, and supportive learning environment that personalizes learning, celebrates growth, and fosters risk taking, collaboration, discourse, and questioning. 2: Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting, and applying meaningful and timely feedback. 3: Have choices, engage in exploration and practice, and demonstrate perseverance. | | | | |

| Focus Area 1 | Modality | Exceptional Practice | Effective Practice | Developing Practice | Ineffective Practice |
|--|--|---|--|--|---|
| <p>1.3: Summative: Develops plans and objectives that are appropriately sequenced and aligned with district curriculum and/ or state standards.</p> | | <p>Educator develops plans and objectives that address essential learning, build on prior skills and knowledge, and lead to the incorporation of real-world critical thinking.</p> | <p>Educator develops plans and objectives that address essential learning, build on prior skills and knowledge, and incorporate opportunities for students to apply their learning.</p> | <p>Educator develops plans and objectives that do not incorporate opportunities for students to apply their knowledge.</p> | <p>Educator develops plans and objectives that are ineffective or not aligned with curriculum.</p> |
| <p>1.3: Formative: Develops plans and objectives that are appropriately sequenced and aligned with district curriculum and/ or state standards.</p> | <p>Artifact Review Conversation</p> | <p>Lesson plans and objectives are: appropriately sequenced, aligned to the district curriculum, based on students' prior knowledge and skills, and build toward student incorporation of critical thinking about real-world problems.</p> | <p>Lesson plans and objectives are: appropriately sequenced, aligned to the district curriculum, based on students' prior knowledge and skills, and build toward student application of learning.</p> | <p>Lesson plans are appropriately sequenced; all lesson plans are aligned to the district curriculum; lesson plans may be based on assumptions of students' prior knowledge. Lesson plans build toward student's recall of learning.</p> | <p>Lesson plans are not appropriately sequenced; lesson plans are not aligned to the district curriculum; lesson plans are not based on students' prior knowledge and skills.</p> |
| <p>Possible examples/ Evidence:</p> | <p>Lesson plans, evidence of data that informed planning, student assignments, assessments, or student work, assessment calendar, district curriculum, state standards are visible (in the lesson plan).</p> | | | | |
| <p>Learning Principles:</p> | <p>4: Engage in authentic, real-world, and relevant tasks that challenge them to demonstrate their understanding in varied and meaningful ways 5: Build upon prior knowledge, make connections, and transfer learning to new situations. 6: Understand clearly defined learning objectives that represent big ideas and that educators model and structure to foster independence.</p> | | | | |

| Focus Area 1 | Modality | Exceptional Practice | Effective Practice | Developing Practice | Ineffective Practice |
|---|---|--|--|--|---|
| 1.4: Summative: Plans for differentiated learning experiences and assessments | | Educator utilizes a variety of appropriate data to plan for diverse learning experiences and assessments | Educator utilizes appropriate data to plan for diverse learning experiences and assessments | Educator utilizes limited or inappropriate data to plan for learning experiences and assessments or Educator attempts to use data but does not appropriately use it to plan for differentiated learning experiences or assessments. | Educator does not use data or incorporates inappropriate data to plan for differentiated learning experiences or assessments. |
| 1.4: Formative: Plans for differentiated learning experiences and assessments | Conversation Artifact Review | Educator can explain why specific data was chosen and how it was utilized; data is appropriate and from varied sources; teacher anticipates student misconceptions, educator plans for varied learning experiences based on level, learning style, and/or ability level; educator's plans include appropriate, differentiated assessments. | Educator can explain why specific data was chosen and how it was utilized; data is appropriate but from similar sources; educator plans for varied learning experiences based on level, learning style, or ability level; educator's plans include modified assessments. | Educator uses one source or inappropriate data to inform instruction, educator plans the same learning experience for all students, educator's plans includes modified assessments only when required by law (such as an IEP) | Educator does not use data or uses inappropriate data to inform instruction; educator plans for the same learning experience for all students; educator's plans include the same assessment to all students |
| Possible examples/evidence: | Differentiated assessments, homework and classwork; provides enrichment activities; provides assistance and strategies with struggling students; provide available tools and digital resources for individual student needs. | | | | |
| Learning Principles: | <p>2: Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting, and applying meaningful and timely feedback.</p> <p>3: Have choices, engage in exploration and practice, and demonstrate perseverance.</p> <p>4: Engage in authentic, real-world, and relevant tasks that challenge them to demonstrate their understanding in varied and meaningful ways.</p> <p>5: Build upon prior knowledge, make connections, and transfer learning to new situations.</p> <p>6: Understand clearly defined learning objectives that represent big ideas and that educators model and structure to foster independence.</p> | | | | |

Focus Area 2: Instruction

| Focus area 2 | Primary Modality | Exceptional Practice | Effective Practice | Developing Practice | Ineffective Practice |
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| <p>2.1: Summative: Implements instructional strategies that lead students to construct and apply new learning.</p> | | <p>Educator implements effective, purposeful, varied and scaffolded instructional strategies that promote student engagement. Students influence the direction and outcome of their learning.</p> <p>Strategies engage students to transfer new learning through the use of critical-thinking and problem-solving skills to new or different content, applications, or contexts.</p> | <p>Educator implements effective, purposeful, varied and scaffolded instructional strategies that promote student engagement.</p> <p>Strategies engage students to transfer new learning through the use of critical-thinking and problem-solving skills to new or different content, applications, or contexts.</p> | <p>Educator implements strategies that only require minimal engagement by students. Students may be compliant/passive.</p> <p>Strategies engage students primarily in learning and applying lower-level skills, with few opportunities for analyzing, evaluating, or creating new learning.</p> | <p>Educator implements strategies that don't engage students and have limited consideration of student learning needs.</p> <p>Strategies engage students primarily in lower-level skills.</p> |
| <p>2.1: Formative: Implements instructional strategies that lead students to construct and apply new learning.</p> | <p>Observation</p> <p>Conversation</p> <p>Artifact</p> | <p>Educator introduces new concepts, models application of the skill, provides scaffolded instruction and varied modalities to meet all student learning needs, enabling students to create new learning.</p> <p>The learning experience is structured so students have the opportunity to discover and build their own meaning, engage in student-to-student discourse and self-inquiry through a variety of techniques.</p> | <p>Educator introduces new concepts, models application of the skill, provides scaffolded instruction and varied modalities to meet all student learning needs, enabling students to apply new learning independently and to engage in a combination of student to student and educator to student discourse through a variety of techniques.</p> | <p>Educator introduces new concepts, models application of skill and provides instruction to meet the needs of some students, but does not give the opportunity for students to apply new learning.</p> <p>Discourse is educator directed - students answer teacher-directed questions.</p> | <p>Educator introduces a new concept in one modality, mostly teacher led with minimal opportunity for student participation.</p> <p>Educator dominates discussion and primarily provides information to students and mediates questions and answers.</p> |

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| Possible examples/evidence: | Group work, workshop model, turn and talk, modeling, think-alouds, student practice time, lists of higher order thinking questions, copy of task that is open ended and requires student to transfer knowledge, lesson plans containing differentiated questions and activities to meet the needs of various learners, copies of exit tickets, station directions and student work, data about student needs, notes of various questions at different levels of complexity, various levels of material, variety of instructional strategies, students asked to defend answers with details, students at different stations, lesson plans with QFT (question, focus, topic) notes, observed modeling and demonstration |
| Learning Principles: | <ol style="list-style-type: none"> 1: Contribute to the creation of a positive, safe, and supportive learning environment that personalizes learning, celebrates growth, and fosters risk taking, collaboration, discourse, and questioning. 2: Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting, and applying meaningful and timely feedback. 4: Engage in authentic, real-world, and relevant tasks that challenge them to demonstrate their understanding in varied and meaningful ways. 5: Build upon prior knowledge, make connections, and transfer learning to new situations. |

| Focus Area 2 | Primary Modality | Exceptional Practice | Effective Practice | Developing Practice | Ineffective Practice |
|--|-------------------------|--|---|--|--|
| 2.2 Summative: Communicates learning expectations and assessment criteria. | | Educator provides clear expectations and guides students to articulate the instructional purpose of the learning experience; Encourages students to link the new learning to their own interests. | Educator provides clear expectations in which students participate in the lesson and demonstrate understanding of the outcomes of the newly learned skills. | Educator provides expectations that allow students to complete the provided task successfully. | Educator does not provide clear expectations affecting student outcomes. |

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| <p>2.2 Formative: Communicates learning expectations and assessment criteria</p> | <p>Observation Conversation Artifacts</p> | <p>Objectives for learning and assessment criteria are clearly defined, communicated throughout the lesson, and lead to the understanding of big ideas.</p> <p>Students articulate their own understandings of the learning objectives and how the objective is applied to their learning.</p> | <p>Objectives for learning and assessment criteria are clearly defined and communicated at the beginning and end of the lesson.</p> <p>Students articulate their own understandings of the learning objective.</p> | <p>Objectives for learning and assessment criteria are clearly defined and communicated at the beginning of the lesson, but not referred back to.</p> <p>Students can recite the learning objective.</p> | <p>Learning objectives and assessment criteria are not defined and/or not communicated to students.</p> <p>Students confuse task with learning objective.</p> |
| <p>Possible examples/evidence:</p> | <p>Objective on board or in PowerPoint and communicated to/with students, picture of an objective, lesson plan with objective listed and student work connections, exit ticket showing student learning, electronic documentation of feedback, copies of rubrics and data about student learning, hearing students respond to questions about the objective, educator and student statements, notes closure, observed turn and talk opportunities, students restate objectives in own words.</p> | | | | |
| <p>Learning Principles:</p> | <p>5: Build upon prior knowledge, make connections, and transfer learning to new situations. 6: Understand clearly defined learning objectives that represent big ideas and that educators model and structure to foster independence.</p> | | | | |

| Focus Area 2 | Primary Modality | Exceptional Practice | Effective Practice | Developing Practice | Ineffective Practice |
|---|------------------|--|---|---|--|
| <p>2.3 Summative: Provides feedback to enhance learning.</p> | | <p>Educator provides feedback that furthers student learning, facilitates curiosity of content, and extends critical thinking.</p> | <p>Educator provides feedback that furthers student learning.</p> | <p>Educator provides general feedback that does not promote student learning.</p> | <p>Educator provides feedback that is unrelated, infrequent, and/or inaccurate and does not impact student learning.</p> |

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| 2.3 Formative: Provides feedback to enhance learning. | Observation Conversation Artifacts | Educator provides feedback through group discussion, individual conferencing, or written feedback and challenges students to evaluate their success and set future learning/performance/ goals. | Educator provides feedback through group discussion, individual conferencing, or written feedback to improve student learning/performance. | Educator provides general feedback through group discussion, individual conferencing, or written feedback but does not help the student improve learning/performance. | Educator provides ineffective feedback that does not improve student learning/performance. |
| Possible examples/evidence: | Conferencing notes for each student, student goals, observed conferencing, observed use of feedback discussions, student learning goals used and referred to. | | | | |
| Learning Principles: | 2: Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting, and applying meaningful and timely feedback | | | | |

| Focus Area 2 | Primary Modality | Exceptional Practice | Effective Practice | Developing Practice | Ineffective Practice |
|--|------------------|--|---|--|---|
| 2.4 Summative: Monitors and adjusts instruction to respond to student performance. | | Educator monitors the progress of students and adjusts instructional strategies to support and enrich a range of learning needs. | Educator monitors the progress of students and adjusts instructional strategies to support a range of learning needs. | Educator provides instruction based on general classroom learning needs, monitors whole class development of skills. Adjustments focus primarily on pacing and procedures. | Educator predominantly relies on one instructional method for all students. Few instructional adjustments are made. |

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| <p>2.4 Formative: Monitors and adjusts instruction to respond to student performance.</p> | <p>Observation Conversation Artifacts</p> | <p>Educator assesses student understanding of concept throughout the lesson and re-teaches or challenges students as appropriate to ensure understanding for all students.</p> | <p>Educator assesses student understanding of concept throughout the lesson and re-teaches students as appropriate to ensure understanding for all students.</p> | <p>Educator assesses student understanding at the conclusion of a lesson, focus is primarily on re-teaching for understanding.</p> | <p>Educator may use summative but not formative assessment.</p> <p>Educator waits to assess student understanding until the end of the unit.</p> |
| <p>Possible examples/evidence:</p> | <p>Performance chart or conference record, lesson plans with check for understanding such as entrance and exit tickets, reflection journals/blogs, regrouping students in small groups for intervention/enrichment, educator adjusts/augments during the lesson.</p> | | | | |
| <p>Learning Principles:</p> | <p>3: Have choices, engage in exploration and practice, and demonstrate perseverance.</p> | | | | |

Focus Area 3: Professional Responsibilities

| Focus Area 3 | Primary Modality | | Effective Practice | | Ineffective Practice |
|--|-----------------------------|--|---|--|---|
| 3.1: Summative Conducts oneself as a professional in accordance with the Connecticut Code of Professional Responsibility for Educators (see CCT Code of Ethics in appendices). | Observation Conversation | | Conducts oneself as a professional in accordance with the CT Code of Professional Responsibility for Educators. | | Has violated one or more indicators of the Connecticut's Code of Professional Responsibility for Educators. |

| Focus Area 3 | Primary Modality | Exceptional Practice | Effective Practice | Developing Practice | Ineffective Practice |
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| 3.2: Summative Communicates with students and families to support student learning. | | Communicates proactively with families and students about learning expectations and student academic or behavioral performance. Develops positive relationships with families to promote student success. | Communicates with families and students about student academic or behavioral performance through required reports and conferences. Attempts to build relationships through additional communications. | Communication with families and students about student academic or behavioral performance is limited to required reports and conferences. | Communication with families and students regarding student academic or behavioral performance does not occur. |
| 3.2: Formative Communicates with students and families to support student learning. | Artifacts Conversation | Educator uses a variety of approaches to communicate the needs, potential learning opportunities, successes and commendations of the students. | Educator uses a variety of approaches to communicate the needs and learning goals for the students. | Educator provides limited information to enhance student learning. | Educator does not provide information to enhance student learning. |

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| Possible examples/ evidence | Educator Open House PowerPoint with clear learning goals, behavioral expectations and communication processes; collaboratively developed classroom rules/expectations with students; contact parents at start of year with welcome message; invite parents to parent conferences; newsletters; open house expectations; emails to parents; student meetings; unit updates of what is coming; phone logs of calls to parents; uses communications to build relationships and contribute to a positive school climate; syllabus etc. |
| Learning Principles | 1: Contribute to the creation of a positive, safe, and supportive learning environment that personalizes learning, celebrates growth, and fosters risk taking, collaboration, discourse, and questioning 2: Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting, and applying meaningful and timely feedback |

| Focus Area 3 | Primary Modality | Exceptional Practice | Effective Practice | Developing Practice | Ineffective Practice |
|---|--|---|---|---|---|
| 3.3: Summative Engages in reflection, continuous professional growth and collaboration to impact instruction and student learning | | Collaborates on an on-going basis to review, analyze, and interpret academic or behavioral assessment data to monitor and adjust instruction to improve student learning. Proactively seeks feedback and reflects on lesson effectiveness and applies reflections/feedback to future lessons to improve student learning. | Collaborates with colleagues on an on-going basis to review, analyze, and interpret academic or behavioral assessment data to monitor and adjust instruction to improve student learning. | Meets with colleagues to review, analyze, and interpret academic or behavioral assessment data and sharing results in some adjustment of instructional practices. | Meets with colleagues to review academic or behavioral data, but sharing does not result in adjustment in instructional practice. |
| 3.3: Formative Engages in reflection and continuous professional growth to impact instruction and student learning | Observation Artifacts Conversation | Proactively shares a variety of resources, data and student work with colleagues to address problems, inform planning and/or differentiating instruction. | Shares a variety of resources, data and student work that are used to inform planning and/or differentiating instruction. | Limited sharing of resources, data and student work that is used minimally to inform planning or instruction. | Limited sharing of resources, data and/or student work. Does not use feedback to inform planning or adjust instruction. |

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| Possible examples/ evidence | Use reflection and self-evaluation to analyze practice; review student work and data as part of reflection; seek out and engage in learning opportunities to enhance skills and facilitate student learning; collaborates with colleagues in PLC or team meetings; shares effective instructional strategies; reflect on evaluation feedback to determine areas for growth; educator brings reflections based on data and asks for collegial feedback; educator is responsive and receptive to peer and feedback etc. |
| Learning Principles | <ol style="list-style-type: none"> 1: Contribute to the creation of a positive, safe, and supportive learning environment that personalizes learning, celebrates growth, and fosters risk taking, collaboration, discourse, and questioning 2: Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting, and applying meaningful and timely feedback 3: Have choices, engage in exploration and practice, and demonstrate perseverance 4: Engage in authentic, real-world, and relevant tasks that challenge them to demonstrate their understanding in varied and meaningful ways 5: Build upon prior knowledge, make connections, and transfer learning to new situations 6: Understand clearly defined learning objectives that represent big ideas and that Educators model and structure to foster independence |

Granby Public Schools



Granby Specialist Growth Continuum

Granby Specialist Growth Continuum Summary of Focus Areas and Indicators

| Focus Area | Indicators |
|--|--|
| 1. Planning, Program Development and Management | 1.1 Plans, develops, organizes and maintains programs consistent with guidelines, policies and procedures 1.2 Assesses, scores, evaluates, and interprets data from a variety of sources |
| 2. Direct Service/ Instruction/Practice | 2.1 Provides intervention or instruction that promotes student learning and development 2.2 Creates and implements behavioral expectations that support the learning environment and/or student growth 2.3 Promotes environment that is respectful of individual needs and backgrounds 2.4 Plans , monitors and adjusts instruction to respond to student performance 2.5 Maintains communication and rapport with students and/or families |
| 3. Collaboration/ Consulting/Coaching | 3.1 Collaborates with colleagues through ongoing communication and feedback to enhance student learning |
| 4. Professional Practice & Responsibility | 4.1 Conducting oneself as a professional in accordance with the Connecticut Code of Responsibility for Educators (CCT Code of Code of Ethics and BOE policies and appendices) 4.2 Reflects and evaluates professional practice to enhance student outcomes 4.3 Demonstrates knowledge of best practices in specialty area of the profession |

Granby Specialists Growth Continuum 2015-2016

The following *Continuum* has four focus areas based on the CCT. Within each focus area are specific indicators for educator practice. For each indicator there is **summative** language, **formative** language, and examples. The **summative** language describes the overall expectations for the focus area and will be used to summarize the **formative** evidence collected throughout the year. The **formative** language describes what the educator should be able to do/show for each focus area. The **modality** listed for each indicator (observations, conversations, or artifacts) describes the primary method evaluators will use to collect the evidence for that indicator. Possible examples for the types of evidence used are provided. Lastly, the **learning principle(s)** connected to the focus area is/are listed.

Educators who are guidance counselors, school psychologists, school social workers, speech and language specialists, instructional coaches, media/technology educators (if applicable – based on mutual agreement between evaluator and educator) and special education teachers will be evaluated with this *Continuum*.

Focus Area 1: Planning, Program Development and Management

| Focus Area 1 | Modality | Exceptional Practice | Effective Practice | Developing Practice | Ineffective Practice |
|---|---|---|--|--|---|
| <p>1.1 Summative Plans, develops, organizes, and maintains programs consistent with guidelines, policies, and procedures</p> | | <p>The specialist takes a leadership role in planning, coordinating, and implementing a program consistent with guidelines, policies, and procedures.</p> | <p>The specialist effectively plans, coordinates, and implements a program consistent with guidelines, policies, and procedures.</p> | <p>The specialist participates when approached in planning, developing, and implementing and following up on a program.</p> | <p>The specialist does not participate in the full cycle of service delivery.</p> |
| <p>1.1 Formative Summative Plans, develops, organizes, and maintains programs consistent with guidelines, policies, and procedures</p> | <p>Artifact Conversation</p> | <p>The specialist seeks/selects and, if necessary, develops resources in combination with programs compatible with student needs. The specialist shares expertise and maintains student/program records that are timely, accurate, and thorough.</p> | <p>The specialist seeks/selects resources in combination with programs compatible with student needs. The specialist maintains student/program records that are timely, accurate, and thorough.</p> | <p>The specialist selects programs that are not always compatible with student needs. The specialist's records and reports show inconsistency in timeliness, accuracy, and/or thoroughness.</p> | <p>The specialist selects programs that are not compatible with student needs. The specialist fails to complete records and reports in a timely, accurate, and/or thorough manner.</p> |
| <p>Examples and possible evidence</p> | <p>Lesson plans, evidence of data that informed planning, student assessments and assignments, behavior logs, progress monitoring, clinical notes, consent to speak with other professionals, consent for reevaluations, record keeping logs (phone log, email contact) resources available regarding current intervention/support models, current intervention strategies and practices</p> | | | | |
| <p>Learning Principles</p> | <ol style="list-style-type: none"> 1. Contribute to the creation of a positive, safe, and supportive learning environment that personalizes learning, celebrates growth, and fosters risk taking, collaboration, discourse, and questioning. 2. Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting, and applying meaningful and timely feedback. 3. Have choices, engage in exploration and practice, and demonstrate perseverance. | | | | |

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| <p>1.2 Summative Assesses, scores, evaluates, and interprets data from a variety of sources</p> | | <p>The specialist provides both statistical and anecdotal evidence of successful objective completion.</p> <p>The specialist is adept at selecting, administering, and analyzing data from instruments or records and serves as a resource to others to build their capacity.</p> | <p>The specialist assesses and documents attainment of program objectives.</p> <p>The specialist demonstrates proficiency at selecting, administering, and analyzing data from instruments or records.</p> | <p>The specialist maintains a record of program objective completion, but has weak or incomplete documentation.</p> <p>The specialist requires assistance with instruments or data interpretation when needed.</p> | <p>The specialist does not complete necessary documentation of program objectives.</p> <p>The specialist does not appropriately administer or accurately interpret data from instruments, and fails to seek assistance.</p> |
| <p>1.2 Formative Assesses, scores, evaluates and interprets data from a variety of sources.</p> | <p>Artifact Conversations</p> | <p>Specialist appropriately selects and administers assessment instruments while following required protocols.</p> <p>Specialist provides comprehensive data to support proposed recommendations for student programming.</p> | <p>Specialist appropriately selects and administers assessment instruments while following required protocols.</p> <p>Specialist provides sufficient data to support proposed recommendations for student programming.</p> | <p>Specialist requires assistance/consultation in selecting and administering appropriate assessment instruments while following required protocols.</p> <p>Specialist provides minimal data to support proposed recommendations for student programming.</p> | <p>Specialist lacks current knowledge in selecting appropriate assessment instruments.</p> <p>Specialist provides minimal data to support proposed recommendations for student programming.</p> |
| <p>Examples and possible evidence</p> | <p>Clinical/diagnostic reports, observational reports, behavioral assessments, comprehensive analysis between data and programs, recommendations made based on outcomes of an evaluation/analysis of student performance</p> | | | | |
| <p>Learning Principles</p> | <p>2. Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting, and applying meaningful and timely feedback.</p> | | | | |

Focus Area 2: Direct Service/Instruction/Practice

| Focus Area 2 | Modality | Exceptional Practice | Effective Practice | Developing Practice | Ineffective Practice |
|---|--|---|---|---|---|
| <p>2.1 Summative Provides intervention or instruction that promotes student learning and development</p> | | <p>The specialist implements effective instructional/intervention strategies that are purposeful, varied and scaffolded which promote student ownership of learning.</p> | <p>The specialist implements effective instructional/intervention strategies that are purposeful, varied and scaffolded.</p> | <p>The specialist implements instructional/ intervention strategies that are based on general knowledge or data about student learning.</p> | <p>The specialist utilizes content with limited consideration of student learning needs.</p> |
| <p>2.1 Formative Provides intervention or instruction that promotes student learning and development</p> | <p>Observation Conversation Artifact</p> | <p>Specialist was observed using sequential instructional strategies (i.e. introducing concepts, modeling the application of skill, and providing scaffolded instruction) while demonstrating flexibility and using varied modalities to meet student learning needs.</p> <p>The students are able to express and apply their learning.</p> | <p>Specialist was observed using sequential instructional strategies (i.e. introducing concepts, modeling the application of skill, and providing scaffolded instruction) while demonstrating flexibility and using varied modalities to meet student learning needs.</p> <p>The students are able to apply their learning.</p> | <p>Specialist may not have used sequential instructional strategies (i.e. introducing new concepts, modeling application of skill, and providing instruction) to meet the needs of most students.</p> | <p>Specialist did not use sequential instructional strategies (i.e. introducing new concepts, modeling application of skill, and providing instruction) to meet the needs of most students.</p> <p>Specialist introduced new concepts mostly in one modality and/or led with minimal opportunity for student participation.</p> |
| <p>Examples and possible evidence</p> | <p>Student practice time, modeling, skill-based application, timely/accurate feedback, exit tickets, data about student, variety of instructional strategies, various levels of materials, data about student needs, various modalities to activate student engagement</p> | | | | |

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| Learning Principles | <ol style="list-style-type: none"> 1. Contribute to the creation of a positive, safe, and supportive learning environment that personalizes learning, celebrates growth, and fosters risk taking, collaboration, discourse, and questioning. 2. Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting, and applying meaningful and timely feedback. 4. Engage in authentic, real-world, and relevant tasks that challenge them to demonstrate their understanding in varied and meaningful ways. 5. Build upon prior knowledge, make connections, and transfer learning to new situations. |
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| 2.2 Summative Creates and implements behavioral expectations that support the learning environment and/or student growth | | Expectations and consequences for behavior are clearly established and implemented with evidence of student input. | Expectations and consequences for behavior are clearly established and implemented. | Expectations and consequences for behavior are established, but with little evidence of being reinforced or applied. | Expectations and consequences for behavior are not evident, or may be inappropriate. |
| 2.2 Formative Creates and implements behavioral expectations that support the learning environment and/or student growth | Observation Artifact Conversation | <p>Specialist collaborates with students to develop and follow behavioral norms and proactively manages behavioral expectations.</p> <p>Transitions and procedures are efficient and support learning.</p> <p>Evidence that the specialist has established rapport</p> <p>In groups, students respectfully intervene with peers to support a positive learning environment</p> | <p>The Specialist develops, communicates and proactively manages behavioral expectations.</p> <p>Transitions and procedures are efficient and support learning.</p> <p>Evidence that the specialist has established rapport.</p> <p>Behavior Management is proactive to support a positive learning environment.</p> | <p>Specialist is inconsistent in communicating and enforcing student behavior expectations.</p> <p>Transitions and procedures may interfere with learning time</p> <p>Behavior management is reactive</p> | <p>Specialist has set behavioral expectations but disregards or contributes to negative student behavior;</p> <p>Transitions and procedures interfere with learning time</p> <p>Behavior management is ineffective</p> |

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| Examples and possible evidence | Mutual behavioral expectations that are posted, students aware of and participating in routines, students respectfully intervening with or celebrating peers, specialist treating students equally in similar situations, specialist using respectful ways to interact with students, specialist acknowledging and celebrating positive behaviors. |
| Learning Principles | 6. Understand clearly defined learning objectives that represent big ideas and that Educators model and structure to foster independence. |

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| 2.3 Summative Promotes environment that is respectful of individual needs and backgrounds | | Specialist and students are respectful and supportive of others' individual needs and backgrounds. The physical and visual organization of the classroom or office maximizes safety and student learning. | Specialist and students are respectful of others' individual needs and backgrounds. The physical and visual organization of the classroom or office supports safety and student learning. | Specialist responds to behaviors that show lack of respect of others' individual needs and backgrounds. The physical and visual organization of the classroom or office may interfere with safety and student learning. | Specialist does not respond to behaviors that show lack of respect of others' individual needs and backgrounds. The physical and visual organization of the classroom or office interferes with safety and student learning. |
| 2.3 Formative Promotes environment that is respectful of individual needs and backgrounds | Observation Conversation | All students can see, hear, or access the specialist, media and peers. Furniture and materials are set up to appropriately maximize student learning. Materials to be used by students are purposefully placed for appropriate student access. Routines regarding emotional safety are established, posted, and demonstrated by students and specialist. | All students can see, hear, or access the specialist, media and peers. Furniture and materials are set up to support student learning. Materials to be used by students are available for student access. Routines regarding emotional safety are established by students and specialist. | Most students can see, hear, or access the specialist, media and peers. Furniture and materials are set up to minimally support student learning. Materials to be used by students are available, but not convenient for student access. Routines regarding emotional safety are established, but not implemented. | Not all students can see, hear, or access the specialist, media and peers. Furniture and materials do not support student learning. Materials to be used by students are not available for student access. Routines regarding emotional safety are not established. |

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| Examples and possible evidence | Students can see specialist and media, and specialist can see and hear students. Where possible, flexible or varied arrangement of seating, materials for students readily available. Routines are posted/visible. |
| Learning Principles | <ol style="list-style-type: none"> 1. Contribute to the creation of a positive, safe, and supportive learning environment that personalizes learning, celebrates growth, and fosters risk taking, collaboration, discourse, and questioning. 2. Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting, and applying meaningful and timely feedback. 3. Have choices, engage in exploration and practice, and demonstrate perseverance. |

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|---|---|---|--|--|---|
| 2.4 Summative Plans , monitors and adjusts instruction to respond to student performance | | Specialist plans, implements and adjusts instructional strategies, monitors the progress of individuals and groups of students, and provides support and/or enrichment to address all learning needs. | Specialist plans, implements and adjusts instructional strategies, and monitors the progress of individuals and groups of students. | Specialist plans and provides instruction based on the general level of student performance. | Specialist plans and program are disconnected. Specialist predominantly relies on one instructional method for students. |
| 2.4 Formative Plans , monitors and adjusts instruction to respond to student performance | Observation Artifacts Conversations | Specialist plans instructional strategies, tasks and questions that promote student active engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning and / or application to other situations. Specialist assesses student understanding of concepts throughout the lesson and re-teaching or challenging students, as appropriate, to ensure understanding for all students. | Specialist plans instructional strategies, tasks and questions that promote student active engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning. Specialist assesses student understanding of concepts throughout the lesson and re-teaching or challenging students as appropriate to ensure understanding for all students. | Specialist plans instructional strategies and tasks aligned with program goals/student learning needs. Specialist assesses student understanding at the conclusion of a lesson. Focus is primarily on re-teaching for understanding and does not provide enrichment if needed. Adjustments to instruction are based primarily on pacing and procedures. | Planned tasks do not align with program/student goals. Specialist does not assess student understanding. Few instructional adjustments are made. |

| | | | | | |
|---------------------------------------|---|---|---|--|--|
| | | Specialist anticipates possible areas of difficulty and prepares alternative materials as needed. | Adjustments are made based on formative data. | | |
| Examples and possible evidence | Checks for comprehension, exit tickets to assess understanding, ongoing student check-ins (thumbs up/down, etc.), redirection, provides tools and/or digital resources, lesson plans contain evidence of varied instructional strategies, differentiated materials/activities to meet all needs | | | | |
| Learning Principles | 3. Have choices, engage in exploration and practice, and demonstrate perseverance. | | | | |

| | | | | | |
|---|---|--|---|--|---|
| 2.5 Summative Maintains communication with students and/or families | | <p>The specialist communicates proactively with students and/or families about learning expectations and student academic or behavioral performance.</p> <p>The specialist develops positive relationships with families to promote student success.</p> | <p>The specialist communicates with students and/or families about learning expectations and student academic or behavioral performance through required reports and conferences.</p> <p>The specialist attempts to build relationships through additional communication.</p> | <p>The specialist's communication with students and/or families about learning expectations and student academic or behavioral performance is limited to required reports and conferences.</p> | <p>The specialist shows no or infrequent communication with student and/or families regarding student progress.</p> |
| 2.5 Formative Maintains communication with students and/or families | Artifact Conversation | Specialist personalizes the communication techniques based on parent relationship to address student needs and goals | Specialist communicates through various methods to address the needs and learning goals for students. | Communication is made available, however, there is limited information provided to address student learning. | Communication is limited and is not designed to provide information and feedback to address student learning. |
| Examples and possible evidence | Clear learning goals and objectives shared with families and students, behavioral expectations and communication processes, parent conferences/home-school collaborative meetings, emails to parents, student meetings, phone logs of calls to parents, evidence of collaboration with colleagues to build parent relationships | | | | |

| | |
|----------------------------|--|
| Learning Principles | <ol style="list-style-type: none"><li data-bbox="323 175 1944 237">1. Contribute to the creation of a positive, safe, and supportive learning environment that personalizes learning, celebrates growth, and fosters risk taking, collaboration, discourse, and questioning.<li data-bbox="323 245 1976 306">2. Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting, and applying meaningful and timely feedback. |
|----------------------------|--|

Focus Area 3: Collaboration/Consulting/Coaching

| Focus Area 3: | Modality | Exceptional Practice | Effective Practice | Developing Practice | Ineffective Practice |
|---|--|---|--|--|---|
| 3.1 Summative Collaborates with colleagues through ongoing communication and feedback to enhance student learning | | Specialist consistently makes a substantial contribution to the professional community, and develops collaborative relationships with colleagues that are characterized by mutual support and cooperation. Specialist provides targeted and supportive consultative feedback that supports interventions in the classroom to directly support student learning. | Specialist forms collaborative relationships with colleagues that are characterized by mutual support and cooperation. Specialist provides ongoing feedback to support colleague practice to support student learning. | Specialist makes limited contributions to the collaborative relationship with colleagues. Specialist observes, but does not address areas of concern or focus that would be beneficial to student learning. | Specialist is a non-contributing member who resists opportunities to collaborate with colleagues. Specialist does not provide feedback or ongoing communication to colleagues. |
| 3.1 Formative Collaborates with colleagues through ongoing communication and feedback to enhance student learning | Observation Conversation Artifact | Evidence of contributions to learning/school community Contributes effective/ research-based, personalized and productive strategies to enhance student learning Models the interpersonal skills to create a collaborative/ supportive environment, in which the specialist will accept and provide feedback, challenge ideas, and communicate in a positive way with multiple stakeholders | Contributes effective/ research-based and productive strategies to enhance student learning Demonstrates interpersonal skills that create an environment, in which the specialist will accept feedback, challenge ideas, and effectively communicate with multiple stakeholders Participates in collegial conversations to enhance student learning. | Occasionally contributes strategies to support student learning Inconsistently demonstrates interpersonal skills to create an environment in which the specialist will accept feedback, challenge ideas, and effectively communicate with multiple stakeholders | Does not contribute strategies to support student learning Unaware of the impact his/her interpersonal skills have on the ability to enhance learning |

| | | | | | |
|---------------------------------------|--|---|--|--|--|
| | | Proactively seeks opportunities to engage in collegial conversations to enhance student learning. | | | |
| Examples and possible evidence | Active contributions to multiple meetings/setting/stakeholders, shares strategies with colleagues to promote student learning, utilizes interpersonal skills to communicate ideas with colleagues, brings reflections based on data and asks for collegial feedback, is responsive and receptive to peers and feedback | | | | |
| Learning Principles | <ol style="list-style-type: none"> 1. Contribute to the creation of a positive, safe, and supportive learning environment that personalizes learning, celebrates growth, and fosters risk taking, collaboration, discourse, and questioning; 2. Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting, and applying meaningful and timely feedback; 3. Have choices, engage in exploration and practice, and demonstrate perseverance; 4. Engage in authentic, real-world, and relevant tasks that challenge them to demonstrate their understanding in varied and meaningful ways; 5. Build upon prior knowledge, make connections, and transfer learning to new situations; and, 6. Understand clearly defined learning objectives that represent big ideas and that Educators model and structure to foster independence. | | | | |

Focus Area 4: Professional Practice & Responsibility

| Focus Area 4: | Modality | Exceptional Practice | Effective Practice | Developing Practice | Ineffective Practice |
|---|-------------|----------------------|---|---------------------|---|
| 4.1 Summative Conducting oneself as a professional in accordance with the Connecticut Code of Responsibility for Educators (CCT Code of Ethics and BOE policies and appendices) | Observation | | Conducts oneself as a professional in accordance with the CT Code of Professional Responsibility for educators. | | Has violated one or more indicators of the Connecticut's Code of Professional Responsibility for educators. |

| | | | | | |
|--|--------------------------|---|---|--|--|
| 4.2 Summative Reflects and evaluates professional practice to enhance student outcomes | | Specialist demonstrates a commitment to further his/her professional practice and that of his/her peers through reflection and participation in growth opportunities. | Specialist demonstrates a commitment to further his/her professional practice through reflection and participation in growth opportunities. | Specialist engages in reflection of his/her professional practice and is beginning to apply this knowledge to seek growth opportunities. | Specialist does not engage in reflection of his/her professional practice or seek opportunities to address professional needs. |
| 4.2 Formative Reflects and evaluates professional practice to enhance student outcomes | Artifact Conversation | Specialist reflects on professional needs and proactively seeks to develop professional knowledge to advance student outcomes and share their learning with colleagues. | Specialist reflects on professional needs and proactively seeks to develop professional knowledge to advance student outcomes. | Specialist is beginning to reflect on professional needs and requires assistance to determine areas of needed growth. | Specialist does not reflect on professional needs and is not receptive to feedback regarding needed areas of growth. |

| | |
|---------------------------------------|--|
| Examples and possible evidence | Uses reflection and self-evaluation to analyze practice, reviews student growth and data as part of reflection, seeks out and engages in learning opportunities to enhance skills and facilitate student learning, collaborates with colleagues in multiple meetings, reflects on evaluation feedback to determine areas for growth, brings reflections based on data and asks for collegial feedback, is responsive and receptive to peers and feedback |
| Learning Principles | <ol style="list-style-type: none"> 1. Contribute to the creation of a positive, safe, and supportive learning environment that personalizes learning, celebrates growth, and fosters risk taking, collaboration, discourse, and questioning; 2. Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting, and applying meaningful and timely feedback; 3. Have choices, engage in exploration and practice, and demonstrate perseverance; 4. Engage in authentic, real-world, and relevant tasks that challenge them to demonstrate their understanding in varied and meaningful ways; 5. Build upon prior knowledge, make connections, and transfer learning to new situations; and, 6. Understand clearly defined learning objectives that represent big ideas and that Educators model and structure to foster independence. |

| | | | | | |
|--|--|---|--|---|--|
| 4.3 Summative Demonstrates knowledge of best practices in specialty area of the profession | | Specialist seeks and exhibits high levels of professionally related (current, accurate, and comprehensive) knowledge and relates that knowledge to the population served. | Specialist demonstrates current, accurate, and comprehensive knowledge consistent to the profession. | Specialist continues to develop the ability to demonstrate professional knowledge consistently in practice. | Specialist's knowledge is not current. |
| 4.3 Formative Demonstrates knowledge of best practices in specialty area of the profession | Observation Artifact Conversation | Specialist proactively shares resources with colleagues to elicit feedback and suggestions for best practices in the profession. | Specialist shares resources with colleagues to elicit suggestions in response to student needs. | Specialist is developing their repertoire of resources in an effort to share with colleagues. | Specialist is unaware of, or does not access professional resources. |
| Examples and possible evidence | Quoting/referencing resources, journals, valid online resources, trade books, providing colleagues with current, relevant materials/resources to address student needs | | | | |
| Learning Principles | <ol style="list-style-type: none"> 1. Contribute to the creation of a positive, safe, and supportive learning environment that personalizes learning, celebrates growth, and fosters risk taking, collaboration, discourse, and questioning; 2. Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting, and applying meaningful and timely feedback; 3. Have choices, engage in exploration and practice, and demonstrate perseverance; 4. Engage in authentic, real-world, and relevant tasks that challenge them to demonstrate their understanding in varied and meaningful ways; 5. Build upon prior knowledge, make connections, and transfer learning to new situations; and, 6. Understand clearly defined learning objectives that represent big ideas and that Educators model and structure to foster independence. | | | | |

Appendix B: Forms, Surveys and Artifactual Evidence

Granby Public Schools Educator Summative Evaluation Report

Name:

School:

Assignment:

Date:

Part I: Observation of Educator Performance and Practice - 40%

Focus Area 1 Planning Active Learning

Score: ____

Focus Area 2 Instruction

Score: ____

Focus Area 3 Professional Responsibility

Score: ____

Part I Score (calculation of the above focus areas): ____

| | |
|--------------------|-------------------|
| Areas of Strength: | Areas for Growth: |
|--------------------|-------------------|

Part II: School-wide Feedback - 10%

a. Peer Feedback 5%

Score: ____

b. Parent Feedback 5%

Score: ____

Part II Score: (average of the above focus areas): ____

Part III: Indicators of Academic Growth - 45%

Student Learning Outcome #1 - (22.5 %)

Score: ____

| | |
|--------------------|-------------------|
| Areas of Strength: | Areas for Growth: |
|--------------------|-------------------|

Student Learning Outcome #2 – (22.5%)

Score: ____

| | |
|--------------------|-------------------|
| Areas of Strength: | Areas for Growth: |
|--------------------|-------------------|

Part III Score (average of the above focus areas): ____

Part IV: School-wide Student Feedback – 5%

Part IV Score: ____

Part VI: Calculation of Overall Rating: See pages 22-25 of *Granby Educator Effectiveness Professional Learning and Performance Evaluation Manual* to determine the educator’s overall rating.

Part VI Overall Rating: ____

Additional Comments

Evaluator

Educator

Educator Signature _____

Date _____

Evaluator Signature _____

Date _____

Granby Public Schools Specialist Summative Evaluation Report

Name: _____ School: _____

Assignment: _____ Date: _____

Part I: Observation of Educator Performance and Practice - 40%

Focus Area 1 Planning Active Learning

Score: ____

Focus Area 2 Direct Service/Instruction/Practice

Score: ____

Focus Area 3 Collaboration/Consulting/Coaching

Score: ____

Focus Area 4 Professional Practice and Responsibility

Score: ____

Part I Score (calculation of the above focus areas): ____

| | |
|--------------------|-------------------|
| Areas of Strength: | Areas for Growth: |
|--------------------|-------------------|

Part II: School-wide Feedback - 10%

a. Peer Feedback 5%

Score: ____

b. Parent Feedback 5%

Score: ____

Part II Score: (average of the above focus areas): ____

Part III: Indicators of Academic Growth - 45%

Student Learning Outcome #1 - (22.5 %)

Score: ____

| | |
|--------------------|-------------------|
| Areas of Strength: | Areas for Growth: |
|--------------------|-------------------|

Student Learning Outcome #2 – (22.5%)
Score: ____

| | |
|--------------------|-------------------|
| Areas of Strength: | Areas for Growth: |
|--------------------|-------------------|

Part III Score (average of the above focus areas): ____

Part IV: School-wide Student Feedback – 5%

Part IV Score: ____

Part VI: Calculation of Overall Rating: See pages 22-25 of *Granby Educator Effectiveness Professional Learning and Performance Evaluation Manual* to determine the educator’s overall rating.

Part VI Overall Rating: ____

Additional Comments

Evaluator

Educator

Educator Signature _____

Date _____

Evaluator Signature _____

Date _____

UPLOAD

Granby Public Schools Setting Student Learning Objectives (SLOs)

Name: _____

School: _____

Teaching Assignment: _____

Date: _____

Note: Educators must have a minimum of one SLO with at least 2 IAGDs. As an alternative, they may also have 2 SLOs with one IAGD for each as a minimum.

Student Learning Objective #1

| | |
|---------------|-----------|
| Subject Area: | Grade(s): |
|---------------|-----------|

| |
|--|
| Student Learning Objective: |
| Rationale (How will the SLO benefit student learning? How does my SLO reflect the needs of my students? What evidence informs my decision?): |
| Indicator(s) for Academic Growth and Development (IAGD): |
| Action Plan (What data will you use to measure your goal? How will you scaffold learning during your planning to obtain the student learning outcomes? How will you implement your planning through instruction? How will you assess for student learning? What resources do I need to facilitate the SLO?) |

Student Learning Objective #2

| | |
|---------------|-----------|
| Subject Area: | Grade(s): |
|---------------|-----------|

| |
|--|
| Student Learning Objective: |
| Rationale (How will the SLO benefit student learning? How does my SLO reflect the needs of my students? What evidence informs my decision?): |
| Indicator(s) for Academic Growth and Development (IAGD): |
| Action Plan (What data will you use to measure your goal? How will you scaffold learning during your planning to obtain the student learning outcomes? How will you implement your planning through instruction? How will you assess for student learning? What resources do I need to facilitate the SLO?) |

Granby Public Schools Goal Setting Plan: Mid-Year Progress Conference

Name:

School:

Teaching Assignment:

Date:

Mid-Year reflective questions: (not a narrative to be written but a conference with the evaluator and a form or write up to be completed jointly.)

- What progress towards goals has been made?
- What is working so far and what has gotten in the way?
- What adjustments need to be made to the goal and or what new/different measures will be gathered to inform progress?
- What support or needs have arisen in this process?

UPLOAD

Granby Public Schools Goal Setting Plan: End of Year Self-Assessment

Name:
Teaching Assignment:

School:
Date:

End of year self-assessment:

Progress towards goals

Guiding Questions:

- Did outcomes align with expectations at the beginning of the year?
- What worked and what got in the way?

Discussion of evidence of student learning

- What does the evidence collected tell me?

Contribution to school community

- How did you support school-wide goals based on survey results?
- What additional contributions have you made?

Professional growth modifications and needs (development)

- How will these reflections help to inform goals for next year?
- Where do I go from here?

UPLOAD

Optional Educator Feedback Form

| | | | |
|-----------------------------|---------------------------------|-----------------------------------|---|
| Observation Date: | <input type="checkbox"/> Formal | <input type="checkbox"/> Informal | <input type="checkbox"/> Review of Practice |
| Focus Areas and Indicators: | | | |
| Educator Comments: | | | |

CURRENT USE: Use Bloomboard to complete your self-assessment

**THIS FORM IS FOR POSSIBLE FUTURE USE –
do not use at this time**

Self-Assessment of Professional Practice Form – Educator

Educators will use the space below to reflect on perceived strengths and areas for improvement for each of the 3 focus areas of the *Continuum*.

| <i>Continuum</i> Focus Area | <ol style="list-style-type: none">1. Where are my relative strengths AND areas for improvement based upon the indicators of this focus area?2. What supports do I need to grow in this focus area? |
|---|--|
| 1. Planning Active Learning | |
| 2. Instruction | |
| 3. Professional Practice and Responsibility | |

CURRENT USE: Use Bloomboard to complete your self-assessment

**THIS FORM IS FOR POSSIBLE FUTURE USE –
do not use at this time**

Self-Assessment of Professional Practice Form – Specialist

Educators will use the space below to reflect on perceived strengths and areas for improvement for each of the 4 focus areas of the *Continuum*.

| <i>Continuum</i> Focus Area | <ol style="list-style-type: none">1. Where are my relative strengths AND areas for improvement based upon the indicators of this focus area?2. What supports do I need to grow in this focus area? |
|--|--|
| 1. Planning Active Learning | |
| 2. Direct Service/ Instruction/ Practice | |
| 3. Collaboration/ Consulting/ Coaching | |
| 4. Professional Practice and Responsibility | |

Granby Public Schools Support Plan Referral Form

Evaluator Directions: Complete the following form to place an educator on a Structured or Intensive Support.

Required Fields

| | |
|----------|--|
| Educator | |
| Building | |
| Position | |
| Referral | <input checked="" type="radio"/> Referral to Structures Support <input checked="" type="radio"/> Referral to Intensive Support |

Reason for Referral

Evaluator's signature:

Educator's signature:

Educator's signature only indicates receipt off form, not agreement with contents.

Attachments: Documents may be attached

Granby Public Schools Support Plan Summary Form

Evaluator Directions: Complete the following Assistance Plan Summary in addition to the summative evaluation.

Required Fields:

| | | |
|----------|---|--|
| Educator | | |
| Building | | |
| Position | | |
| Plan | <input checked="" type="radio"/> Structures Support | <input checked="" type="radio"/> Intensive Support |

Reasons for referral:

Duration of plan:

Date of Goal setting meeting (within the first 30 days):

Action Plan:

| | |
|------------------|--|
| Focus Area (s) | |
| Action Steps | |
| Resources | |
| Timeline | |
| Evidence | |
| Desired Outcomes | |

Dates of conferences and overviews:

Dates of Observations and overviews:

Evaluator Comments:

Check the box for future recommendations:

| | |
|--|---|
| | Remove from current support plan |
| | Remove from current support plan and place on new structured support plan |
| | Remove from current plan and placed on intensive support plan |
| | Superintendent Referral |

Follow up comments:

Evaluator's signature: _____

Educator's signature: _____

Educator's signature only indicates receipt off form, not agreement with contents.

Granby Public Schools Appeal Request Form

Required Fields- Participant Seeking Appeal Hearing

| | |
|------------------|--|
| Participant Name | |
| Building | |
| Position | |

Identify the specific process or procedure that is under appeal:

Participant Signature:

Date: _____

Attachments: Documents may be attached.

Granby Parent Feedback

Granby Public Schools provides this survey to collect feedback that will be used by staff to reflect and improve school practices. Granby values your input and appreciates your time in completing this survey.

For each survey item, please consider all teachers that your child/children work(s) with. Select the answer that applies to the majority.

| Question | Strongly Agree | Agree | Disagree | Strongly Disagree | Neutral |
|---|----------------|-------|----------|-------------------|---------|
| I feel comfortable talking to teachers at this school. | | | | | |
| My child's teachers care about his/her academic success. | | | | | |
| My child's teachers clearly define assignments. | | | | | |
| My child is challenged to meet high expectations at this school. | | | | | |
| My child's teachers offer additional help when needed in the classroom. | | | | | |
| My child's teachers provide information about his/her progress. | | | | | |

Comments: Please add any comments you feel would help us improve our school

Granby Peer Feedback

Granby Public Schools provides this survey to collect feedback that will be used by staff to reflect and improve school practices. Granby values your input and appreciates your time in completing this survey.




For each survey item, please indicate the box you agree with most.

| Question | Strongly Agree | Agree | Disagree | Strongly Disagree | Neutral |
|---|----------------|-------|----------|-------------------|---------|
| I am comfortable collaborating with my colleagues. | | | | | |
| My colleagues care about their students' academic success. | | | | | |
| My colleagues share effective instructional strategies. | | | | | |
| My colleagues develop clearly defined learning expectations. | | | | | |
| My colleagues develop differentiated instruction to meet the needs of all students. | | | | | |
| The school emphasizes communication with parents. | | | | | |
| My colleagues create a safe and respectful environment for all students. | | | | | |
| My colleagues create lessons that promote real world critical thinking. | | | | | |

Comments: Please add any comments you feel would help us improve our school

Granby Student Feedback Survey Primary (Grade 2)

Teachers/Teacher Assistants: Please read each test item to students to ensure understanding for accurate feedback. For each survey item, students should circle the box that they agree with.

| Question | Yes  | Sometimes  | No  |
|---|---|--|---|
| People listen to my ideas at school. | | | |
| I feel comfortable asking my teachers for help. | | | |
| My teachers believe we can have fun learning. | | | |
| My teachers explain things clearly. | | | |
| I am proud of the work I do in my classes. | | | |

Granby Student Feedback Survey Intermediate (3-6)

Your school is giving this survey to collect your thoughts and feelings to help make the school the best it can be.

For each survey item, check the box that you agree with most.

| Question | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|----------------|-------|----------|-------------------|
| I feel comfortable sharing my ideas at school. | | | | |
| I feel comfortable asking my teachers for help. | | | | |
| My teachers explain things clearly. | | | | |
| I understand what my teachers want me to do in class. | | | | |
| I am proud of the work I do in my classes. | | | | |
| My teachers use different ways to help me learn. | | | | |
| My teachers explain the importance of what I am learning. | | | | |
| My teachers encourage me to ask questions if I don't understand something. | | | | |
| I feel safe when I am at school. | | | | |
| My teachers encourage me to do my best work. | | | | |

Granby Student Feedback Survey Secondary (7-12)

Your school is giving this survey to collect feedback that will be used by your educators to make the school the best it can be.

For each survey item, please check the box that you agree with most.

| Question | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|----------------|-------|----------|-------------------|
| I feel like I have the opportunity for my ideas to be heard at school. | | | | |
| I feel comfortable asking my teachers or adults at school for help. | | | | |
| My teachers explain things clearly. | | | | |
| I understand what work my teachers expect me to do. | | | | |
| My teachers give us work to do in class that helps us learn. | | | | |
| My teachers explain to us why we are learning something when we start a new lesson. | | | | |
| My teachers give me meaningful feedback. | | | | |
| I know how I am expected to behave at school. | | | | |
| My teachers encourage me to do my best work. | | | | |

Examples of Artifactual Evidence

The following is a list of suggested artifactual evidence. Keep in mind that some items may be applicable to more than one Focus Area, and some items may be more appropriate for one grade level or subject than another. Examples include, but are not limited to the following:

- Classroom design/seating arrangements
- Copy of syllabus with classroom expectations
- Copy of classroom behavior plan
- Examples of positive learning environment in action
- Photographs of displays used for instruction
- Examples of parent communication
- Multiple approaches/opportunities to access curriculum
- Plan book
- Lesson plans
- Unit plans
- Mini-lessons
- Department meeting minutes/notes
- PLC conversations/groupings based on student needs
- Differentiated instruction through lesson plans and student work sample
- Projects/Activities
- Re-teaching/reinforcement opportunities
- Enrichment activities
- Workshop model/centers/stations
- Formative assessments
- Benchmark assessments
- Rubrics
- Performance assessments
- Exit slips
- Unit tests
- Student work samples demonstrating teacher feedback
- Contributions to PLC conversations/departments meetings
- Contributions to school community
- Collaboration/Co-planning/Co-teaching
- Interaction with student's families/community
- Participation in school activities/clubs/committees
- Participation in Professional Development opportunities
- Examples of peer feedback
- Participation in intervention/referral process
- Video clips
- Educator websites
- Blog
- Action Research
- Online sites/programs

Appendix C: State Law

RESOLVED, That the State Board of Education, pursuant to sections 51 through 56 of P.A. 12-116, amended by sections 23 and 24 of P.A. 12.2 of the June 12 Special Session, and in consultation with the Performance Evaluation Advisory Council (PEAC), adopts guidelines for a model teacher and administrator evaluation and support program.

HISTORICAL CONTEXT/BACKGROUND INFORMATION

Subsection (a) of Section 10-151b of the 2012 Supplemental to the Connecticut General Statutes (C.G.S.), as amended by Sec. 51 of P.A. 12-116, requires, in part, that the “superintendent of each local or regional board of education shall continuously evaluate or cause to be evaluated each teacher, in accordance with guidelines established by the State Board of Education, pursuant to subsection (c) of this section.” Subsection (c) of Section 10-151b, as amended by Sec. 51 of P.A. 12-116 (C.G.S.), requires that “on or before July 1, 2012, the State Board of Education shall adopt, in consultation with the Performance Evaluation Advisory Council established pursuant to section 10-151d, guidelines for a model teacher evaluation program. Such guidelines shall provide guidance on the use of multiple indicators of student academic growth in teacher evaluations. Such guidelines shall include, but not be limited to: (1) Methods for assessing student academic growth; (2) a consideration of control factors tracked by the state-wide public school system, pursuant to subsection (c) of section 10-10a, that may influence teacher performance ratings, including, but not limited to, student characteristics, student attendance and student mobility; and (3) minimum requirements for teacher evaluation instruments and procedures.” For this section, the term “teacher” shall include each certified professional employee below the rank of superintendent employed by a board of education for at least ninety days in a position requiring a certificate issued by the State Board of Education.

Senate Bill No. 458
Public Act No. 12-116
Sec 51- 56

Sec. 51. Section 10-151b of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof

Public Act No. 12-116 114 of 191

(a) The superintendent of each local or regional board of education shall [continuously] annually evaluate or cause to be evaluated each teacher, in accordance with guidelines established by the State Board of Education, pursuant to subsection (c) of this section, and such other guidelines as may be established by mutual agreement between the local or regional board of education and the teachers' representative chosen pursuant to section 10-153b, and may conduct additional formative evaluations toward producing an annual summative evaluation. An evaluation pursuant to this subsection shall include, but need not be limited to, strengths, areas needing improvement, strategies for improvement and multiple indicators of student academic growth. Claims of failure to follow the established procedures

of such evaluation and support programs shall be subject to the grievance procedure in collective bargaining agreements negotiated subsequent to July 1, 2004. In the event that a teacher does not receive a summative evaluation during the school year, such teacher shall receive a "not rated" designation for such school year. The superintendent shall report the status of teacher evaluations to the local or regional board of education on or before June first of each year. For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

(b) [Each] (1) Except as provided in subsection (d) of this section, each local and regional board of education shall develop and implement teacher evaluation programs consistent with guidelines [established] adopted by the State Board of Education, pursuant to subsection (c) of this section, and consistent with the plan developed in accordance with the provisions of subsection (b) of section 10-220a.

(2) Not later than June thirtieth of each year, each superintendent

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shall report to the Commissioner of Education the status of the implementation of teacher evaluations, including the frequency of evaluations, aggregate evaluation ratings, the number of teachers who have not been evaluated and other requirements as determined by the Department of Education.

(c) On or before July 1, 2012, the State Board of Education shall adopt, in consultation with the Performance Evaluation Advisory Council established pursuant to section 10-151d, guidelines for a model teacher evaluation and support program. Such guidelines shall [provide guidance on] include, but not be limited to, (1) the use of four performance evaluations designators: Exemplary, proficient, developing and below standard; (2) the use of multiple indicators of student academic growth and development in teacher evaluations; [. Such guidelines shall include, but not be limited to: (1) Methods] (3) methods for assessing student academic growth and development; [(2)] (4) a consideration of control factors tracked by the state-wide public school information system, pursuant to subsection (c) of section 10-10a, that may influence teacher performance ratings, including, but not limited to, student characteristics, student attendance and student mobility; [and (3)] (5) minimum requirements for teacher evaluation instruments and procedures, including scoring systems to determine exemplary, proficient, developing and below standard ratings; (6) the development and implementation of periodic training programs regarding the teacher evaluation and support program to be offered by the local or regional board of education or regional educational service center for the school district to teachers who are employed by such local or regional board of education and whose performance is being evaluated and to administrators who are employed by such local or regional board of education and who are conducting performance evaluations; (7) the provision of professional development services based on the individual or group of individuals' needs that are identified through the evaluation process; (8) the creation of individual

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teacher improvement and remediation plans for teachers whose performance is developing or below standard, designed in consultation with such teacher and his or her exclusive bargaining representative for certified teachers chosen pursuant to section 10-153b, and that (A) identify resources, support and other strategies to be provided by the local or regional board of education to address documented deficiencies, (B) indicate a timeline for implementing such resources, support, and other strategies, in the course of the same school year as the plan is issued, and (C) include indicators of success including a summative rating of proficient or better immediately at the conclusion of the improvement and remediation plan; (9) opportunities for career development and professional growth; and (10) a validation procedure to audit evaluation ratings of exemplary or below standard by the department, or a third-party entity approved by the department, to validate such exemplary or below standard evaluation ratings. The State Board of Education, following the completion of the teacher evaluation and support pilot program, pursuant to section 52 of this act, and the submission of the study of such pilot program, pursuant to section 53 of this act, shall validate the guidelines adopted under this subsection.

(d) The State Board of Education may waive the provisions of subdivision (1) of subsection (b) of this section for any local or regional board of education that has developed a teacher evaluation program prior to the validation of the model teacher evaluation and support program guidelines described in subsection (c) of this section and that the State Board of Education determines is in substantial compliance with such model teacher evaluation and support program guidelines.

Sec. 52. (NEW) (Effective from passage) (a) For the school year commencing July 1, 2012, the Commissioner of Education shall administer a teacher evaluation and support pilot program. Not later than June 1, 2012, the commissioner shall select, in accordance with the **Public Act No. 12-116 117 of 191**

provisions of subsection (d) of this section, at least eight school districts, but not more than ten school districts to participate in a teacher evaluation and support program based on the guidelines adopted pursuant to subsection (c) of section 10-151b of the general statutes, as amended by this act. For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

(b) The teacher evaluation and support pilot program described in subdivision (1) of subsection (a) of this section shall (1) assess and evaluate the implementation of a teacher evaluation and support program developed by a local or regional board of education pursuant to subsection (b) of section 10-151b of the general statutes, as amended by this act, that is in compliance with the guidelines for a teacher evaluation and support program adopted pursuant to subsection (c) of section 10-151b of the general statutes, as amended by this act, (2) identify district needs for technical assistance and support in implementing such teacher evaluation and support program, (3) provide training to administrators in how to conduct performance evaluations under the teacher evaluation and support program, (4) provide training to teachers being evaluated under the teacher evaluation and support program, (5)

include a validation process for performance evaluations to be conducted by the Department of Education, or the department's designee, and (6) provide funding for the administration of the teacher evaluation and support program developed by the local or regional board of education.

(c) On or before May 25, 2012, a local or regional board of education may apply, on a form provided and in a manner prescribed by the commissioner, to participate in the teacher evaluation and support pilot program.

(d) The commissioner shall select a diverse group of rural, suburban

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and urban school districts with varying levels of student academic performance to participate in the teacher evaluation and support pilot program. If the commissioner does not receive an adequate amount of applications for participation in the teacher evaluation and support pilot program, the commissioner shall select school districts for participation in such teacher evaluation and support pilot program to satisfy the representation requirements under this subsection.

Sec. 53. (NEW) (Effective from passage) (a) The Neag School of Education at The University of Connecticut shall study the implementation of the teacher evaluation and support pilot program described in section 52 of this act. Such study shall (1) analyze and evaluate the implementation of the teacher evaluation and support program adopted pursuant to subsection (b) of section 10-151b of the general statutes, as amended by this act, for each local or regional board of education participating in the teacher evaluation and support pilot program, (2) compare such teacher evaluation and support program adopted by each local or regional board of education pursuant to subsection (b) of section 10-151b of the general statutes, as amended by this act, to the teacher evaluation and support program guidelines adopted by the State Board of Education pursuant to subsection (c) of said section 10-151b, and (3) compare and evaluate the use of student performance data on the state-wide mastery examination, pursuant to section 10-14n of the general statutes, and the use of student performance data on progress monitoring tests approved by the State Board of Education as an indicator of and method for student academic growth and development.

(b) Upon completion of such study, but not later than January 1, 2014, the Neag School of Education at The University of Connecticut shall (1) submit to the State Board of Education such study and any recommendation concerning validation of the teacher evaluation and support program guidelines adopted by the State Board of Education

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pursuant to subsection (c) of section 10-151b of the general statutes, as amended by this act, and (2) submit such study to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a of the general statutes.

Sec. 54. (NEW) (Effective July 1, 2012) Prior to the implementation of the teacher evaluation and support program developed pursuant to subsection (b) of section 10-151b of the general statutes, as amended by this act, but not later than July 1, 2014, each local and regional board of education shall conduct training programs for all evaluators and orientation for all

teachers employed by such board relating to the provisions of such teacher evaluation and support program developed by such board of education. Such training shall provide instruction to evaluators in how to conduct proper performance evaluations prior to conducting an evaluation under the teacher evaluation and support program. Such orientation shall be completed by each teacher before a teacher receives an evaluation under the teacher evaluation and support program. For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

Sec. 55. (NEW) (Effective July 1, 2012) On July 1, 2014, and annually thereafter, the Commissioner of Education shall randomly select, within available appropriations, at least ten teacher evaluation and support programs developed pursuant to section 10-151b of the general statutes, as amended by this act, to be subject to a comprehensive audit conducted by the Department of Education. The department shall submit the results of such audits to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11- 4a of the general statutes.

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Sec. 56. Subsection (a) of section 10-220a of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2012):

(a) Each local or regional board of education shall provide an in- service training program for its teachers, administrators and pupil personnel who hold the initial educator, provisional educator or professional educator certificate. Such program shall provide such teachers, administrators and pupil personnel with information on (1) the nature and the relationship of drugs, as defined in subdivision (17) of section 21a-240, and alcohol to health and personality development, and procedures for discouraging their abuse, (2) health and mental health risk reduction education which includes, but need not be limited to, the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, as defined in section 19a-581, violence, teen dating violence, domestic violence, child abuse and youth suicide, (3) the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, including, but not limited to, children with attention-deficit hyperactivity disorder or learning disabilities, and methods for identifying, planning for and working effectively with special needs children in a regular classroom, (4) school violence prevention, conflict resolution, the prevention of and response to youth suicide and the identification and prevention of and response to bullying, as defined in subsection (a) of section 10-222d, except that those boards of education that implement any evidence-based model approach that is approved by the Department of Education and is consistent with subsection (d) of section 10-145a, subsection (a) of section 10-220a, as amended by this act, sections 10-222d, 10-222g and 10-222h, subsection (g) of section 10-233c and sections 1 and 3 of public act 08-160, shall not be required to provide in-service training on the identification and prevention of and

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response to bullying, (5) cardiopulmonary resuscitation and other emergency life-saving procedures, (6) computer and other information technology as applied to student learning and classroom instruction, communications and data management, (7) the teaching of the language arts, reading and reading readiness for teachers in grades kindergarten to three, inclusive, (8) second language acquisition in districts required to provide a program of bilingual education pursuant to section 10-17f, [and] (9) the requirements and obligations of a mandated reporter. Each local and regional board of education may allow any paraprofessional or noncertified employee to participate, on a voluntary basis, in any in-service training program provided pursuant to this section, and (10) the teacher evaluation and support program developed pursuant to subsection (b) of section 10-151b, as amended by this act. The State Board of Education, within available appropriations and utilizing available materials, shall assist and encourage local and regional boards of education to include: (A) Holocaust and genocide education and awareness; (B) the historical events surrounding the Great Famine in Ireland; (C) African-American history; (D) Puerto Rican history; (E) Native American history; (F) personal financial management; (G) domestic violence and teen dating violence; and (H) topics approved by the state board upon the request of local or regional boards of education as part of in-service training programs pursuant to this subsection.

Senate Bill No. 501

Public Act No. 12-2

Sec 23- 24

Sec. 23. Subdivision (1) of subsection (b) of section 10-151b of the 2012 supplement to the general statutes, as amended by section 51 of public act 12-116, is repealed and the following is substituted in lieu thereof (Effective from passage):

(b) (1) Except as provided in subsection (d) of this section, not later than September 1, 2013, each local and regional board of education shall develop and implement teacher evaluation programs consistent with guidelines adopted by the State Board of Education, pursuant to subsection (c) of this section, and consistent with the plan developed in accordance with the provisions of subsection (b) of section 10-220a.

Sec. 24. Subsections (a) and (b) of section 52 of public act 12-116 are repealed and the following is substituted in lieu thereof (Effective from passage):

(a) For the school year commencing July 1, 2012, the Commissioner of Education shall administer a teacher evaluation and support pilot program. Not later than June 1, 2012, the commissioner shall select, in accordance with the provisions of subsection (d) of this section, at least eight school districts or consortia of school districts, but not more than ten school districts or consortia of school districts to participate in a teacher evaluation and support program based on the guidelines adopted pursuant to subsection (c) of section 10-151b of the general statutes, as amended by [this act] public act 12-116. For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

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(b) The teacher evaluation and support pilot program described in subdivision (1) of subsection (a) of this section shall (1) assess and evaluate the implementation of a teacher evaluation and support program developed by a local or regional board of education pursuant to subsection (b) of section 10-151b of the general statutes, as amended by [this act] public act 12-116, that is in compliance with the guidelines for a teacher evaluation and support program adopted pursuant to subsection (c) of section 10-151b of the general statutes, as amended by [this act] public act 12-116, (2) identify district needs for technical assistance and support in implementing such teacher evaluation and support program, (3) provide training to administrators in how to conduct performance evaluations under the teacher evaluation and support program, (4) provide [training] orientation to teachers being evaluated under the teacher evaluation and support program, (5) include a validation process for performance evaluations to be conducted by the Department of Education, or the department's designee, and (6) provide funding for the administration of the teacher evaluation and support program developed by the local or regional board of education.

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Appendix D: CSDE PEAC Guidelines

CT State Board of Education-Adopted Revisions: Guidelines for Educator Evaluation

May 7, 2014

Dispute-Resolution Process

(3) In accordance with the requirement in the 1999 Connecticut Guidelines for Teacher Evaluation and Professional Development, in establishing or amending the local teacher evaluation plan, the local or regional board of education shall include a process for resolving disputes in cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. As an illustrative example of such a process (which serves as an option and not a requirement for districts), when such agreement cannot be reached, the issue in dispute may be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC). In this example, the superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. In the event the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding. This provision is to be utilized in accordance with the specified processes and parameters regarding goals/objectives, evaluation period, feedback, and professional development contained in this document entitled "Connecticut Guidelines for Educator Evaluation." Should the process established as required by the document entitled "Connecticut Guidelines for Educator Evaluation," dated June 2012 not result in resolution of a given issue, the determination regarding that issue shall be made by the superintendent. An example will be provided within the State model.

Rating System

2.1: 4-Level Matrix Rating System

(1) Annual summative evaluations provide each teacher with a summative rating aligned to one of four performance evaluation designators: Exemplary, Proficient, Developing and Below Standard.

(a) The performance levels shall be defined as follows:

- ☑ 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 term "performance" in the above shall mean "progress as defined by specified indicators." Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence. The SDE will work with PEAC to identify best practices as well as issues regarding the implementation of the

4-Level Matrix Rating System for further discussion prior to the 2015-16 academic year.

45% Student Growth Component

(c) One half (22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement, subject to the local dispute-resolution procedure as described in section 1.3, an additional non-standardized indicator.

a. For the 2014-15 academic year, the required use of state test data is suspended, pending federal approval, pursuant to PEAC's flexibility recommendation on January 29, 2014 and the State Board of Education's action on February 6, 2014.

b. Prior to the 2015-16 academic year, the SDE will work with PEAC to examine and evolve the system of standardized and non-standardized student learning indicators, including the use of interim assessments that lead to the state test to measure growth over time.

For the other half (22.5%) of the indicators of academic growth and development, there may be:

a. A maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute resolution procedure as described in section 1.3.

b. A minimum of one non-standardized indicator.

CSDE Guidelines/Core Requirements

In accordance with the PEAC established guidelines, CSDE has generated the following rubric to assist districts in the creation of aligned plans. The Rubric that follows was used in the design and review of the GPS Educator Professional Growth and Evaluation Manual

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

District Name/Evaluation Point-of-Contact: _____
Reviewer: _____
Date of Review: _____

Evaluation Process

| Indicators: | Does Not Meet | Partially Meets | Meets | Exceeds ¹ |
|--------------------------------|---|--|---|--|
| Timeline | No mention of a timeline for the evaluation process. | Vague and/or confusing mention of a timeline. | Clear timeline provided for the full cycle of the evaluation process, including general timing of each step throughout the year. Orientation shall not occur later than November 15 of a given school year. All steps must conclude by the end of the school year. | Detailed timeline, including specific month/day deadline by when each stage of the process will be completed. |
| Orientation | There is no mention of an opportunity provided for teacher to learn about the evaluation process. | Teacher will be provided with some information regarding the evaluation process, but information is incomplete or inadequate time is set aside. Does not apply to all teachers. | Orientation is specifically addressed as a required step. All teachers are provided with adequate and appropriate information/materials on the evaluation process, and there is opportunity to meet and review these materials. | The proposal goes into greater detail on how this information will be conveyed, including, but not limited to key messaging and sample materials/resources for the evaluator to incorporate. |
| Goal-Setting Conference | The goal-setting conference is not mentioned or addressed. | There is mention of a goal-setting conference, but there is little to no detail regarding what will be discussed during this meeting and/or specific | The goal-setting conference is specifically addressed as a required step. It will take place at the start of the school year. It is evident that this conference will result in an agreement between the evaluator and educator on | There is clear guidance on gathering extensive evidence and data in preparation for this meeting, including examples of what is most |



¹Assumes all conditions of “Meets” rating!

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

| | | | | |
|-------------------------------|--|--|--|--|
| | | <p>meeting outcomes.</p> <p>Does not apply to all teachers.</p> | <p>specific student learning targets and professional development focus areas based on evidence collected by the teacher about his/her practice. The principal/designee collects evidence about teacher practice to support the review.</p> | <p>relevant to gather/review. There may also be reference to where this information can be found.</p> <p>Includes guidance on developing a comprehensive multi-year professional growth plan and/or systems for monitoring progress.</p> |
| Mid-Year Check-In | <p>The mid-year check-in is not mentioned or addressed.</p> | <p>There is mention of a mid-year check-in but there is little to no detail regarding what will be discussed during this meeting and/or specific meeting outcomes.</p> <p>Does not apply to all teachers.</p> | <p>The Mid-Year Check-In is specifically addressed as a required step.</p> <p>Opportunity is provided for evaluators and teachers to review progress toward the goals/objectives at least once during the school year, using available information, including agreed upon indicators.</p> <p>This review allows for revisions to the strategies or approach being used and a mutually agreed upon adjustment of student learning goals.</p> | <p>Includes ongoing guidance on developing a comprehensive multi-year professional growth plan and/or systems for monitoring progress.</p> |
| End-of-Year Conference | <p>The end-of-year conference is not mentioned or addressed.</p> | <p>There is mention of an end-of-year review, but there is little to no detail regarding what will be discussed during this meeting and/or specific meeting outcomes.</p> <p>And/or there is no mention of the teacher</p> | <p>Both the teacher self-assessment and the end-of-year summative review are addressed as required steps.</p> <p>Opportunity is provided for both a teacher self-reflection and a final summative discussion between the teacher and evaluator.</p> <p>The teacher will collect evidence of student progress toward meeting the student learning goals/objectives and submit to evaluator. The teacher and evaluator have opportunity to discuss the extent to which</p> | <p>Includes an opportunity to reflect on the overall professional growth trajectory during the course of the year and to look ahead to professional learning needs for the future.</p> |

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

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|-------------------------------------|---|---|--|--|
| | | <p>self-assessment.</p> <p>Does not apply to all teachers.</p> | <p>students met the learning goals/objectives.</p> <p>Following the conference, the evaluator rates the teacher based on criteria for 4 levels of performance.</p> <p>Note: If state test data may have a significant impact on a final rating, it should be noted that a final rating may be revised before September 15th when state test data are available.</p> | |
| 4-Level Matrix Rating System | No mention of a rating system as applied to the summative review. | Rating system is provided but it does not fully align to the guidelines (as outlined under the “Meets” rating). | <p>Annual summative evaluations provide each teacher with a summative rating aligned to one of four performance evaluation designators: Exemplary, Proficient, Developing, and Below Standard.</p> <p>Determination of summative rating aligns with guidelines, including:</p> <ol style="list-style-type: none"> 1. Rating in each of four categories 2. Determination of an “outcomes” rating composed of the indicators of student growth and development rating (45%) and the whole-school student learning indicator and/or student feedback rating (5%). 3. Determination of a “practice” rating composed of the performance and practice rating (40%) and the peer or parent feedback rating (10%). 4. Combine outcomes rating and practice rating into a final rating | Matrix rating system is accompanied by a comprehensive key for use of the rating system. |

Feedback on Evaluation Process:

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

Category 1- 45% Student Outcomes/Achievement

Attainment of goals and/or objectives for student growth using **multiple indicators** of academic growth and development to measure the goals/objectives

| Indicators: | Does Not Meet | Partially Meets | Meets | Exceeds |
|--|--|---|---|---|
| Goal-Setting Process | No mention of what will be discussed/accomplished during the goal-setting process as applicable to student growth and development. | Some mention of what will be discussed during the goal-setting process, but a targeted goal of 1 to 4 objectives is not clear and/or there is no reference to Indicators of Academic Growth and Development (IAGDs). | <p>During the goal-setting meeting, at least 1, but no more than 4 goals/objectives for student growth are determined and Indicators of Academic Growth and Development (IAGDs) are established for each goal.</p> <p>It is evident that the process allows for all IAGDs to be mutually agreed-upon by the teacher and their evaluator and an agreement on the balance of weighting standardized and non-standardized indicators for the 45% component.</p> | |
| Indicators of Academic Growth and Development (IAGDs) | There is no reference to IAGDs. | <p>IAGDs are referenced, however, it is unclear or confusing what can be used as an IAGD.</p> <p>The standardized IAGD(s) account for less than 22.5% of the final summative rating in any instance where they are available.</p> | One half (or 22.5%) of the IAGDs used as evidence of whether goals/objectives are met are based on the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available (e.g. CMT, CAPT, etc.). | A comprehensive list of examples of what can be used as a standardized/non-standardized IAGD is provided within the proposal and as part of the orientation for teachers. |

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

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| | | | <p>May also include a maximum of one additional standardized indicator, if there is mutual agreement.</p> <p>A minimum of 1 non-standardized indicator is used in rating 22.5% of IAGDs (e.g. performances rated against a rubric, portfolios rated against a rubric, etc.).</p> <p>These IAGDs are fair, reliable, valid, and useful to the greatest extent possible as described in the Guidelines.</p> | |
|--|--|--|--|--|

Feedback for Category 1:

Category 2- 40% Teacher Performance and Practice
Observation of teacher practice and performance

| Indicators: | Does Not Meet | Partially Meets | Meets | Exceeds |
|-----------------------------|--|--|---|--|
| Observation Protocol | No mention of the observation requirement. | <p>Mention of the observation requirement, however the number of observations is inconsistent with the guidelines (by grouping of teachers, formal vs. informal, etc).</p> <p>There is no mention of</p> | Observation model is standards-based and involves multiple in-class visits throughout the year, including a combination of formal, informal, announced, and unannounced observations. | <p>Full explanation on how observations should be conducted, rated and debriefed.</p> <p>Rationale provided for why a particular framework was selected.</p> |

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

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|--|--|--|--|--|
| | | <p>expectations for feedback.</p> <p>Observation model is not standards-based.</p> | <p>Constructive oral and written feedback of observations is provided in a useful and timely manner.</p> <p>Minimum criteria:</p> <p>Year 1 and 2 teachers receive at least 3 formal in-class observations. Two of 3 include pre-conference and all include a post-conference.</p> <p>Teachers who receive a performance rating of below standard or developing receive a number of observation appropriate to their individual plan, but no fewer than 3 formal in-class observations. Two of the 3 must include a pre-conference and all include a post-conference.</p> <p>Teachers who receive a performance rating of proficient or exemplary receive a combination of at least 3 formal observations of practice, 1 of which must be formal in-class; to be agreed upon by teacher and evaluator. Examples of non-classroom observations or</p> | <p>Goes beyond the minimum criteria for differentiating observations based on experience, prior ratings, needs, and goals.</p> |
|--|--|--|--|--|

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

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|----------------------------|--|---|--|--|
| | | | <p>reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, review of lesson plans or other teaching artifacts.</p> <p>All evaluators are expected to provide timely written and verbal feedback for all observations.</p> | |
| Rubric | No mention of a rubric or process for reviewing observations. | Mention of a rubric and general guidelines, but actual rubric is not included, is unclear and/or does not include 4 performance levels. | <p>Observations will be rated using a rubric across 4 performance levels.</p> <p>Rubric should be included.</p> | Full rationale for why a certain rubric was selected and how it will be used throughout the evaluation process. |
| Norming/Calibration | No mention of an opportunity for training and calibrating evaluators on the observation model. | Minimal mention of training and calibration, but no clear plan articulated. | <p>District states that it will provide all evaluators with training in observation and evaluation and how to provide quality feedback.</p> <p>There is a mechanism in place for assessing individual evaluator proficiency on an on-going basis. There should also be a plan in place for those who do not demonstrate proficiency within a specified period of time.</p> | <p>District clearly outlines how it will provide all evaluators with training in observation and evaluation and how to provide quality feedback.</p> <p>As well, district defines mechanism for assessing evaluator proficiency on an ongoing basis.</p> |

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

Feedback for Category 2:

Category 3- 10% Parent OR Peer Feedback

Parent or peer feedback including surveys

Select which one applies to this proposal:

!!Parent Feedback OR

!!Peer Feedback

| Indicators: | Does Not Meet | Partially Meets | Meets | Exceeds |
|--|--|---|--|--|
| <p>General survey Protocol (as applicable) and Final Ratings System</p> | <p>Neither Parent or Peer Feedback is addressed within the proposal.</p> | <p>Parent and/or Peer Feedback is referenced, but it is unclear which feedback is being incorporated into the final summative evaluation and/or how it will be captured and reviewed.</p> | <p>Survey used to capture Parent or Peer Feedback is anonymous and demonstrates fairness, reliability, validity and usefulness.</p> <p>Provision is included for school governance council to assist in the development of whole-school surveys to align with school improvement goals.</p> <p>Clear explanation of how the parent or peer feedback will be captured, reviewed and summarized.</p> <p>For parent surveys, ratings are based on one of two options:</p> | <p>Innovative use of approaches such as focus groups, interviews, or teachers' own surveys may be used to collect information from students.</p> |

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

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| | | | <p>– a. Evidence from teacher developed student level indicators of improvement in areas of need as identified by the school level survey results; or</p> <p>– b. Evidence of teacher’s implementation of strategies to address areas of need as identified by the survey results.</p> <p>The parent or peer feedback rating is across four performance levels.</p> | |
|--|--|--|---|--|

Feedback for Category 3:

Category 4- 5% Whole-School Student Learning OR Student Feedback

Whole-school student learning indicators or student feedback

Select which one applies to this proposal:

!!Whole-School Student Learning OR

!!Student Feedback!

| Indicators: | Does Not Meet | Partially Meets | Meets | Exceeds |
|--|--|---|---|---|
| (as applicable) Selection of Whole-School Learning Indicators | Neither Whole-School Student Learning indicator and/or Student Feedback are addressed in the proposal. | Whole-School Student Learning indicator and/or Student Feedback are referenced, but it is unclear which feedback is being | For districts using the Whole-School Student Learning indicator, ratings are represented by the aggregate rating for multiple student | Full explanation of rationale for how Whole-School Student Learning Indicator was selected/why? |

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

| | | | | |
|--|--|--|--|--|
| <p><i>AND/OR</i></p> <p><i>(as applicable)</i> Student Survey Protocol</p> | | <p>incorporated into the final summative evaluation and/or how it will be captured and reviewed.</p> | <p>learning indicators established for the administrator’s evaluation rating.</p> <p>Survey is anonymous, and demonstrates fairness, reliability, validity and usefulness.</p> <p>Provision is included for school governance council to assist in the development of whole-school surveys to align with school improvement goals.</p> <p>Surveys use age and grade-level appropriate language and administration protocol must be administered to each student</p> <p>Results from surveys addressed by teachers align with student learning goals.</p> <p>For whole-school student surveys, ratings are based on one of two options:</p> <p>– a. Evidence from teacher developed student level indicators of improvement in areas of need as identified by</p> | <p>Innovative use of approaches such as focus groups, interviews, or teachers’ own surveys may be used to collect information from students.</p> |
|--|--|--|--|--|

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

| | | | | |
|--|---|---|---|----------------|
| | | | <p>the school level survey results; or</p> <p>– b. Evidence of teacher’s implementation of strategies to address areas of need as identified by the survey results.</p> <p>Either the Whole-School Student Learning Indicator OR the student feedback rating shall be among 4 performance levels.</p> | |
| <i>Feedback for Category 4:</i> | | | | |
| Other Required Items: | | | | |
| Indicators | Does Not Meet | Partially Meets | Meets | Exceeds |
| Definition of Effectiveness and Ineffectiveness | There is no definition of effectiveness and ineffectiveness provided. | Definitions of effectiveness and ineffectiveness are provided, but are unclear, inconsistent and/or do not utilize a pattern of summative ratings derived from the new evaluation system. | District defines effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system. | |
| Evaluation-Based Professional Learning | There is no mention of evaluation-based professional learning. | There is vague or incomplete mention of evaluation-based professional learning. | District articulates how they plan to provide professional learning opportunities for teachers, based on the individual or group of individuals’ needs that are | |

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

| | | | | |
|---|--|---|---|--|
| | | | identified through the evaluation process. Learning opportunities are clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observations of professional practice, and/or the results of stakeholder feedback. | |
| Career Development and Professional Growth | There is no mention of career development and professional growth. | There is vague or incomplete mention of career development and professional growth and/or it is not linked to the evaluation process. | District provides opportunities for career development and professional growth based on performance identified through the evaluation process. Examples include, but are not limited to: observation of peers, mentoring/coaching early-career teachers, leading Professional Learning Communities for their peers, differentiated career pathways. | |
| Individual Teacher Improvement and Remediation Plans | There is no mention of individual teacher improvement and remediation plans. | There is vague or incomplete mention of individual teacher improvement and remediation plans. | District demonstrates that it will create plans of individual teacher improvement and remediation for teachers whose performance is developing or below standard, designed in consultation with such teacher and his/her exclusive | |

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

Feedback on Other Core Requirements:

Final Summary:

| Section | Overall rating | Comments |
|---|----------------|----------|
| Evaluation Process: | | |
| Category 1- Student Outcomes: | | |
| Category 2- Teacher Performance and Practice: | | |
| Category 3- Parent or Peer Feedback: | | |
| Category 4- Whole-School Student Learning or Student Feedback: | | |
| Other: | | |

!

- Approved- meets guidelines**
- Not Approved- does not meet guidelines, must be resubmitted for review by: _____**

Appendix E: Code of Professional Responsibility for Educators

CONNECTICUT STATE DEPARTMENT OF EDUCATION

2010 Common Core of Teaching: Foundational Skills

Code of Professional Responsibility for Educators

(a) Preamble

The Code of Professional Responsibility for Educators is a set of principles which the education profession expects its members to honor and follow. These principles set forth, on behalf of the education profession and the public it serves, standards to guide conduct and the judicious appraisal of conduct in situations that have professional and ethical implications. The Code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession.

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the educator accepts both the public trust and the responsibilities to practice the profession according to the highest possible degree of ethical conduct and standards. Such responsibilities include the commitment to the students, the profession, the community and the family.

Consistent with applicable law, the Code of Professional Responsibility for Educators shall serve as a basis for decisions on issues pertaining to certification and employment. The code shall apply to all educators holding, applying or completing preparation for a certificate, authorization or permit or other credential from the State Board of Education. For the purposes of this section, "educator" includes superintendents, administrators, teachers, special services professionals, coaches, substitute teachers and paraprofessionals.

PROFESSIONAL CONDUCT

(b) Responsibility to the student

- (1) The professional educator, in full recognition of his or her obligation to the student, shall:
 - (A) Recognize, respect and uphold the dignity and worth of students as individual human beings, and, therefore, deal justly and considerately with students;
 - (B) Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of content area matter;
 - (C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;
 - (D) Foster in students the full understanding, application and preservation of democratic principles and processes;
 - (E) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
 - (F) Assist students in the formulation of worthy, positive goals;
 - (G) Promote the right and freedom of students to learn, explore ideas, develop critical thinking, problem-solving, and necessary learning skills to acquire the knowledge needed to achieve their full potential;
 - (H) Remain steadfast in guaranteeing equal opportunity for quality education for all students;
 - (I) Maintain the confidentiality of information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice;
 - (J) Create an emotionally and physically safe and healthy learning environment for all students; and

CONNECTICUT STATE DEPARTMENT OF EDUCATION
2010 Common Core of Teaching: Foundational Skills

- (K) Apply discipline promptly, impartially, appropriately and with compassion.
- (c) Responsibility to the profession
- (1) The professional educator, in full recognition of his or her obligation to the profession, shall:
 - (A) Conduct himself or herself as a professional realizing that his or her actions reflect directly upon the status and substance of the profession;
 - (B) Uphold the professional educator's right to serve effectively;
 - (C) Uphold the principle of academic freedom;
 - (D) Strive to exercise the highest level of professional judgment;
 - (E) Engage in professional learning to promote and implement research-based best educational practices;
 - (F) Assume responsibility for his or her professional development;
 - (G) Encourage the participation of educators in the process of educational decision-making;
 - (H) Promote the employment of only qualified and fully certificated, authorized or permitted educators;
 - (I) Encourage promising, qualified and competent individuals to enter the profession;
 - (J) Maintain the confidentiality of information concerning colleagues and dispense such information only when prescribed or directed by federal or state law or professional practice;
 - (K) Honor professional contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract;
 - (L) Create a culture that encourages purposeful collaboration and dialogue among all stakeholders;
 - (M) Promote and maintain ongoing communication among all stakeholders; and
 - (N) Provide effective leadership to ensure continuous focus on student achievement.
- (d) Responsibility to the community
- (1) The professional educator, in full recognition of the public trust vested in the profession, shall:
 - (A) Be cognizant of the influence of educators upon the community-at-large, obey local, state and national laws;
 - (B) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
 - (C) Promote the principles and ideals of democratic citizenship; and
 - (D) Endeavor to secure equal educational opportunities for all students.
- (e) Responsibility to the student's family
- (1) The professional educator in recognition of the public trust vested in the profession, shall:
 - (A) Respect the dignity of each family, its culture, customs, and beliefs;
 - (B) Promote, respond, and maintain appropriate communications with the family, staff and administration;
 - (C) Consider the family's concerns and perspectives on issues involving its children; and
 - (D) Encourage participation of the family in the educational process.

CONNECTICUT STATE DEPARTMENT OF EDUCATION
2010 Common Core of Teaching: Foundational Skills

UNPROFESSIONAL CONDUCT*

- (f) The professional educator, in full recognition of his or her obligation to the student, shall not:
 - (A) Abuse his or her position as a professional with students for private advantage;
 - (B) Discriminate against students.
 - (C) Sexually or physically harass or abuse students;
 - (D) Emotionally abuse students; or
 - (E) Engage in any misconduct which would put students at risk; and

- (g) The professional educator, in full recognition of his or her obligation to the profession, shall not:
 - (A) Obtain a certificate, authorization, permit or other credential issued by the state board of education or obtain employment by misrepresentation, forgery or fraud;
 - (B) Accept any gratuity, gift or favor that would impair or influence professional decisions or actions;
 - (C) Misrepresent his, her or another's professional qualifications or competencies;
 - (D) Sexually, physically or emotionally harass or abuse district employees;
 - (E) Misuse district funds and/or district property; or
 - (F) Engage in any misconduct which would impair his or her ability to serve effectively in the profession; and

- (h) The professional educator, in full recognition of the public trust vested in the profession, shall not:
 - (A) Exploit the educational institution for personal gain;
 - (B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust; or
 - (C) Knowingly misrepresent facts or make false statements.

*Unprofessional conduct is not limited to the descriptors listed above. When in doubt regarding whether a specific course of action constitutes professional or unprofessional conduct please seek advice from your school district or preparation institution.

- (i) Code revision

This Code shall be reviewed for potential revision concurrently with the revision of the Regulations Concerning State Educator Certificates, Permits and Authorizations, by the Connecticut Advisory Council for Teacher Professional Standards. As a part of such reviews, a process shall be established to receive input and comment from all interested parties.

Appendix F: Glossary of Terms

| Term | Definition |
|------------------------------------|---|
| Administrator/Leader/Evaluator | Those individuals in positions requiring an administrative certification, including, but not limited to principals. |
| Artifacts | Any item, work sample or piece of evidence, which supports or exemplifies teacher methods, practices or success (See Artifact Examples on page 81 of Appendix B) |
| Assessments | May be created by the educator or externally produced and include, but are not limited to, observation, functional behavior assessment, performance assessment, or application of learning. |
| Assessment Criteria | Includes but are not limited to screening, instructional planning, monitoring student progress, diagnostics, and program/curriculum evaluation. |
| Authentic Assessment: | A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. |
| Beginning of Year Conference (BYC) | The annual evaluation process between an educator and evaluator is anchored in a minimum of three performance conversations that occur at the beginning, middle, and end of the school year. The evaluator and educator must complete at least one Beginning-of-Year Conference (BYC) at which they set the educator's goals and objectives for the year. |
| Consistently | Constantly adhering to the same principles. |
| Developing Practice | Meeting some indicators of performance but not others |
| Discourse: | The purposeful interaction between and among educators and students, in which ideas and multiple perspectives are represented, communicated, and challenged, with the goal of creating greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thoughts, feedback), visual dialogue (charts, graphs, paintings or images that represent student and educator thinking/reasoning), or dialogue through technological or digital resources. |
| Educator | All individuals in positions that require certification, including, but not limited to classroom educators. |
| Effective Practice | Meeting indicators of performance. |
| End-of-Year Conference (EYC) | The annual evaluation process between an educator and evaluator (administrator or designee) is anchored in a minimum of three performance conversations that occur at the beginning, middle and end of the school year. It is expected that the End-of-Year Conference (EYC) will occur in May or June but no later than June 1st. During the End-of-Year Conference (EYC), the Educator will present his or her self-assessment and related documentation for discussion, and the evaluator will present his or her evaluation of the Educator's |

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| | performance. These conversations are collaborative and require reflection and preparation by both the evaluator and the Educator in order to be productive and meaningful. |
| Evidence | See Artifact Examples |
| Exceptional Practice | Substantially exceeding indicators of performance. |
| Descriptive Feedback | Includes both verbal and written feedback that captures and explains students' strengths and weaknesses, including suggestions for improvement when needed. |
| Focus Area | Refers to the areas to be assessed through educator observation. |
| Formal Classroom Observation | Length to include a complete lesson or focus area and/or class period; includes pre- and post-conferencing (new educators may choose to have their mentors at the post-conference); verbal feedback is to be provided within five school days, with written feedback to follow within ten school days. |
| Review of Practice | Length to include a mutually agreed-upon portion of a professional meeting, such as PLC, department, mentoring, lesson plan review; includes pre-conference, which may be held with a group; post-conference may be individual or group; verbal feedback is to be provided within 5 days, with written feedback to follow within ten school days. |
| Formative Assessment | Designed and scored by an individual Educator, grade level or department team to assess student understanding of a particular standards or objectives in order to inform instruction or guide educators to adjust or differentiate instruction to meet the learner's needs. |
| Frequently | Often, many times. |
| Health Data | Any information provided by parents or school nurse regarding health concerns such as medical, physical, visual, auditory, mental/emotional, medications, etc. that might impact student learning. |
| IAGD | An Indicator of Academic Growth and Development (IAGD) is the specific evidence, with quantitative targets, that will demonstrate whether a Student Learning Objective (SLO) was met. Each SLO must include at least one IAGD. Each IAGD must make clear (1) what evidence will be examined, (2) what level of performance is targeted and (3) what proportion of students is projected to achieve the targeted performance level. |
| Indicator | Refers to the specific expectations within each focus area. |
| Individualized Feedback | Feedback that addresses a specific student's work with commendations and recommendations. Feedback should include areas of educator strength, suggestions for growth, additional support needed (including but not limited to professional development, peer coaching, etc.). |
| Informal Observation | Length of observation at the discretion of the evaluator; no pre-conference; unannounced; verbal feedback is optional; written feedback (Appendix B) left with the educator with opportunity for written educator response; opportunity for post-conference as requested by administrator and/or educator. |

| | |
|---------------------------|--|
| Ineffective Practice | Not meeting indicators of performance. |
| Intervention | Any additional or alternative method attempted to improve student understanding, learning, or growth. |
| Inquiry-Based Learning | Occurs when students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution of a particular community-based, school-based or regional or global problem, which has relevance to their world. The educator's role in inquiry-based learning is one of facilitator or resource, rather than dispenser of knowledge. |
| Learning Expectations | Objectives that apply to a specific content area, unit, or lesson. |
| Learning Environment | Any environment where instruction and learning occur. |
| Mid-Year Conference (MYC) | The annual evaluation process between an educator and evaluator is anchored in a minimum of three performance conversations that occur at the beginning, middle, and end of the school year. The evaluator and Educator must complete at least one Mid-Year Conference (MYC) at which they review progress on the educator's goals and objectives to date. The MYC is an important point in the year for addressing concerns, reviewing results, and adjusting goals and objectives as needed. Evaluators can deliver mid-year formative information on categories of the evaluation <i>Continuum</i> for which evidence has been gathered and analyzed. If needed, educators and evaluators can mutually agree to revise goals and/or objectives (Appendix B) |
| Multiple Sets of Data | Any sets of results educators collect to analyze student growth – can include but not limited to benchmark assessments, formative assessments, summative assessments, standardized test results, curriculum based measures, etc. |
| Occasionally | At times; from time to time; now and then. |
| Post-Conference | A post-conference follows a formal observation or review of practice and may or may not follow an informal observation or review of practice. Post-conferences provide a forum for reflecting on the observation/review of practice against the <i>Continuum</i> and for generating action steps that will lead to the educator's improvement. |
| Rarely | Infrequently; seldom |
| Referral Process | The process through which a student of concern is considered for evaluation – follow district SRBI manual. |
| Rigor/Rigorous Learning | Rigorous learning stretches students beyond their “comfort zone,” focusing on integrating knowledge in various disciplines and the world at large. Rigor in this context does not refer to difficulty of a course or content. Rigor is motivated by relevance. When learning is rigorous, students make connections between that learning and studies in other areas, as well as connections to real life applications. |
| Routines and Transitions | Routines are non-instructional organizational activities such as attendance, or distribution of materials in preparation for instruction. Transitions are non-instructional activities such as moving from one classroom activity, grouping, task or context to another. |

| | |
|-------------------------|---|
| SLO | A Student Learning Objective (SLO) is an academic goal that educators/administrators and evaluators set for groups of students. Educator SLOs contain three component parts: broad goals for student learning that address a central purpose, a rationale that explains why this is an important area of improvement, and at least one Indicators of IAGD, which is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. |
| SPI | SPI is the School Performance Index and indicates overall student performance in a school based on State standardized testing. |
| SMART Goal | At the start of the school year, each educator will work with his or her evaluator to develop his or her practice and performance goal(s) and SLOs through mutual agreement. All goals should have a clear link to student achievement and school/district priorities. <ul style="list-style-type: none"> Goals should be SMART: S=Specific and Strategic M=Measurable A=Aligned and Attainable R=Results-Oriented T=Time-Bound |
| Standardized Assessment | A standardized assessment has all of the following features: <ul style="list-style-type: none"> Administered and scored in a consistent or standard manner Aligned to a set of academic standards Broadly administered (e.g., nation or statewide) Commercially produced Often administered only once per year, although standardized assessments are administered two or three times per year |
| Student Growth | A positive change in student achievement between at least two points in time as determined by the school district, taking into consideration the unique abilities and/or disabilities of each student, including English language learners. |
| Summative Assessment | Identify the learner's achievement or progress made at a certain point in time against predetermined criteria. |
| Timely Feedback | Feedback will be provided to students within a time frame as stipulated by BOE policy. |

Appendix G: Frequently Asked Questions

Educator Evaluation: Frequently Asked Questions

1. What if I teach in a collaborative classroom? Will my demographics affect my score?
 - a. Your SLO is based on the goal you set for your students with your evaluator during your initial objectives setting meeting. Your goals will be based upon the prior knowledge of the particular set of students who's scores will be used for your SLO.
2. What happens if my evaluator and I disagree?
 - a. Disputes between educators and evaluators can be resolved through an appeals process involving an independent board.
3. Will feedback be provided to evaluators?
 - a. Staff will have the opportunity to address concerns and provide feedback to evaluators through surveys.
4. Will we be told what indicators are being addressed in observations?
 - a. Indicators up for review will be discussed in pre and post conferences and will most often be linked to the objectives set by the educator with the evaluator.
5. Will the SLOs be based on the performance of all of my students, a subset of my students, or only students that take a state test?
 - a. If any of your students take a state test an SLO goal for their performance is required. In the case of multiple sections of more than one prep a target group will be selected but must be made up of a majority of the students who are being assessed.

Appendix H: Administrator Calibration/Feedback Training

Teacher Evaluator Professional Development Series

The Teacher Evaluator Professional Development Series is the Third Module in ReVision Learning's Teacher Effectiveness and Performance Evaluation programming. This Module is designed to prepare primary and complementary evaluators to implement new teacher evaluation systems and increase teacher effectiveness. Participants will:

- operationalize their district rubric (Instructional Framework)
- build inter-rater agreement
- identify specific observation techniques
- analyze their leadership style and its impact on providing feedback
- learn coaching techniques that lead to teacher growth

Professional Development for Implementation of Teacher Evaluation

| SERVICE AND TRAINING | DURATION |
|--|--|
| <p>Module 3 Session A: Understanding Your District Rubric</p> <p>During this session, evaluators are introduced to their district's rubric (instructional framework) and engage in activities to help them develop an understanding of the framework. These activities can also be used to support the work at the school level to introduce and dissect the framework with teachers.</p> | <p>3 hours</p> |
| <p>Module 3 Session B: Evaluator Calibration Training</p> <p>These two days are focused on calibration activities. Administrators engage in activities to view and dissect instruction and then align their observations to the district framework. Through reviews of evidence collected on sample lessons, an understanding of the inter-rater agreement that currently exists among administrators is established and targeted growth needs are recommended.</p> | <p>12 hours</p> <p>Best when completed as consecutive days</p> |
| <p>Module 3 Session C: Understanding Your Leadership Style</p> <p>These two days are dedicated to DiSC® Leadership Profiles with a focus on helping administrators understand how their leadership style plays a role in supervision and evaluation work with teachers.</p> | <p>12 hours</p> <p>Can be divided into 3 or 6 hour segments</p> |
| <p>Module 3 Session D: Teacher Evaluation Support and Feedback</p> <p>This two-day session is focused on feedback and support. The work is designed to help administrators and other teacher evaluators consider the leadership approaches they take with teachers. The session is focused through the lens of the Learner Focused Relationship model and integrates elements of Cognitive Coaching™ research. A direct link is made to the DiSC® work completed in M3SC as administrators are introduced to leadership preferences in relationship to their interaction with teachers.</p> | <p>12 hours</p> <p>Can be divided into 6 hour segments</p> |

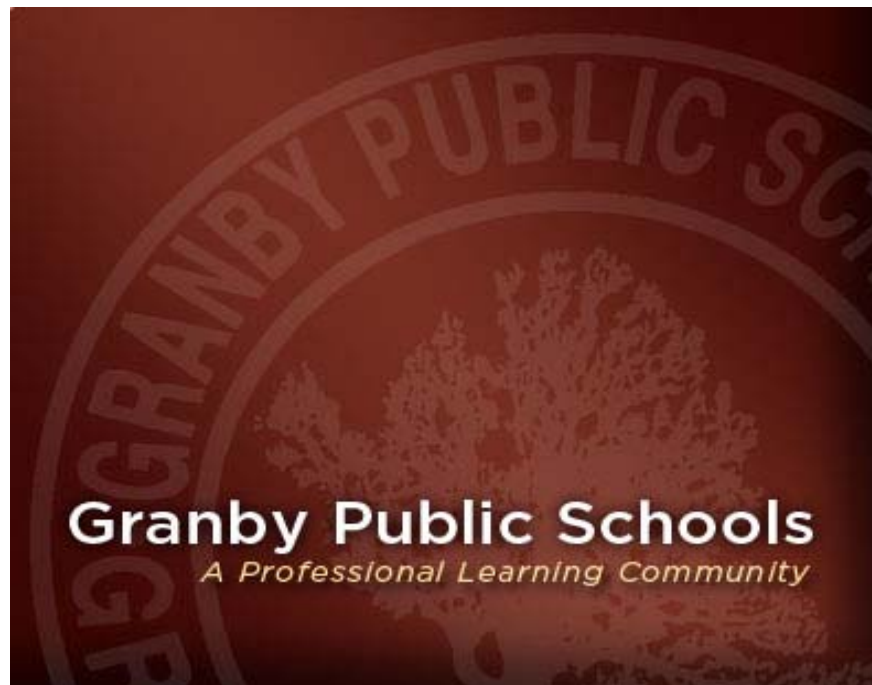
On-going calibration training is recommended to ensure constant interaction with the rubric (framework of instruction) being used. Additional intensive support is available through the ReVision Learning One-One Coaching Model to support administrators and evaluators in implementation of the district system.

SUPERVISOR PERFORMANCE CONTINUUM SELF-ASSESSMENT

Reflect on the indicators for each domain of the continuum. Determine your rating, 1 through 4, according to your current assessment of your practices. Use the “Beginning” and “Proficient” performance descriptions to guide your rating decisions.

| | INDICATOR | BEGINNING | SELF-ASSESSMENT RATING | | | | PROFICIENT |
|---------------------------------------|---|---|------------------------|---|---|---|--|
| | | | 1 | 2 | 3 | 4 | |
| DOMAIN 1 – Evidence-Based Observation | A. Evidence cited is directly tied to the expected indicators of performance. | Little to no connections have been made between teaching practice and performance indicators. | 1 | 2 | 3 | 4 | Clear and accurate connections have been made between teaching practice and the indicators of performance designated within a rubric for the district and/or school. |
| | B. Evidence cited includes a balance of qualitative and quantitative data. | Evidence cited about teaching practice includes only one type of data leaving little tangible support for teacher growth and improvement. | 1 | 2 | 3 | 4 | Evidence cited is balanced between qualitative and quantitative statements and facts that provide supportive suggestions and potential benchmarks for teacher growth and improvement. |
| | C. Evidence cited is associated with student interaction and learning and has been directly tied back to the implementation of chosen teaching strategies used during lesson. | Little to no connections have been made between student learning objectives and selected teaching strategies. | 1 | 2 | 3 | 4 | Supervisor has provided detailed feedback that strongly links observed teaching practice to expected student learning objectives and outcomes. |
| | D. Evidence cited includes areas of strengths as well as areas of growth. | Clear areas for teacher growth have not been identified or have little to do with observed lesson and teaching practice. | 1 | 2 | 3 | 4 | Supervisor provides explicit evidence that supports areas of growth across multiple indicators of the teacher performance rubric while reinforcing positive practice through articulation of effective teaching practice. |
| | E. Evidence cited is objectively stated and without opinion. | Evidence cited about teaching practice is judgmental and based on opinions. Little to no objective evidence has been identified. | 1 | 2 | 3 | 4 | Evidence is non-judgmental and data collected is evidence-based including such things as quotes from teacher and/or students, statements showing evidence from assessments or student work, tallies, or other non-judgmental statements that link situations/moments in the class to effective teaching practice or student learning outcomes. |
| | F. Evidence cited is effectively communicated through the demonstration of strong written communication skills. | Supervisor does not demonstrate written skills that effectively communicate important findings from the observation. | 1 | 2 | 3 | 4 | Supervisor’s written communication is clear and concise providing supportive areas for development and new learning that can be identified by the teacher. |

Granby Public Schools



Granby Administrator Effectiveness, Professional Learning, and Performance Evaluation Manual

REVISED July 1, 2015

Administrator Evaluation Manual
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GRANBY PUBLIC SCHOOLS

Educator Effectiveness, Professional Learning and Performance Evaluation: The Process for Supervising and Evaluating Granby Educators

CHANGE NAMES

Board of Education:

Ronald Walther (Chairman)

Ben Perron (Vice Chairman)

Lynn Guelzow (Secretary)

Jenny Emery

Mark Fiorentino

Melissa Migliaccio

Rosemarie Weber

Superintendent:

Alan Addley

District Administrators:

Patricia Law, Ed.D., Director of Curriculum and Professional Development

Robert Gilbert, Director of Teaching and Talent Development

Aimee Martin, Director of Pupil Personnel Services

Mary Jocelyn-Gadd, Ed.D., High School Principal

Kimberly Calcasola, Ed.D., High School Assistant Principal

Julie Groene, High School Assistant Principal & Guidance Director

Gary Travers, Middle School Interim Principal

Michael Dunn, Kelly Lane Intermediate School Principal

Anna Forlenza-Bailey, Ph.D., Wells Road Intermediate School Principal

Kimberly Dessert, F.M. Kearns Primary School Principal

Overview of Administrator Evaluation Process

Introduction

A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness. The Granby Public Schools administrator evaluation system defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); (3) and the perceptions of the administrator's leadership among key stakeholders in their community.

Annual summative evaluations provide each administrator with a summative rating aligned to one of four performance levels:

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

Evaluation and the District Vision and Mission

As a district, we are responsible to ensure that effective teaching is supported in all classes by developing human capacity. Granby believes that a community of learners is the foundation to continuous growth for all professionals, especially its leaders. These important values are codified through the following important organizational elements:

Beliefs and Core Values

To achieve Granby's vision of implementing a collaborative and reflective educator supervision and evaluation process that ensures every student is taught by a competent, highly qualified educator, the goals of this evaluation system are to:

- Ensure the learning and growth of all professionals and students;
- Ensure the continuation of Granby's professional collaborative model, including PLC and team meetings that allow for continued reflection, collaboration, and communication around student growth and student learning;
- Ensure the continuation and deepening of opportunities for professional sharing and feedback in support of continuous learning;
- Provide a structure/format that allows educators to document and to share evidence of best practice;
- Effectively and critically collaborate to improve practice; and
- As a district, ensure that effective teaching is supported in all classes by developing human capacity.

Vision

Every student educated in the Granby Public Schools will graduate on time, prepared for 21st Century Citizenship.

Mission

All students will become powerful thinkers, effective collaborators, and compassionate contributors in preparation for success in a dynamic, interdependent world.

Achievement Goal

By 2015, students will demonstrate powerful thinking by systematically solving problems through analyzing and synthesizing information and articulating/defending a position.

Learning Principles

The Granby learning principles reflect our district's beliefs and values and describe the non-negotiable conditions required in every learning environment that are a guaranteed right for every student. These conditions constitute effective teaching and learning and serve as guiding principles in which staff and students are held accountable. Students learn best when teachers provide opportunities for them to:

1. contribute to the creation of a positive, safe, and supportive learning environment that personalizes learning, celebrates growth, and fosters risk taking, collaboration, discourse, and questioning;
2. take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting, and applying meaningful and timely feedback
3. have choices, engage in exploration and practice, and demonstrate perseverance;
4. engage in authentic, real-world, and relevant tasks that challenge them to demonstrate their understanding in varied and meaningful ways;
5. build upon prior knowledge, make connections, and transfer learning to new situations; and
6. understand clearly defined learning objectives that represent big ideas and that teacher's model and structure to foster independence.

Theory of Action

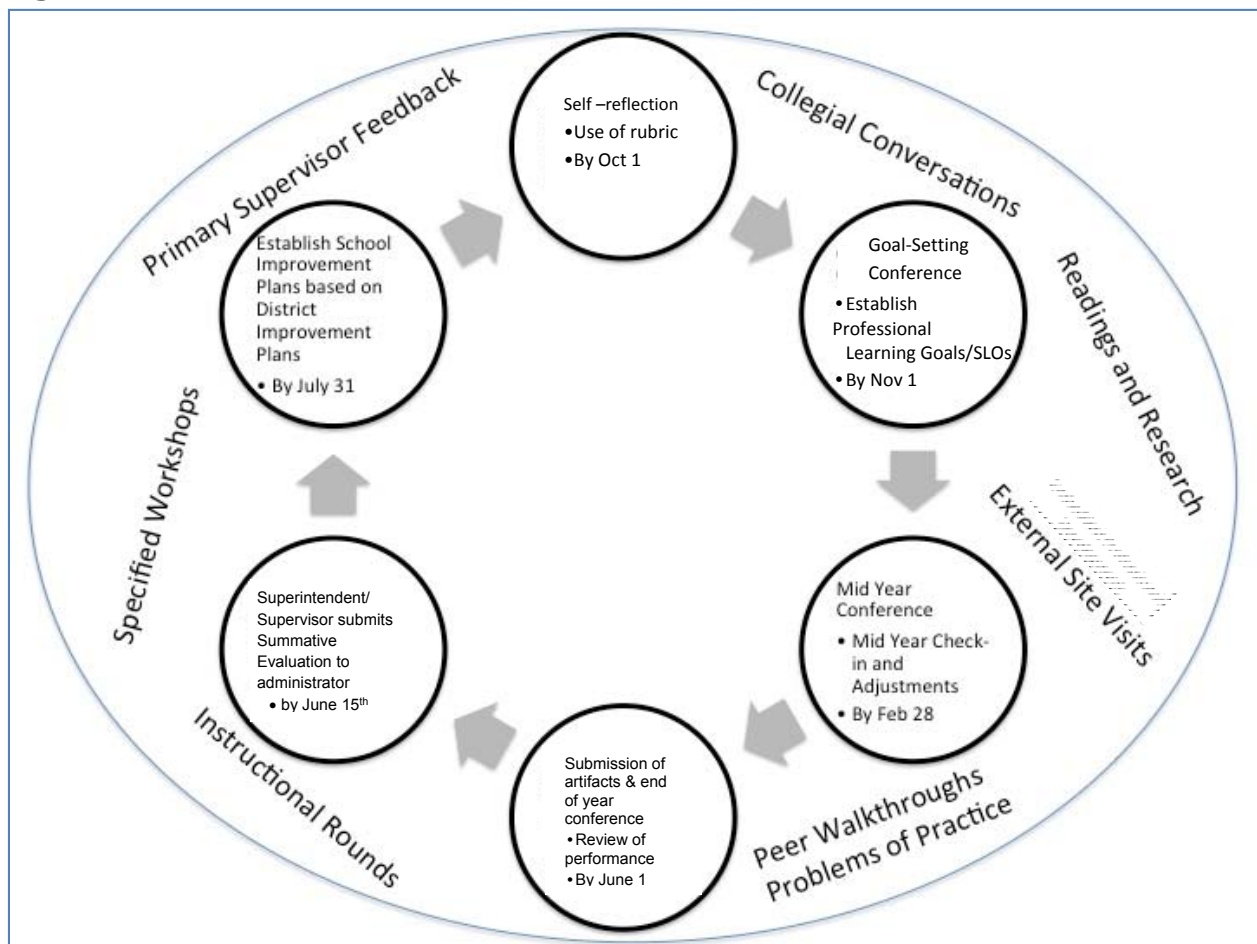
We know Educator quality has the greatest impact on increasing student learning. Therefore, if students are provided access to highly effective Educators who also develop caring responsive relationships, AND if the structures and culture of professional learning communities are used to support high expectations for student learning in and improve instruction through the use of standards-based curriculum, data driven decision making, effective teaching strategies, ongoing monitoring, and flexible time for struggling learners, THEN We will meet the needs of all learners and all students will achieve at high levels.

Four Categories of Administrator Evaluation

Overview of Process

Administrators and supervisors interact throughout the process in support of a thorough analysis of professional performance. A strong combination of self-reflection and interaction with a supervisor provides the necessary review of practice to support administrator growth and development. **Figure 1** graphically represents the on-going cycle of professional review and development for Granby Public Schools administrators.

Figure 1



Essential to the process is the establishment of School Improvement Plans aligned to district improvement plans. Review of this and other fundamental school planning documents along with a self-reflection provides the context for administrators to set goals in support of student performance as well as their own professional learning. Stakeholder feedback is also made available to support goals setting and year-long growth planning. These growth goals become the focus of collegial discussion during a mid-year Conference

to ensure administrators are tracking towards their anticipated performance and achievement outcomes. **(See Form A in Appendix C).**

Self-Reflection and Goal Setting and Review

The goal setting process is predicated on the collection of various sets of data that will allow an administrator's to truly reflect upon their practice and the outcomes of their previous year. Form A outlines the structure for this process.

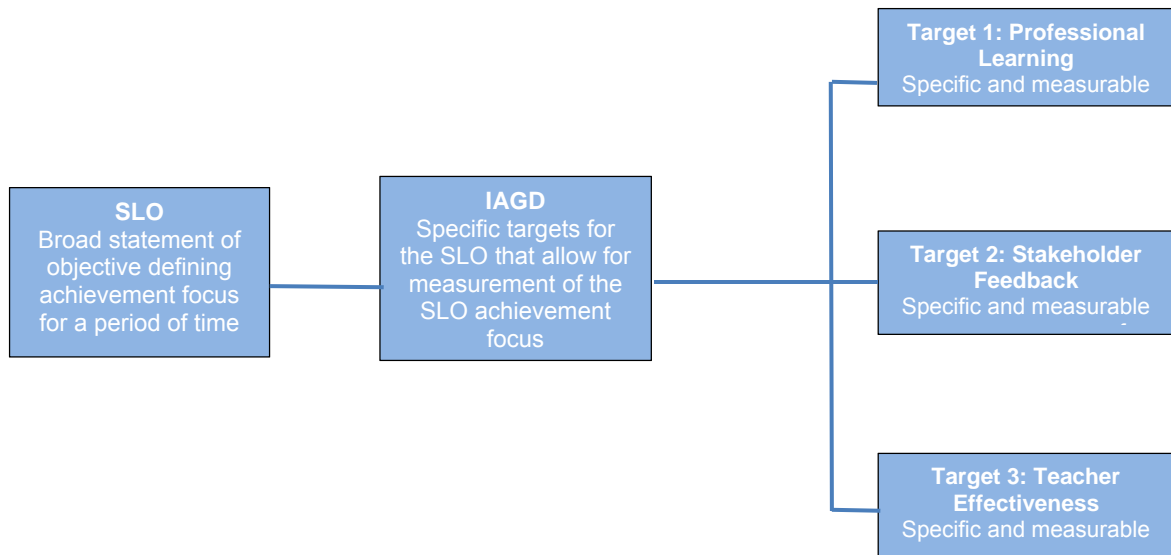
Administrators begin with the self-reflection using the Granby CT Common Core of Learning. Administrators will review each section of the rubric analyzing their own practice and determining areas of strength and areas of weakness. In conjunction with this review of professional practice, administrators should consider their schools performance and the district and school improvement plans to establish two Student Learning Objectives, coupled with Indicators of Academic Growth and Development that will focus review of their student outcomes at the end of the evaluative cycle. These goals are outlined in more detail in the Student Learning Measures section of this document beginning on page 18. Additional data, if not already taken into consideration during the district and school improvement planning process, should also be considered. Administrators are encouraged to review stakeholder feedback data and teacher effectiveness needs and make connections between their Student Learning Objectives and targets they are setting for their professional growth, improvements related to the perceptions of key stakeholders including parents, teachers and student, and the targets they set for influencing and improving teacher effectiveness. If an administrator cannot establish a clear through line with all of these data points, additional goals may be established that allow the administrator to focus their attention on each of these important areas of growth and development.

The goal setting conference will take place by Nov. 1. The goal setting conference will result in an agreement between the evaluator and administrator on specific measures and performance targets for the student learning indicators, teacher effectiveness outcomes and stakeholder feedback. In the absence of an agreement, it is clear that the superintendent/supervisor or designee makes the final determination about performance targets.

The general structure for an administrator’s goal setting for the year is outlined in **Figure 2 below:**

Figure 2

Details to assist an administrator in design of each Student Learning Objective and corresponding targets are outlined in sections that follow.



Details to assist an administrator in design of each Student Learning Objective and corresponding targets are outlined in sections that follow.

Category 1: Administrator Performance and Practice (40%)

Forty percent (40%) of an administrator’s* evaluation shall be based on ratings of administrator performance and practice by the district superintendent or her/his designee(s). *For the purpose of this section, the word “administrator” will constitute those individuals in positions requiring an administrative certification (092) including principals and assistant principals. Individuals holding an (092) certification but whose primary role includes teaching students will be evaluated under the district’s teacher evaluation system.

1. Forty percent (40%) of an administrator’s evaluation shall be based on observation and evidence collection related to leadership practice and performance as articulated in Granby Public School’s modified version of the CT Common Core of Leading Leadership Rubric. Supervisors will collect evidence through three distinct methodologies; 1.meetings and school visits, 2.formal observations of administrator practice, and3.on-going review of artifacts. Artifacts including professional development plans, teacher feedback, administrator reflections as well as planning documents, school improvement plans, and evidences of teacher development and professional relationships can be considered in measuring administrator performance and practice. The collection of gathered evidence via meetings and school visits, formal observations of administrator practice, and ongoing review of practice may take place during the quarterly half day visits that are prescheduled at the beginning of each year between the administrator and their evaluator. **Table 1** provides an overview of the core actions to be taken by administrators and their supervisor throughout the year.

Table 1: Timeline

| Days | Administrators |
|---|--|
| By Sept. | Provide orientation program and training to current and new administrators. |
| By Oct 1 st | Administrator Self-Reflection Complete Administrator reviews district/and or School data (as codified in DIP/SIP) and Stakeholder Feedback that is relevant to their job function in order to assist in the establishment of their goals. |
| By Nov 1st | Beginning-of-year Goal setting Complete (administrator with evaluator) |
| 1-90 | Min. of 1 Formal observation (2 for new administrator or Below Standard/Developing Administrators) |
| 1-90 | Minimum of 2 Informal observation: Quarterly Meetings/Visits (Half Day Visits) |
| By Feb 28 th | Mid-year conference (Administrator w/ evaluator) |
| 90-180 | Min. of 1 Formal observation (2 for new administrator or Below Standard/Developing Administrators) |
| 91-160 | Minimum of 2 Informal observation: Quarterly Meetings/Visits (Half Day Visits) |
| Ongoing Complete Submission By June 1 st | Submission of artifacts (Ongoing by administrators) |
| By June 1 st | End-of-Year conference with complete submission of artifacts (Administrator w/ primary supervisor) |
| By June 15 th | Superintendent/Supervisor submits Summative Evaluation to Administrator |

At least six observations for any administrator with at least eight observations for administrators who are new to the district or who have received ratings of developing or below standard. Evaluators of Assistant Principals will conduct at least six observations.

For Assistant Principals and Central Services Staff, each of the above described processes will address specific job functions.

For the purpose of clarifying the systems of meetings and observations, the following definitions of evidence collection are provided:

Formal Observation: Formal observations will be announced visits that are focused on administrator goals and targets and will provide an opportunity for the evaluator to collect evidence and provide feedback relative to the Granby Performance Continuum. The evaluator will establish a time for a school based or job-specific visit that provides opportunities for written and oral feedback.

Informal Observation: Informal observations are unannounced school based or job-specific visits that allow an evaluator to see leadership practice in action. These types of visits can include but are not limited to: brief observations of leadership practice in team meetings, staff meetings, professional development, parent or student interactions, classroom visitations, school wide-functions and written feedback provided based on the Granby Continuum.

Artifact Review

All administrators will have the opportunity to collect information relative to their practice that can be shared with an evaluator in support of their overall evaluation and across all domains of Granby's Common Core of Leading Leadership Continuum. Artifacts are submitted as evidence of administrator effectiveness in terms of the leadership standards. For each document uploaded, administrators will be able to indicate which Performance Expectations and Elements the artifact supports.

Artifacts should be organized to help evaluators understand performance and/or progress related to goals and targets established at the beginning of the year as well as provide an opportunity for review of administrator practice associated with the how these artifacts will be organized to help evaluators and administrators engage in meaningful discussions about specific performance and practice.

Artifacts MAY include:

- School Improvement Plan
- Faculty Meeting Agendas
- PD Plans
- Teacher feedback

Table 2 provides a list of additional documents and processes that can be used to support meaningful dialogue relative to evidence and artifacts.

Table 2

| Action | Person | Documents |
|--|-------------------|--|
| Review of School Improvement Plan | Supervisor/ Admin | School Improvement Plan |
| Identification of key documents that support teaching and learning | Supervisor/ Admin | Faculty Meeting Agendas and PD plans |
| Review of school wide achievement data | Supervisor/ Admin | Achievement Results |
| Review of teacher summative evaluations | Supervisor/ Admin | Summative Teacher Evaluation documents |
| Review of school climate data | Supervisor/ Admin | School Climate Survey |
| Review of Professional Learning Communities | Supervisor/ Admin | PLC survey |
| Review of Theory of Action | Supervisor/ Admin | Theory of Action |
| Review of Instructional Problem of Practice | Supervisor/ Admin | Problem of Practice – Results of School Walkthrough data |

Mid-Year Conference (by Feb. 28)

The administrator and the evaluator meet during the year to discuss the progress related to the goals and targets set by the administrator, as well as any areas of performance related to standards of performance and practice. The focus of this meeting will be to examine progress and discuss potential need for refocus or change to current targets and action steps.

End-of-Year Conference (by June 1)

The administrator shall review all information and data collected during the year and will complete a self-assessment for review by the evaluator. The evaluator will meet with the administrator prior to submission of the final summative evaluation and rating. They will review and reflect upon all information and data collected during the year relative to the level of performance associated with the goals and targets set by the administrator. This will provide an opportunity for final self-reflection and clarification of performance. Following the end of year conference, the evaluator will assign a summative rating and generate a summative evaluation being submitted by the evaluator.

Leadership Performance Rubric

Granby Public Schools has, through a committee process including input from all administrative level staff in the district, reviewed and analyzed various leadership rubrics to determine the best leadership framework for analysis of administrative performance and practice. The committee has made modifications to the CT Common Core of Leading Leadership Rubric. The committee has maintained the six (6) Performance Expectations. The Elements were used to replace the indicators and indicators were consolidated to create the continuum levels. **Appendix B** shows the full Continuum to be used for all procedures associated with the 40% administrator performance and practice.

Granby Public Schools will use the following structure to weigh the six (6) Performance Expectations of the CT Common Core of Leading. According to the PEAC established Guidelines, Performance Expectation #2 Teaching and Learning must weigh twice as much as any other performance expectation from the continuum.

| Performance Expectations | Score | Weight | Points (Score x Weight) |
|-----------------------------------|--------------|---------------|------------------------------------|
| Vision, Mission, and Goals | | 20% | |
| Teaching and Learning | | 40% | |
| Organizational Systems and Safety | | 10% | |
| Families and Stakeholders | | 20% | |
| Ethics and Integrity | | 5% | |
| The Education System | | 5% | |
| Total | | | |

For example:

| Performance Expectations | Score | Weight | Points (Score x Weight) |
|-----------------------------------|--------------|---------------|------------------------------------|
| Vision, Mission, and Goals | 2 | 20% | .40 |
| Teaching and Learning | 2 | 40% | .80 |
| Organizational Systems and Safety | 4 | 10% | .40 |
| Families and Stakeholders | 2 | 20% | .40 |
| Ethics and Integrity | 3 | 5% | .15 |
| The Education System | 4 | 5% | .20 |
| Total | | | 2.35 |

For Central Services Staff (Director of Pupil Services, Director of Curriculum), weighting are modified to address specific job functions.

For these Central Services Administrators, Granby Public Schools will use the following structure to weigh the six Performance Expectations of the Granby Common Core of Leading.

| Performance Expectations | Score | Weight | Points (Score x Weight) |
|-----------------------------------|--------------|---------------|------------------------------------|
| Vision, Mission, and Goals | | 20 | |
| Teaching and Learning | | 40 | |
| Organizational Systems and Safety | | 10 | |
| Families and Stakeholders | | 10 | |
| Ethics and Integrity | | 5 | |
| The Education System | | 15 | |
| Total | | | |

Additional district staff may require modifications to the weighting in alignment with their specific job functions as approved by the Superintendent.

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the preponderance of evidence for each performance expectation in the Granby Public School’s modified version of the CT Common Core of Leading Leadership Continuum. Evaluators collect written evidence about and observe the principal’s leadership practice across the six performance expectations described in the Continuum and as specified in the preceding tables. Specific attention is paid to leadership performance areas identified as needing development.

Form B provides structures for on-going evidence collection and has been provided in Appendix C. Once the evidence has been reviewed and an administrator’s final score has been determined based on the weighting of each Performance Expectation, the supervisor will use **Form C** to record a final rating.

Performance and Practice Rating

| Exemplary Practice | Proficient Practice | Developing Practice | Below Standard Practice |
|---------------------|---------------------|---------------------|-------------------------|
| 3.51 – 4.0 | 2.5 – 3.5 | 1.5 – 2.49 | 1- 1.49 |
| Rating | | 2.35 | |
| Rating Scale | | Developing | |

Training for Supervisors of Administrators

Prior to the start of school, all evaluators of administrators will receive professional development for administrator professional growth related to the evaluation process. Granby will work directly with the State Department of Education, CREC and with outside consultants to support the development of the Superintendent and any principal who will supervise administrators such as assistant principals. These trainings and support are designed to ensure a comprehensive understanding of leadership applications, including how to conduct effective observations and provide high quality feedback, related to teacher evaluation and to progress towards inter-rater agreement and reliability. This training will be focused on the language of our locally developed rubric.

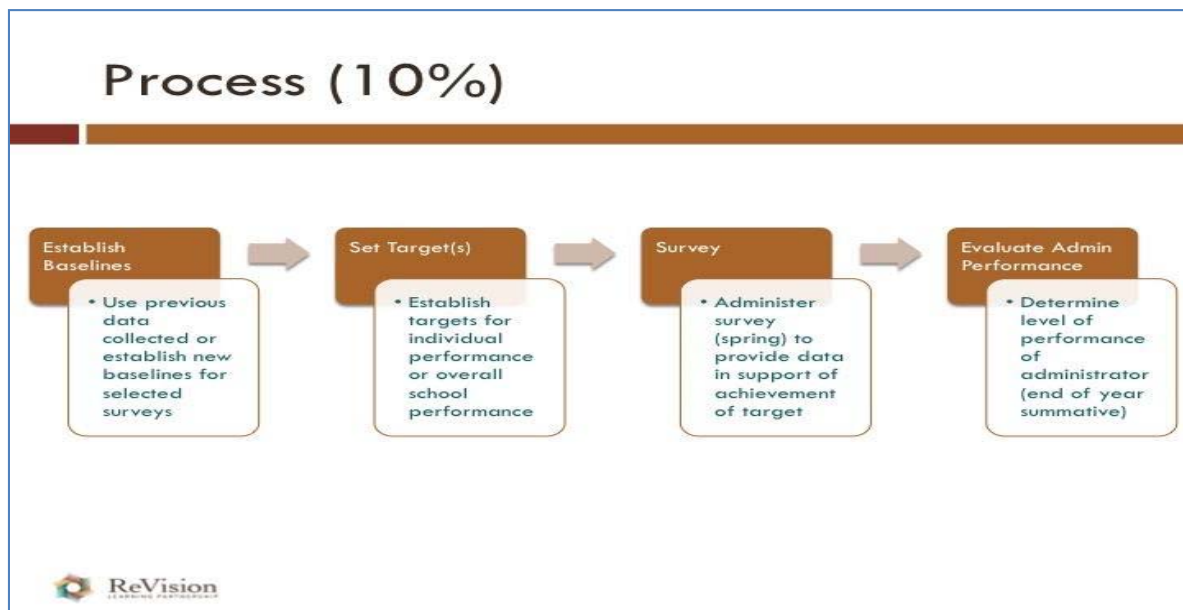
Stakeholder Feedback (10%)

Ten percent (10%) of an administrator’s summative rating shall be based on feedback from stakeholders on areas of principal and/or school practice as described in the Connecticut Leadership Standards. For school-based administrators, stakeholders solicited for feedback must include teachers and parents, but may include other stakeholders (other staff, community members, students, etc.). Central Services administrators are rated based on feedback from the stakeholders whom the administrator directly serves. More than half of the rating of a principal on stakeholder feedback must be based on an assessment of improvement over time. To ensure a proper baseline has been established prior to assessing improvement over time, Granby will begin to apply an analysis of administrator improvement to assessment of performance related to Stakeholder Feedback in year 2 which will allow for a clear understanding of Growth. Granby will set both common targets of improvement and performance for all administrators, as well as, where necessary, set specific targets for individual administrators.

Granby Public Schools has selected to use of school climate survey data in the analysis of stakeholder feedback. **Appendix D** provides examples of survey questions from the selected Granby Public School survey.

The general process for survey implementation in Granby is described in **Figure 2**

Figure 2



Survey Validity and Reliability

Granby Public Schools has established a clear set of protocols for both administering Stakeholder surveys (see below). Granby will review survey and collected data on an annual basis to help in the process of determining validity and reliability. To be reliable, measurement must be consistent from individual to individual surveyed, across settings and at different times. Consistency of information is essential for making general statements. Analysis of surveys from year to year will allow Granby to establish the extent to which the survey information is relevant to the conclusion being drawn and is sufficiently accurate and complete to support goals being established at a school and individual administrator level.

Requirements:

- Surveys must be fair, reliable, valid, and useful;
- Student surveys are created and administered in an age-appropriate manner;
- Surveys will be administered electronically;
- Survey results are confidential;
- Responses must be anonymous; and,
- Results align with and influence Student Learning Goals (SLOs).

Protocols/Procedures:

- All surveys must be administered electronically;
- For the secondary level, it is recommended that the survey be e-blasted to parents during this time period. Multiple reminders may be required to ensure a higher response rate;

For any student response that may be collected:

- All student surveys must be administered during the school day;
- Any Primary level Student Feedback survey should be read to students to ensure understanding; and,
- Allow 15 minutes for surveys to be completed.

Granby uses a district Climate Survey for stakeholder feedback

Administrators will articulate targets associated with data collected by stakeholders. When applicable, administrators will make specific connections between Student Learning Objectives being set and the targets and associated actions in response to Stakeholder Feedback. **Form A: Administrator Goal Setting, Self-Reflection and Conference Form** is used to support the articulation of these targets.

Assessment of performance in Stakeholder Feedback will be based on review of survey data as it related to targets established during the Goal Setting Conference.

| | | | |
|---------------------------|----------------------------|----------------------------|--------------------------------|
| Exceeded Goal | Met Goal | Partial Improvement | No Improvement |
| Exemplary Practice | Proficient Practice | Developing Practice | Below Standard Practice |
| 3.51 – 4.0 | 2.5 – 3.5 | 1.5 – 2.49 | 1- 1.49 |
| Rating | | | |
| Rating Scale | | | |

Example Target

Target is to increase *positive* response to Parent Communication questions on Survey from 45% rating at effective to 55% rating at “effective”.

For purposes of our example we will suggest that the target was met at 55% responding at “effective” on the survey question(s)

| | | | |
|---------------------------|----------------------------|----------------------------|--------------------------------|
| Exceeded Goal | Met Goal | Partial Improvement | No Improvement |
| Exemplary Practice | Proficient Practice | Developing Practice | Below Standard Practice |
| 3.51 – 4.0 | 2.5 – 3.5 | 1.5 – 2.49 | 1- 1.49 |
| Rating | | 3 | |
| Rating Scale | | Proficient | |

If review of data revealed that a positive response rate at 50% rating at “effective” during the spring administration, showing a 5% change, this would constitute a *Developing* rating based on the rating scale.

Student Learning Measures (45%)

Forty-five percent (45%) of an administrator's summative rating shall be based on multiple student indicators.

- Twenty-two point five percent (22.5%) of an administrator's rating shall be based only on student performance and/or growth on the state-administered assessments in core content areas that are part of the state's approved accountability system.

This portion must include:

- School Performance Index (SPI) progress from year to year
- SPI progress for student subgroups

Note: For 2015-16, the required use of state test data is suspended, pending federal approval.

- Twenty-two point five percent (22.5%) of an administrator's rating shall be based on at least two locally-determined indicators of student learning, at least one of which must include student outcomes from subjects and/or grades not assessed on state-administered assessments.

Sample Local measures in Granby include but are not limited to:

- DRAII
- DAW
- Performance Tasks
- Behavioral Data
- Attendance Data

For administrators in high schools, selected indicators must include:

- The cohort graduation rate and the extended graduation rate.

For all school-based administrators, selected indicators must be relevant to the student population served by the administrator's school and may include:

- 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, AP and IB 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 core subjects.
- Student performance or growth on school- or classroom-developed assessments in subject areas for which there are no available state assessments.

Additional district Administrators are allowed to write 2 SLO's based on locally developed measures and that focus on a subset of staff, grade level, or content with the job responsibilities.

For assistant principals, indicators may focus on a subset of teachers, grade level, or subjects consistent with the job responsibilities of the assistant principal being evaluated.

For Central Office administrators, indicators may focus on job specific responsibilities and will include district wide examination of performance relative to the District Performance index. 22.5% will be based on Student Learning Objectives outlined toward improvement in SPI for targeted job responsibility, and 22.5% will be based on a Student Learning Objective developed to support advancement of an identified subgroup, school or set of schools.

SLO Scoring:

Scoring for SLO 1 is based on the SPI and the SDE process outlined in the default model-SEED

| Score | Exceeds Target (4) | Meets Target (3) | Approaches Target (2) | Does Not meet Target (1) |
|---------------------------------|---|--|---|---|
| SPI Progress | >125% of target progress | 100-125% of target progress | 50-99% of target progress | <50% of target progress |
| Subgroup SPI Progress | Meets performance targets for all subgroups that have SPI <88 OR all subgroups have SPI > 88 | Meets performance targets for majority* of subgroups that have SPI <88 | Meets performance targets for at least one subgroup that has SPI <88 | Does not meet performance target for any subgroup that has SPI <88 |
| | OR The school does not have any subgroups of sufficient size | | | |
| SPI Rating | 89-100 | 77-88 | 64-76 | <64 |
| SPI Rating for Subgroups | The gap between the "all students" group and each subgroup is <10 SPI points or all subgroups have SPI > 88 OR The school has no subgroups | The gap between the "all students" group and the majority of subgroups is <10 SPI points | The gap between the "all students" group and at least one subgroup is >10 SPI points. | The gap between the "all students" group and all subgroups is >10 SPI points. |

Scoring for SLO's: SLO2 and 3 (where applicable) will receive 2 scores

- 1 score for Whole Student Performance
- 1 score for Subgroup Performance

Whole Group Performance

| Level 4 | Level 3 | Level 2 | Level 1 |
|---|---|---|---|
| At least 90% of students met the SLO- and IAGD Targets. | At least 70% of students met the SLO- and IAGD Targets. | At least 60% of students met the SLO- and IAGD Targets. | Less than 60% of students met the SLO and IAGD Targets. |

Sub Group Performance

| Level 4 | Level 3 | Level 2 | Level 1 |
|--|--|--|---|
| At least 90% of students in targeted subgroups met the SLO and IAGD Targets. | At least 70% of students in targeted subgroups met the SLO and IAGD Targets. | At least 60% of students in targeted subgroups met the SLO and IAGD Targets. | Less than 60% of students in targeted subgroups met the SLO and IAGD Targets. |

The two scores for SLO 2 are averaged together

The two scores for SLO 3 (where applicable) are averaged together

Example Student Learning Objectives

SLO1 has to be based on state-administered assessments.

The state's target is an SPI of 88 so if your school is at 88, the goal would be to maintain. If you're below that, your goal is the state's target.

Goal for achievement gap is less than 10.

The State Department of Education has established a school classification system to support schools in the analysis and design of performance targets related to the SPI. Schools should determine their classification and refer to resources provided by CSDE as they develop their Indicators of Academic Growth and Development around their SPI. The classifications are as follows:

- Excelling
- Progressing
- Transitioning
- Turnaround

Information on the CSDE classification system can be found in Appendix E.

Below is an example of SLO's and IAGD's.

SLO1: Increase current SPI of 67 to 77 in the 2013-2014 school year

IAGD1: Decrease the percent of students scoring basic by 50% across reading (From 20 students scoring basic in reading =<10 students scoring basic)

IAGD2: Increase the percentage of proficient students belonging to a subgroup from the current 25% to 45% in reading.

SLO2: Increase the percentage of students who are reading on grade level

IAGD1: 85% of students in grade 2 will meet goal on DIBELS spring assessment.

IAGD2: 50% of 5th grade African American boys will maintain proficiency or increase a minimum of one performance band on CMT reading assessment.

High School Example:

SLO1: Make progress towards state's 2018 4-year graduation rate of 94%

IAGD1: Increase percentage of subgroup students who meet 4-year graduation expectations from 45% to 65%

IAGD2: Increase percentage of subgroup students who meet extended graduation rate from 73% to 87%

SLO2: Improve student performance on AP exams.

IAGD1: Increase percentage of students scoring a 3 or better on all math AP assessments from the 2012-2013 rate of 32% to 45%

IAGD2: Increase percentage of students scoring a 3 or better on all reading AP assessments from 2012-2013 rate of 45% to 60%.

e.g.

Using the scoring structure provided on page 19 below is a sample score

| | Whole Group Performance | Subgroup Performance | Average |
|---------------------------|--------------------------------|-----------------------------|--------------------------------|
| SLO 1 | 3 | 2 | 2.5 |
| SLO 2 | 2 | 3 | 2.5 |
| Exemplary Practice | Proficient Practice | Developing Practice | Below Standard Practice |
| 3.51 – 4.0 | 2.5 – 3.5 | 1.5 – 2.49 | 1- 1.49 |
| Total Score | | | 2.5 |
| Rating Scale | | | Proficient |

Teacher Effectiveness (5%)

Five percent (5%) of an administrator's summative rating shall be based on teacher effectiveness outcomes. For assistant principals, measures of teacher effectiveness shall focus only on those teachers the assistant principal is responsible for evaluating. If the assistant principal's job duties do not include teacher evaluation, then the teacher effectiveness rating for the principal will apply.

If the Acceptable measures include:

- Improving the percentage (or meeting the target of a high percentage) of teachers who meet the Student Learning Objectives (SLOs) outlined in their performance evaluations.
- Improvement of overall Practice Ratings of teachers (after a baseline has been established).
- Number of teachers participating in Career Development programs that help build capacity within the district (after a baseline has been established).

For Assistant Principals and Central Office Staff, measures may focus on a subset of teachers, grade level, or subjects consistent with the job responsibilities of the administrator being evaluated.

Granby Public Schools believes that teacher effectiveness is based on not only performance outcomes as defined in SLO's but also in the ability of Leadership to promote new and continuous learning toward teacher growth and development. Furthermore, creating sustainability for the district through participation in career development pathways provides an important context to the influence of leadership on teacher practice. Therefore, the weighting of Teacher Effectiveness will be examined in the following manner:

Year One (2013-14)

| Teacher Effectiveness Component | Weight |
|---------------------------------|--------|
| SLO's | 100 |
| Practice Ratings | 0 |
| Career Development | 0 |

Year Two and Beyond

| Teacher Effectiveness Component | Weight |
|---------------------------------|--------|
| SLO's | 25 |
| Practice Ratings | 25 |
| Career Development | 50 |

A Supervisors assessment of these areas is based on the following:

| SLO's | | | |
|---|--|--|---|
| Exemplary (4) | Proficient (3) | Developing (2) | Below Standard (1) |
| 81-100% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation | 61-80% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation | 41-60% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation | 0-40% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation |

| Practice Ratings | | | |
|--|---|---|--|
| Exemplary Practice (4) | Proficient Practice (3) | Developing Practice (2) | Below Standard Practice (1) |
| 81-100% of teachers maintain or increase Practice Ratings by one performance level within school year. | 61-80% of teachers maintain or increase Practice Ratings by one performance level within school year. | 41-60% of teachers have increased Practice Ratings by one performance level within school year. | 0-40% of teachers have increased Practice Ratings by one performance level within school year. |

| | | | |
|--|--|---|--|
| Career Development | | | |
| Exemplary Practice (4) | Proficient Practice (3) | Developing Practice (2) | Below Standard Practice (1) |
| Increases in teachers participating in Career Development Opportunities. | Increases in teachers participating in Career Development Opportunities. | Increase in teachers participating in Career Development Opportunities. | No increase in teachers participating in Career Development Opportunities. |

Specific structures for review of performance on these important Year Two Teacher Effectiveness components will be reviewed throughout the 2013-1014 school year in order to establish fair and appropriate system analysis of administrator performance. In year one, only SLO performance will constitute the 5% for Teacher Effectiveness.

| Teacher Effectiveness Component | Score | Weight | Points (Score x weight) |
|--|--------------|---------------|--------------------------------|
| SLO's | | 25% | |
| Practice Ratings | | 25% | |
| Career Development | | 50% | |
| | | | |
| Total Score | | | |

e.g.

| Teacher Effectiveness Component | Score | Weight | Points (Score x weight) |
|--|--------------|---------------|--------------------------------|
| SLO's | 2 | 25% | 0.5 |
| Practice Ratings | 2 | 25% | 0.5 |
| Career Development | 2 | 50% | 1.0 |
| Total Score | | | 2 |
| Rating Scale | | | Developing |

Aggregate and Summative Scoring

The process for determining summative evaluation ratings has three steps:

Step 1: Determine the **PRACTICE RATING** based on the review of practice and information gathered through on-going observation of performance and practice (as outlined in previous sections) as well as the Goal Setting Conference, Mid-Year Conference and the End-of-Year Conference combined with performance towards stakeholder feedback targets

Step 2: Determine the **OUTCOMES RATINGS** based on review of the SPI and other outlined indicators of student learning

Step 3: Combine the two ratings into an overall rating using the *Summative Rating Matrix*

Step 1: PRACTICE RATING: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%

The practice rating is determined based on an administrator's performance on the six performance expectations of the leader evaluation continuum and the three stakeholder feedback targets. An *Administrator Practice and Performance Rating Form B* are provided to help support the overall assessment and rating of an administrator relative to the practice and performance expectations described in previous section. Review of administrator performance towards stakeholder targets are added to the Practice and Performance rating to arrive at an overall score for an administrator's Practice Outcome.

Step 2: OUTCOMES RATING: Student Learning (45%) + Teacher Effectiveness (5%) = 50%

The outcomes rating is based on two student learning measures as outlined in previous sections and teacher effectiveness outcomes. As shown in the *Administrator Student Learning Rating Form*, state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. These two combine to form the basis of the overall outcomes rating.

Step 3: OVERALL RATING: 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 should examine the data and gather additional information in order to make a final rating.

| | | | | | |
|--|-----------------------|--|-----------------------|-----------------------|--|
| <i>Summative Rating Matrix</i> | | <i>Practice Related Indicators Rating</i> | | | |
| | | Exemplary | Proficient | Developing | Below Standard |
| <i>Outcomes Related Indicators Rating</i> | Exemplary | Exemplary | Exemplary | Proficient | <i>Gather further information</i> |
| | Proficient | Proficient | Proficient | Proficient | <i>Gather further information</i> |
| | Developing | Proficient | Developing | Developing | Below Standard |
| | Below Standard | <i>Gather further information</i> | Below Standard | Below Standard | Below Standard |

e.g.

Summative evaluation of performance based on Form B Observation Protocol weighted against ***Granby Common Core of Leading***

Example of Summative Rating Form (see Form C)

Performance and Practice Rating:

| |
|--|
| Summative evaluation of performance based on Form B Observation Protocol weighted against <i>CT Common Core of Leading</i> |
| Comments |
| Administrator: <i>Throughout the year I have concentrated my efforts on improvements in Performance expectation #1 Vision, Mission, and Goals. I have seen significant improvements in my communication of the vision but continue to work on building a shared understanding among my staff. I also continue to need concentrated time to explore my skills as an instructional leader as represented in my final assessments in Performance Expectation #2.</i> |
| Superintendent: <i>Over the course of this year we have seen some growth in the ability to establish a clear, data driven, vision for the school but continued effort needs to occur related to communication of that vision with staff. Furthermore, a clear connection needs to be made between the vision and mission and a cycle of continuous improvement for the school. Organizing to realize the vision and mission becomes a key focus for next school year.</i> |

| Highly Effective Practice | Proficient Practice | Developing Practice | Ineffective Practice |
|---------------------------|---------------------|---------------------|----------------------|
| | | | |
| Total | | 2.35 | |
| Rating Scale | | Developing | |

Stakeholder Feedback Rating:

| |
|--|
| Summative evaluation of performance based on assessment of performance related to targets associated with Stakeholder Feedback |
| Comments |
| Administrator: <i>The school concentrated on parent communication this past year based on data showing a 60% response rate below effective practice. We established school wide goals that allowed us to concentrate our efforts on changing the level and quality of our parent outreach. As a result we met our primary target of increasing the total positive responses to the parent communication sections and we provided additional opportunities for feedback to help us understand the overall impact of our efforts.</i> |
| Superintendent: <i>The administrator met the target set at the beginning of the year while engaging in the right type of consistent action to ensure success in meeting those targets. The administrator sought feedback from parents throughout the year at both newly designed and introduced outreach programs as well as traditional parent-school opportunities.</i> |

| Highly Effective Practice | Proficient Practice | Developing Practice | Ineffective Practice |
|---------------------------|---------------------|---------------------|----------------------|
| | | | |
| Total | | 3 | |
| Rating Scale | | Proficient | |

Student Learning Measure

| |
|---|
| Summative evaluation of performance based on Review of SLO's |
| Comments |
| <i>Administrator: The school has been able to increase its SPI score by two points this year and has met greater than 50% of all its whole group and subgroup performance targets. The school leadership team has worked closely with teachers to examine their student's performance in a deeper way this year and we have established a stronger school wide culture of achievement.</i> |
| <i>Superintendent: The administrator has been able to increase its SPI this year and has met many of the targets set at the beginning of the year. The work completed to align teacher performance across the school has created a positive environment for learning. Additional focus on specific classroom outcomes to encourage changes in performance across the school and within subgroups will be necessary to continue to move student outcomes.</i> |

| Highly Effective Practice | Proficient Practice | Developing Practice | Ineffective Practice |
|---------------------------|---------------------|---------------------|----------------------|
| | | | |
| Total SLO 1 | | 2.5 | |
| Total SLO 2 | | 2.5 | |
| TOTAL SLO SCORE | | 2.5 | |
| Rating Scale | | Developing | |

Teacher Effectiveness

| |
|---|
| Summative evaluation of performance based on Teacher Effectiveness targets |
| Comments |
| Administrator: <i>We have continued to concentrate on creating a culture of achievement in our school that continues to create positive results for our students. As a result, 50% of the teachers have met the objectives and Indicators of Academic Growth and Development.</i> |
| Superintendent: <i>Continued focus on development of a culture of achievement throughout the school will help in student growth in the school.</i> |

| Highly Effective Practice | Proficient Practice | Developing Practice | Ineffective Practice |
|---------------------------|---------------------|---------------------|----------------------|
| | | 2 | |
| Total | | 2 | |
| Rating Scale | | Developing | |

Total Overall Rating

Practice Rating = Proficient

Outcomes Rating = Developing

Overall Summative Rating = Developing

Evaluation-Based Professional Learning

Administrators attend conferences, workshops, participate in curriculum development committees, participate in the development of school improvement plans, and take coursework to stay up-to-date on the latest educational reforms in addition to their normal job responsibilities. Professional learning opportunities for administrators are directly linked to specific outcomes of the evaluation process as it relates to student learning results, observation of professional practice, or the outcomes of stakeholder feedback. These professional learning opportunities are based on the individual or group of individuals' needs that are identified through the evaluation process. For those administrators who consistently demonstrate the highest levels of performance, additional opportunities for professional growth are available (See Career Development and Growth)

Definition of Administrator Effectiveness and Ineffectiveness

Non-tenured administrators shall generally be deemed *effective* if said administrator receives at least two consecutive proficient or exemplary ratings, one of which must be earned in the tenure year of the non-tenured administrator's career. A non-tenured administrator receiving a summative rating of 1 or 2 will enter the Administrator Improvement Plan process. Failing to successfully complete this process will result in the administrator being defined as ineffective.

A tenured administrator shall generally be deemed *effective* if they obtain and maintain a final summative rating of 3 or above. A tenured administrator shall generally be deemed *ineffective* if said administrator receives at least two sequential *developing* ratings or one *below standard* rating at any time.

Individual Administrator Improvement and Remediation Plans

Granby Public Schools will create plans of individual improvement and/or remediation for principals whose performance level is Developing or Below Standard. These plans will be collaboratively developed with the administrator and his or her exclusive bargaining representative. The plan must:

- Identify resources, support and other strategies to be provided to the administrator to address documented deficiencies;
- Indicate a timeline for implementing such resources, support or other strategies in the course of the same year that the plan is issued; and

- Include indicators of success, including a summative rating of Proficient or better at the conclusion of the improvement or remediation plan.

An Administrator receiving a Below Standard rating who, after 90 days, has not clearly demonstrated improvement on stated objectives as predetermined in the Professional Assistance Plan, will be moved to termination. Administrator receiving a Developing rating who, after 180 days, has not clearly demonstrated improvement on stated objectives as predetermined in the Professional Assistance Plan and in their overall summative rating, will be moved to termination.

Administrator Support Plan Procedures

1. If the summative performance of an administrator is rated ineffective, the evaluator will provide the administrator with written notification that a conference is required. The Evaluator will set a date and time for this conference, which should take place within three weeks after the Ineffective rating is determined (possible June meeting for articulation of planning for following school year – this must align to district calendar and personnel schedules i.e. 10 month versus 12 month administrative staff).
2. The Evaluator and a representative from The Granby Administrators Association (GASA) will conduct the conference with the administrator. At this meeting, the Evaluator will state the concern(s) regarding the administrator's performance and the administrator will be given the opportunity to verbally respond to the concern(s).
3. If, after this meeting, the Evaluator determines that an Administrator Support Plan is needed, he/she will notify the administrator in writing of the specific reasons for placing the administrator on an Administrator Support Plan. This notification may occur at any time within the next thirty (30) working days. A copy of the notification will be sent to Human Resources, and the Administrator Association will be notified simultaneously.
4. Once the administrator receives this notification, he/she will have ten (10) working days to respond in writing to the Evaluator. However, a response is not required.
5. At any time after notification of being placed on an Administrator Support Plan, the administrator has the option of requesting a support team. This two-person team will consist of one staff member (Central Services or School-Based) or principal/administrator selected by the administrator and one selected by the Evaluator. The nature of this team is purely supportive (not punitive). The team will assist, and not evaluate, the administrator in mutually agreed-upon ways.
6. Following the conclusion of the ten-(10) day response period, the Evaluator will schedule a meeting within the next ten (10) working days to determine the plan of action for the Administrator Support program. This meeting will include both the administrator and a representative from GASA.
7. This Administrator Support Plan will include a restatement of the area(s) of concern, what type/extent of improvement is needed, steps to be taken to achieve that improvement, and an estimate of the time (days/weeks) when the improvement should be observable.

8. The Administrator Support Plan will be implemented by the Evaluator working in conjunction with the administrator. Both parties are responsible for taking appropriate and timely measures in an effort to effect an improvement in the administrator's professional practice.
9. If an improvement is not evident after stated estimation of time (see Step 7) additional action may be taken to either intensify support or begin action in support of dismissal.

Dispute Resolution Process

It is hoped that conflicts can be avoided through thoughtful planning, open communication and calibrated training. On occasion, however, conflicts may arise. In that event, the right of appeal is inherent in the evaluation process and is available to every participant at any point in the process. The appeal procedure is designed to facilitate the resolution of disputes generated by the evaluation process, such as where an evaluator and the administrator cannot agree on objectives/goals, the evaluation period, or the professional development plan. The success of the administrator evaluation process is based upon cooperation and mutual respect of both the educator and evaluator.

The evaluator (Superintendent or Principal), administrator union president, or his/her designee, and the administrator shall meet to resolve disputes where the evaluator and administrator cannot agree on objectives/goals, the evaluation period, feedback, or the professional development plan. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

Career Development and Growth

Granby Public Schools has established a system upon which its highest performing administrators (those administrators who consistently demonstrate Exemplary summative ratings) are provided opportunities for professional learning that replaces the standard protocols for professional learning outlined in the Granby Public Schools Administrator evaluation program. Through their Professional Growth Planning, administrators can control their own professional development after receiving feedback and guidance from their direct supervisor.

For administrators rated exemplary, career development and growth opportunities may include but are not limited to mentoring /coaching early career administrators or administrators new to the district; participating in development of administrator growth plans for peers whose performance is developing or below standards; leading professional learning communities for their peers and/or peer inquiry.

Professional Growth Options

Professional growth options include, but are not limited to the following:

A. **Peer Coaching** – The peer coaching option includes the participation of two or more administrators to practice peer support through a collegial approach to the observation and review of learning situations in the classroom. This option requires participation in a training component designed to assist in observation, feedback, and communications techniques.

B. **Reflection and Continuous Learning** – This option provides the administrator the opportunity to engage in self-evaluation of the effects of leadership practice on teacher and student performance. Through collaboration with the designated evaluator and possibly other colleagues, the administrator will analyze school and/or district professional development needs, school and/or district student performance outcomes, and propose supports structures to improve practice and performance.

C. **Independent Project** – This option allows for the administrator to enrich his/her knowledge of leadership practices or related areas through an examination of professional literature, participation in professional organizations, participation in action research, attendance at seminars, workshops or related professional activities.

D. **Portfolio** – This option allows administrators the opportunity to develop a portfolio that focuses on a portion of one of the following. Training and technical assistance are recommended:

- Granby Public Schools Teaching and Learning Continuum
- Connecticut's Common Core of Leading
- Common Core State Standards
- Standards for School Leaders (as applies to administrators)

E. **Leadership and Collaboration** – This option allows for the leader to participate in leadership activities designed to create and promote a positive, collaborative school culture. Leadership experiences can be school or community-based and involve strategies that can impact student learning. Administrators are encouraged to use this option to work collaboratively with district/school/community leaders in unique ways.

H. **Other** – Administrators are encouraged to creatively explore and design options which improve effectiveness, encourage professional growth and positively impact student learning. Creative options are developed in collaboration with the evaluator and other district colleagues.

Orientation Programs

Key to the orientation of administrators is the process used to develop the plan. All administrators within the district subject to the plan were involved in its development which was facilitated by outside consultants from Revision Learning. Building off of current effective leadership practice within the district Granby Administrators reviewed current research restructuring and enhancing a quality professional learning system for leaders.

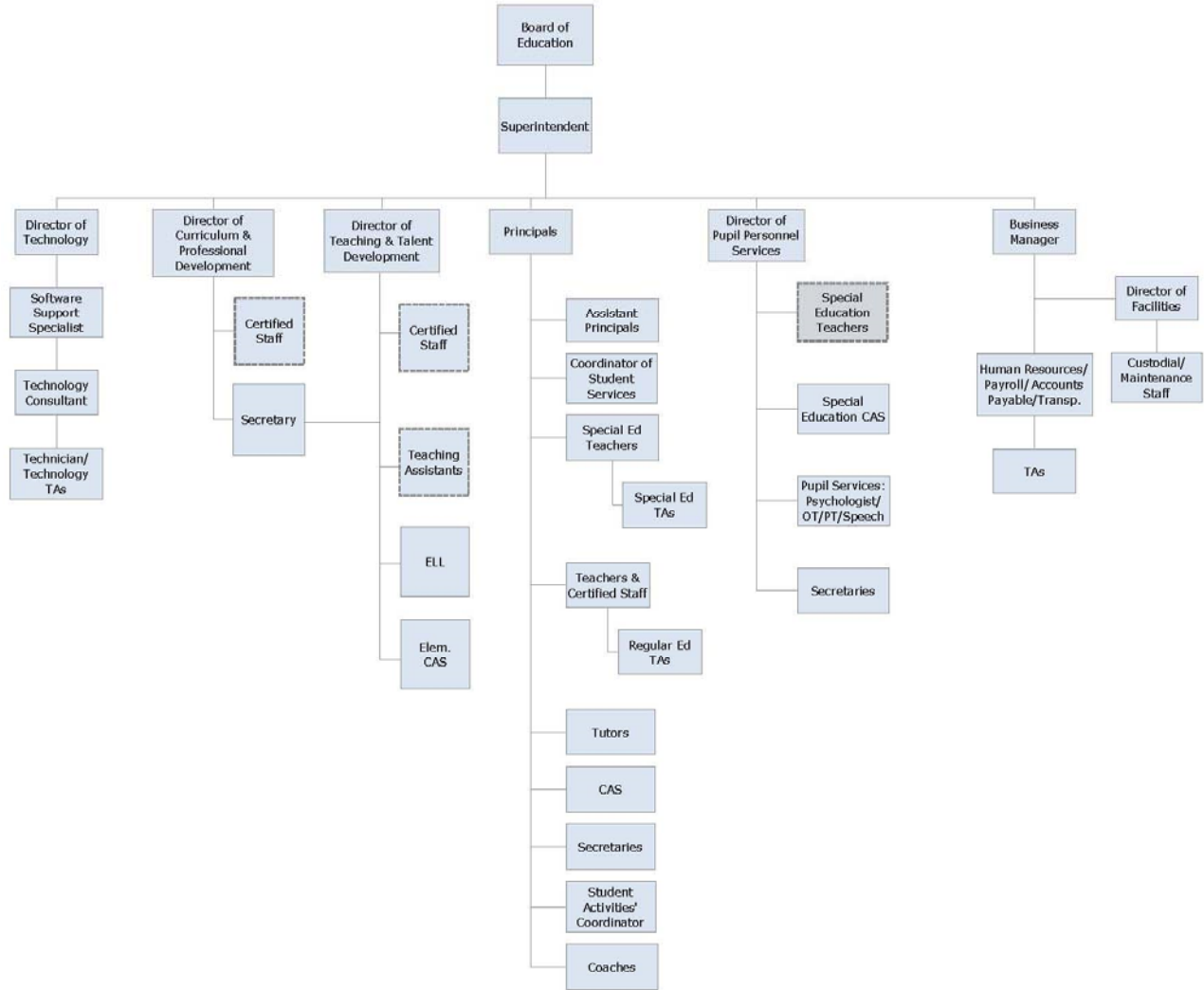
During the first year of implementation time was designated during the summer administrative retreat and through designated administrative council meetings for orientation, training and rollout of the plan for all administrators. During the summer of 2013, administrators participated in a 5 day retreat that examined their responsibilities to both the administrative and teacher evaluation model, including calibration to the rubrics. Reflection and review of the documents' strengths and challenges will be discussed annually for modifications and adjustments throughout our Administrative Council meeting time.

The district will provide an annual orientation program for all administrators regarding the administrator evaluation plan. Administrators new to the district will participate in an additional orientation prior to this in order to orient them to the culture and expectations of the Granby Administration and to apprise them of the processes and procedures required of the Administrator and Teacher Evaluation Plan. Evaluators will provide administrators with the evaluation plan which includes the following parts: a clear timeline of the evaluation process, the rubric used to assess administrator practice, the instruments to be used to gather feedback from stakeholders and their alignment to the rubric, and the process and calculation by which all evaluation elements will be integrated into the overall rating.

Appendix

| | |
|---|----------------|
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Appendix A – Granby Supervisory Organizational Chart



Appendix B- Granby Leadership Continuum

During the spring of 2013, Granby Public Schools Administrators completed a group review of the CSDE Common Core of Leading. Through this group process, the administrators determined that this framework would become the basis for all summative evaluations as described in the ***Granby Administrator Effectiveness, Professional Learning and Performance Evaluation Manual***.

GRANBY LEADER EVALUATION CONTINUUM

Performance Expectation 1: Vision, Mission and Goals:

Education leader¹ ensures the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and staff² and high expectations for student performance.

The Leader...

| Indicator | Exemplary Practice | Proficient Practice | Developing Practice | Below Standard Practice |
|--|--|---|--|--|
| <p>1.1 High Expectations for All</p> <p>Leaders ensure that the creation of the vision, mission, and goals establishes high expectations for all students and staff.</p> | <p>Uses a wide range of data and actively empowers staff and stakeholders to develop strategic goals, policies and practices that sustain the alignment between school and district vision, mission and goals around high expectations for all students and staff.</p> | <p>Uses various data and incorporates diverse perspectives to develop school goals and policies and practices that align to the district vision, mission and goals.</p> | <p>Uses some data sources to develop goals that align largely with the district vision, mission and goals, and offers some opportunities for stakeholders to provide input into goals.</p> | <p>Uses little data and/or own assumptions to develop school goals, involves few if any stakeholder perspectives, and/or sets school goals out of alignment with the high expectations embedded in district vision, mission and goals.</p> |
| <p>1.2 Shared Commitments to Implement and Sustain the Vision, Mission and Goals</p> <p>Leaders ensure that the process of implementing and sustaining the vision, mission and goals is inclusive, building common understandings and commitments among all stakeholders.</p> | <p>Empowers a diverse array of stakeholders in ensuring a high degree of commitment to implementing and sustaining the vision, mission and goals, evaluating and monitoring progress and outcomes, and ensuring equitable and effective learning opportunities for all students.</p> | <p>Develops shared commitments among stakeholders to guide decisions, evaluate actions and outcomes, and support equitable and effective learning opportunities for all students.</p> | <p>Fosters inconsistent compliance to vision, mission and goals among stakeholders and sets inconsistent expectations for students and staff.</p> | <p>Provides limited, if any, opportunities for stakeholder involvement in implementing vision, mission and goals, and tolerates a lack of equitable opportunity for students</p> |

| | | | | |
|--|---|--|--|--|
| <p>1.3 Continuous Improvement toward the Vision, Mission and Goals</p> <p>Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.</p> | <p>Collaborates with stakeholders to use a wide range of data systems to consistently monitor and refine implementation of the vision, mission and goals, address areas for improvement at the school, classroom and student levels, and align and implement effective resources.</p> | <p>Uses data systems to identify student strengths and needs, assess and modify programs address barriers to achieving the vision, mission and goals, and align resources.</p> | <p>Uses and analyzes some data sources to identify student needs, assess program implementation and align resources.</p> | <p>Demonstrates little awareness of data related to implementation of the vision, mission and goals, and demonstrates little rationale for resources connected to vision, mission and goals.</p> |
|--|---|--|--|--|

Evidence of Strengths:

Evidence for Areas of Growth:

Rating: Ineffective Developing Effective Highly Effective

GRANBY LEADER EVALUATION CONTINUUM





Performance Expectation 2: Teaching and Learning

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

The Leader...

| Indicator | Exemplary Practice | Proficient Practice | Developing Practice | Below Standard Practice |
|---|---|--|---|---|
| <p>2.1 Strong Professional Culture</p> <p>Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.</p> | <p>Collaborates to develop deep universal commitment among all stakeholders to close achievement gaps and raise the performance of all students, and innovates to provide effective support, adequate time and resources to implement and evaluate the effectiveness of improvement efforts</p> <p>Leads a collaborative effort to build a culture of continuous personal and professional growth of each member</p> <p>Provides regular, timely, accurate, constructive and targeted feedback to improve teaching and learning</p> | <p>Develops shared commitment to close the achievement gap and raise the achievement of all students, provides support, time and resources, and evaluates effectiveness of improvement efforts.</p> <p>Develops a culture of collaboration and personal and professional growth among staff</p> <p>Provides timely, accurate, specific and ongoing feedback to improve teaching and learning</p> | <p>Uses some data sources to share an understanding of the achievement gap but provides inconsistent support, time or resources to address it</p> <p>Demonstrates commitment to collaboration and models professional growth</p> <p>Provides feedback to staff inconsistently</p> | <p>Demonstrates little awareness of ways to address the achievement gap, and focuses improvement efforts on some, but not all, students.</p> <p>Demonstrates little commitment to involving staff collaboration and new ideas to resolve student learning challenges</p> <p>Provides little feedback to staff and inconsistent monitoring</p> |

| | | | | |
|---|---|--|--|--|
| <p>2.2 Curriculum and Instruction</p> <p>Leaders understand and expect faculty to plan, implement and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.</p> | <p>Builds the capacity of all staff to collaboratively develop, implement and evaluate curriculum and instruction that meets or exceed state and national standards.</p> <p>Monitors and evaluates the alignment of all instructional processes.</p> <p>Empowers collaborative teams to continuously analyze student work, monitor progress, adjust instruction and meet the diverse needs of all students.</p> <p>Collaborates with faculty to acquire and use necessary resources and provides ongoing training and support to builds strong commitment to extending learning beyond classroom walls.</p> | <p>Develops a shared understanding of standards-based curriculum, instructional best practices and ongoing monitoring of student progress.</p> <p>Ensures the implementation and evaluation of curriculum, instruction and assessment by aligning content, standards, teaching and professional development.</p> <p>Develops collaborative processes to analyze student work, monitor student progress and adjust curriculum and instruction to meet the diverse needs of all students.</p> <p>Provides faculty and students with access to instructional resources, training and technical support.</p> | <p>Demonstrates emerging understanding and facility with state and national standards.</p> <p>Promotes instruction and assessment methods that are somewhat, but not completely, aligned to standards.</p> <p>Provides time for collaborative teams to meet to analyze student work and plan instruction around student needs.</p> <p>Provides some support and resources to promote and extend learning beyond the classroom.</p> | <p>Demonstrates little awareness of how to align curriculum standards, instruction and assessments.</p> <p>Demonstrates little awareness of how to align curriculum standards, instruction and assessments.</p> <p>Provides little leadership and support for collaborative teams.</p> <p>Provides little resources, training or technical support to teachers and students.</p> |
|---|---|--|--|--|

| | | | | |
|--|--|--|--|--|
| | Establishes structures and supports to sustain a continued focus on developing the knowledge, skills and dispositions required of global citizens. | Assists faculty and students to continually develop the knowledge, skills and dispositions to live and succeed as global citizens. | Supports some staff and students in developing their understanding of the knowledge, skills and dispositions needed for success as global citizens. | Provides limited support or development for staff or students around global skills or dispositions, and little focus on skills beyond academic standards solely. |
| <p>2.3 Assessment and Accountability</p> <p>Leaders use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress and close achievement gaps.</p> | <p>Effectively uses multiple assessments and evaluation processes to build staff understanding and capacity to use assessment data and systems to create, align and address goals focused on improved achievement for all students</p> <p>Effectively and frequently celebrates results showing progress toward the vision, mission and goals as well as communicates needs for improvement with a variety of stakeholders</p> | <p>Uses multiple assessments and teacher evaluation to improve teaching and learning</p> <p>Communicates progress toward the vision, mission and goals to vital stakeholders</p> | <p>Demonstrates emerging capacity to use multiple data sources to identify areas for improvement, and uses teacher evaluation processes to improve teaching</p> <p>Provides updates to some stakeholders when required on student progress toward the vision, mission and goals.</p> | <p>Makes little connection between assessment data and school improvement strategies, inconsistently uses teacher evaluation process to improve teaching and learning</p> <p>Provides limited information about student progress to faculty and stakeholders</p> |
| <p>Evidence of Strengths: Evidence for Areas of Growth:</p> <p>Rating:  Ineffective  Developing  Effective  Highly Effective</p> | | | | |

GRANBY LEADER EVALUATION CONTINUUM

Performance Expectation 3: Organizational Systems and Safety

Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.





The Leader...

| Indicator | Exemplary Practice | Proficient Practice | Developing Practice | Below Standard Practice |
|--|--|--|--|---|
| <p>3.1 Welfare and Safety of Students, Faculty and Staff</p> <p>Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.</p> | <p>Actively and regularly engages multiple stakeholders in creating, monitoring, refining a positive school climate that supports and sustains the whole child and continually engages the school community in the development, implementation and evaluation of a comprehensive safety plan</p> | <p>Collaborates with a variety of stakeholders in creating a positive school climate and developing, implementing and monitoring a comprehensive school safety plan.</p> | <p>Involves some stakeholders in creating and monitoring a school climate and safety plan</p> | <p>Insufficiently plans for school safety, demonstrates little awareness of the connections between climate and safety, and acts alone in addressing school climate issues.</p> |
| <p>3.2 Operational Systems</p> <p>Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.</p> | <p>Develops systems to maintain and improve the physical plant and rapidly resolve any identified safety issues and concerns.</p> <p>Routinely seeks input from staff and external experts on updated resources and data systems to improve practices</p> | <p>Plans for and ensures safe operations of the physical plant that supports a positive learning environment.</p> <p>Facilitates the use of communication and data systems that ensure the accurate and timely exchange of information to inform practice.</p> | <p>Maintains minimum safety requirements and provides inconsistent evaluation of current and future safety concerns.</p> <p>Uses some communication and data systems to support instructional practices and school operations.</p> | <p>Oversees a physical plant out of compliance with legal guidelines and safety requirements.</p> <p>Uses data systems inadequately to inform instructional practice and school operations.</p> |

| | | | | |
|---|---|---|---|--|
| | Develops capacity among community members to acquire, maintain and secure equipment and technology to improve the teaching and learning environment | Oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment. | Maintains existing technology and identifies some new technologies that support learning | Demonstrates inconsistent and ineffective use and support of technology that supports teaching and learning |
| 3.3 Fiscal and Human Resources Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning. | Collaborates with stakeholders to develop innovative and fiscally responsible budget and secure necessary resources to support school and district improvement goals. Involves vital stakeholders in practices to successfully recruit, support, and retain highly qualified staff, and effectively and successfully focuses staff evaluation process to support improved teaching and learning. | Develops and implements a budget aligned to the school and district improvement plans that is fiscally responsible Implements practices to recruit support and retain highly qualified staff and conducts staff evaluation processes to support teaching and learning. | Develops and operates a budget within fiscal guidelines. Recruits, supports and makes efforts to retain highly qualified staff, and conducts staff evaluation processes inconsistently | Submits a budget out of alignment with district guidelines and school improvement goals. Uses hiring practices involving few recruiting resources and provides limited support through evaluation processes for teachers for improvement and retention. |

Evidence of Strengths:

Evidence for Areas of Growth:

Rating:  Ineffective  Developing  Effective  Highly Effective





GRANBY LEADER EVALUATION CONTINUUM

Performance Expectation 4: Families and Stakeholders

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.

The Leader...

| Indicator | Exemplary Practice | Proficient Practice | Developing Practice | Below Standard Practice |
|--|---|--|--|---|
| <p>4.1 Collaboration with Families and Community Members</p> <p>Leaders ensure the success of all students by collaborating with families and stakeholders.</p> | <p>Consistently and effectively uses a variety of strategies to engage families in decisions about improving school-wide and student-specific learning</p> | <p>Uses a variety of strategies to involve family members in decision making to improve student achievement</p> | <p>Attempts to involve families in some decisions about their children’s education</p> | <p>Provides limited opportunities for families to engage in educational decision making and</p> |
| <p>4.2 Community Interests and Needs</p> <p>Leaders respond and contribute to community interests and needs to provide the best possible education for students and their families.</p> | <p>Uses a variety of strategies to engage in open, responsive and regular communication with staff, families and community members and actively seeks and values alternative viewpoints Uses a variety of assessment strategies and research methods to understand, address and build shared commitment around the diverse needs of students and the community.</p> | <p>Communicates regularly and effectively with all stakeholders.</p> <p>Uses assessment strategies and research methods to understand and address the diverse needs of students and community.</p> <p>Capitalizes on the diversity of the community as an asset to strengthen education.</p> | <p>Communicates regularly with stakeholders</p> <p>Collects some information to understand and provide for diverse student and community needs.</p> <p>Transmits a general sense of commitment to meet diverse needs of the community’s students</p> | <p>Communicates inconsistently, unclearly and ineffectively and/or with only few stakeholders</p> <p>Uses limited resources to understand the diverse needs of students and demonstrates limited understanding of community needs and dynamics.</p> <p>Demonstrates little awareness of community diversity as an educational asset</p> |

| | | | | |
|--|--|--|---|--|
| | Integrates community diversity into multiple aspects of the educational program to meet the learning needs of all students | | | |
| 4.3 Community Resources Leaders maximize shared resources among schools, districts and communities in conjunction with other organizations and agencies that provide critical resources for children and families. | Proactively collaborates with a variety of vital community organizations and agencies to provide and monitor essential resources supporting the ongoing improvement and support of learning for all children and families. | Collaborates with community organizations and agencies to provide essential resources to support the educational needs of all children and families. | Develops some relationships with community organizations and agencies and provides some access to services for families | Develops limited relationships or collaborative opportunities with community agencies and provides limited access to community resources for children and families |
| Evidence of Strengths: Evidence for Areas of Growth: Rating:  Ineffective  Developing  Effective  Highly Effective | | | | |

GRANBY LEADER EVALUATION CONTINUUM

Performance Expectation 5: Ethics and Integrity

Education leaders ensure the success and well-being of all student and staff by modeling ethical behavior and integrity.





The Leader...

| Indicator | Exemplary Practice | Proficient Practice | Developing Practice | Below Standard Practice |
|---|---|---|--|--|
| <p>5.1 Ethical and Legal Standards of the Profession</p> <p>Leaders demonstrate ethical and legal behavior.</p> | <p>Continuously demonstrates and holds others accountable for the highest standards of professional and ethical conduct, student equity, confidentiality and trust.</p> | <p>Models, promotes and holds self and others accountable for professional conduct, ethics, student equity and rights and confidentiality of students.</p> | <p>n/a</p> | <p>Demonstrates limited or inconsistent ethics in personal and professional practice</p> |
| <p>5.2 Personal Values and Beliefs</p> <p>Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission and goals for student learning.</p> | <p>Consistently models and builds shared commitment around respect for diversity and equitable practices for all stakeholders stated in vision, mission, goals and learning principles.</p> | <p>Demonstrates respect for the individual and advocates for and acts on commitments to equitable practices stated in the vision, mission, goals and learning principles.</p> | <p>Advocates for the vision, mission and goals.</p> | <p>Demonstrates limited respect for diversity and equitable practices or commitment to vision, mission and goals</p> |
| <p>5.3 High Standards for Self and Others</p> <p>Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.</p> | <p>Consistently models reflection and continuous growth by publically sharing learning processes related to improvement</p> <p>Collaborates to foster a professional learning</p> | <p>Models and reflects on lifelong learning of effective practices.</p> <p>Supports and allocates resources for ongoing</p> | <p>Recognizes the importance of personal learning needs of self and others</p> | <p>Demonstrates little commitment to reflective practice and ongoing improvement in self and others.</p> <p>Demonstrates little or inconsistent use of</p> |

| | | | | |
|--|--|--|--|--|
| | <p>culture through ongoing, differentiated and job-embedded professional development to strengthen teaching and learning and actively seeks and allocates resources to build and sustain improvement</p> <p>Demonstrates skill, understanding and modeling to guide the legal, social and ethical use of technology among all members of the school community</p> <p>Creates a collaborative professional learning community that inspires mutual trust, respect and honesty to sustain optimal ongoing improvement focused on student success</p> | <p>professional learning to strengthen curriculum, instruction and assessment.</p> <p>Promotes legal, social and ethical use of technology</p> <p>Inspires trust and respect to achieve student success.</p> | <p>Supports professional learning related to curriculum and instruction and allocates resources to address some needs</p> <p>Demonstrates emerging but inconsistent understanding of the legal, social and ethical implications of technology</p> <p>Works to establish positive collegial relationships with stakeholders</p> | <p>professional development and resources to strengthen teaching and learning</p> <p>Demonstrates limited understanding of the legal, social and ethical implications of technology</p> <p>Ineffectively builds trust and respect necessary to achieve expected student performance levels</p> |
|--|--|--|--|--|

Evidence of Strengths:

Evidence for Areas of Growth:

Rating:  Ineffective  Developing  Effective  Highly Effective

GRANBY LEADER EVALUATION CONTINUUM

Performance Expectation 6: The Education System

Education leaders ensure the success and achievement of all students and advocate for their student, faculty and staff needs by influencing social, cultural, economic, legal and political contexts affecting education.





The Leader...

| Indicator | Exemplary Practice | Proficient Practice | Developing Practice | Below Standard Practice |
|---|--|---|---|---|
| <p>6.1 Professional Influence</p> <p>Leaders improve the broader, social, cultural, economic, legal and political contexts of education for all students and families.</p> | <p>Uses a variety of communication strategies to actively engage local, regional and/or national stakeholders and policy makers through community meetings, national organizations</p> <p>Actively engages the school community to successfully advocate for equal access to services and resources for all.</p> | <p>Develops and maintains relationships to engage a range of stakeholders in discussing, responding to, and influencing educational issues.</p> <p>Advocates for equity, access and adequacy in meeting the needs of students and families.</p> | <p>Maintains professional and cordial relationships with some stakeholders and policy makers</p> <p>Demonstrates emerging understanding of how to locate, acquire and access services and resources to promote equity and achieve school goals.</p> | <p>Takes few opportunities to build relationships with community and policy-making stakeholders regarding educational issues</p> <p>Demonstrates limited understanding and ineffective use of resources to promote equity</p> |
| <p>6.2 The Educational Policy Environment</p> <p>Leaders uphold and contribute to policies and political support for excellence and equity in education.</p> | <p>Engages the school community and stakeholders in data analysis to identify important progress indicators and growth needs</p> | <p>Collects, analyzes, evaluates and accurately communicates data about educational performance in a clear and timely way.</p> | <p>Reviews school and student growth data.</p> | <p>Demonstrates little understanding and ineffective communication of student performance data</p> |

| | | | | |
|--|---|---|---|---|
| | Actively communicates and clarifies federal, state and local policies with vital stakeholders to improve understanding | Communicates effectively with the community on policy and upholds policy and regulations in support of education | Provides information to decision makers and stakeholders about policies and regulations | Demonstrates ineffective communication with members of the school and community on policies |
| <p>6.3 Element C: Policy Engagement</p> <p>Leaders engage policymakers to inform and improve education policy.</p> | <p>Actively engages stakeholders to advocate for and influence policies to improve education.</p> <p>Proactively collaborates with all stakeholders to change local, district, state and national decisions impacting the improvement of teaching and learning, and maintains involvement with local, state and national professional organizations to improve education.</p> | <p>Advocates for public policies and ensures adequate resources that provide for present and future needs of to improve equity and excellence in education.</p> <p>Collaborates with community leaders to collect and analyze data on economic, social and other emerging issues to inform district and school planning, policies and programs.</p> | <p>Identifies some policies and procedures supporting equity and seeks opportunities to communicate about them.</p> <p>Demonstrates emerging ability to analyze and share data related to policies and decisions related to student learning.</p> | <p>Demonstrates little understanding of or advocacy of policies promoting equity.</p> <p>Demonstrates little understanding of or involvement with others to influence decisions affecting student learning within and/or outside of own school or district.</p> |

Evidence of Strengths:

Evidence for Areas of Growth:

Rating:  Ineffective  Developing  Effective  Highly Effective

Appendix C - Forms

Form A: Administrator Goal Setting, Self-Reflection and Conference Form

Name:

Date:

School:

Position:

Common Core of Leading Performance Expectations and Elements:

#1 -Vision Mission and Goals: based on SLO, student data and stakeholder feedback, use of analytic rubric to self-assess;

- A. High Performance for All
- B. Shared Commitments to Implement the Vision, Mission and Goals
- C. Continuous Improvement toward the Vision, Mission and Goals

| Areas of Strength | Areas of Development |
|-------------------|----------------------|
| | |

#2 - Teaching and Learning:

- A. Strong Professional Culture
- B. Curriculum and Instruction
- C. Assessment and Accountability

| Areas of Strength | Areas of Development |
|-------------------|----------------------|
| | |

#3- Organizational Systems and Safety:

- A. Welfare and Safety of Students, Faculty and Staff
- B. Operational Systems
- C. Fiscal and Human Resources

| Areas of Strength | Areas of Development |
|-------------------|----------------------|
| | |

#4- Families and Stakeholders:

- A. Collaboration with Families and Community Members
- B. Community Interests and Needs
- C. Community Resources

| Areas of Strength | Areas of Development |
|-------------------|----------------------|
| | |

#5-Ethics and Integrity:

- A. Ethical and Legal Standards of the Profession
- B. Personal Values and Beliefs
- C. High Standards for Self and Others:

| Areas of Strength | Areas of Development |
|-------------------|----------------------|
| | |

#6 - The Educational System:

- A. Professional Influence
- B. The Educational Policy Environment
- C. Policy Engagement

| Areas of Strength | Areas of Development |
|-------------------|----------------------|
| | |

Goal Setting Conference, to be completed by November 1 (see pp. 17 – 21 of Administrator Evaluation Manual)

2 Goals: two goals around student learning and student outcomes:

SLO Goal #1(SPI-based):

Target #1 related to professional learning (Measurable with evidence - observation, conversation or documents)

Target #2 related to stakeholder feedback (Measurable with evidence)

Target #3 – related to teacher effectiveness (Measurable with evidence)

SLO goal #2(locally determined measures-based):

Target #1 related to professional learning (Measurable with evidence)

Target #2 related to stakeholder feedback (Measurable with evidence)

Target #3 – related to teacher effectiveness (Measurable with evidence)

Optional Goal (to align with key elements that have not been addressed through first two SLO's):

Mid-Year Conference, completed by February 28:

| | |
|---|---|
| Evidence (observation, documents, conversations) of Progress Toward Goal#1: | Mid-Year adjustment of Goal #1 (if needed): |
| Administrator: | |

| | |
|-----------------|--|
| | |
| Superintendent: | |

| | |
|--|---|
| Evidence(observation, documents, conversations) of Progress Toward Goal#2: | Mid-Year adjustment of Goal #2 (if needed): |
| Administrator: | |
| Superintendent: | |

| | |
|---|---|
| Evidence(observation, documents, conversations) of Progress Toward Optional Goal: | Mid-Year adjustment of Optional Goal (if needed): |
| Administrator: | |
| Superintendent: | |

End of Year Summative Conference, completed by June 1

| | |
|--|--|
| End of Year Conference, Goal#1: Evidence (observation, documents, conversations) | End of Year Conference, Goal#1: Comments |
| Administrator: | Administrator: |
| Superintendent: | Superintendent: |

Rating:

| | | | |
|---------------------------|----------------------------|----------------------------|--------------------------------|
| Exemplary Practice | Proficient Practice | Developing Practice | Below Standard Practice |
|---------------------------|----------------------------|----------------------------|--------------------------------|

| | |
|--|--|
| End of Year Conference, Goal#2: Evidence (observation, documents, conversations) | End of Year Conference, Goal#2: Comments |
| Administrator: | Administrator: |
| Superintendent: | Superintendent: |

Rating:

| | | | |
|---------------------------|----------------------------|----------------------------|--------------------------------|
| Exemplary Practice | Proficient Practice | Developing Practice | Below Standard Practice |
|---------------------------|----------------------------|----------------------------|--------------------------------|

| | |
|---|--|
| End of Year Conference, Optional Goal #3: Evidence | End of Year Conference, Optional Goal#2: Comments |
| Administrator: | Administrator: |
| Superintendent: | Superintendent: |

Rating:

| | | | |
|---------------------------|----------------------------|----------------------------|--------------------------------|
| Exemplary Practice | Proficient Practice | Developing Practice | Below Standard Practice |
|---------------------------|----------------------------|----------------------------|--------------------------------|

Form B Observation Protocols

Common Core of Leading Performance Expectations and Elements:

#1 -Vision Mission and Goals: based on SLO, student data and stakeholder feedback, use of analytic rubric to self-assess;

- D. High Performance for All
- E. Shared Commitments to Implement the Vision, Mission and Goals
- F. Continuous Improvement toward the Vision, Mission and Goals

| Areas of Strength | Areas of Development |
|--------------------------------|----------------------|
| | |
| Performance Expectation Rating | |

#2 - Teaching and Learning:

- D. Strong Professional Culture
- E. Curriculum and Instruction
- F. Assessment and Accountability

| Areas of Strength | Areas of Development |
|--------------------------------|----------------------|
| | |
| Performance Expectation Rating | |

#3- Organizational Systems and Safety:

- D. Welfare and Safety of Students, Faculty and Staff
- E. Operational Systems
- F. Fiscal and Human Resources

| Areas of Strength | Areas of Development |
|--------------------------------|----------------------|
| | |
| Performance Expectation Rating | |

#4- Families and Stakeholders:

- D. Collaboration with Families and Community Members
- E. Community Interests and Needs
- F. Community Resources

| Areas of Strength | Areas of Development |
|-------------------|----------------------|
| | |

| | |
|--------------------------------|--|
| | |
| Performance Expectation Rating | |

#5-Ethics and Integrity:

- D. Ethical and Legal Standards of the Profession
- E. Personal Values and Beliefs
- F. High Standards for Self and Others:

| Areas of Strength | Areas of Development |
|--------------------------------|----------------------|
| | |
| Performance Expectation Rating | |

#6 - The Educational System:

- D. Professional Influence
- E. The Educational Policy Environment
- F. Policy Engagement

| Areas of Strength | Areas of Development |
|--------------------------------|----------------------|
| | |
| Performance Expectation Rating | |

Form C: Summative Rating Form

Performance and Practice Rating:

| |
|--|
| Summative evaluation of performance based on Form B Observation Protocol weighted against <i>CT Common Core of Leading</i> |
| Comments |
| Administrator: |
| Superintendent: |

| Highly Effective Practice | Proficient Practice | Developing Practice | Ineffective Practice |
|---------------------------|---------------------|---------------------|----------------------|
| | | | |
| Total | | | |
| Rating Scale | | | |

Stakeholder Feedback Rating:

| |
|--|
| Summative evaluation of performance based on assessment of performance related to targets associated with Stakeholder Feedback |
| Comments |
| Administrator: |
| Superintendent: |

| Highly Effective Practice | Proficient Practice | Developing Practice | Ineffective Practice |
|---------------------------|---------------------|---------------------|----------------------|
| | | | |
| Total | | | |
| Rating Scale | | | |

Student Learning Measure

| |
|--|
| Summative evaluation of performance based on Review of SLO's |
| Comments |
| Administrator: |
| Superintendent: |

| Highly Effective Practice | Proficient Practice | Developing Practice | Ineffective Practice |
|---------------------------|---------------------|---------------------|----------------------|
| | | | |
| Total SLO 1 | | | |
| Total SLO 2 | | | |
| TOTAL SLO SCORE | | | |
| Rating Scale | | | |

Student Learning Measure

| |
|--|
| Summative evaluation of performance based on Teacher Effectiveness targets |
| Comments |
| Administrator: |
| Superintendent: |

| Highly Effective Practice | Proficient Practice | Developing Practice | Ineffective Practice |
|---------------------------|---------------------|---------------------|----------------------|
| | | | |
| Total | | | |
| Rating Scale | | | |

Total Overall Rating

Practice Rating = _____

Outcomes Rating = _____

Overall Summative Rating = _____

Form D – Administrator Support Plan Form

Principal/Administrator: _____

Superintendent/Evaluator: _____

| |
|---|
| <p>The Intensive Support Plan is initiated as a result of one or more evaluations that did not reflect effective leadership or professional growth. The evaluator, sometimes with help from the Department of Human Resources, develops the specific plan, with input from the administrator and the Local Administrator Association. All parties in attendance complete this form jointly.</p> |
| <p>Area(s) of Concern or Performance Standard(s) Not Effectively Addressed:</p> |
| <p>Statement of Concern: (cite evidence from on-going evaluation of performance as appropriate)</p> |
| <p>Strategies/Activities to Be Implemented to Address the Concern:</p> |
| <p>System of Support to Promote the Administrator’s Success:</p> |
| <p>Timeline (length of plan in weeks, plus schedule for monitoring implementation/progress and the measurable outcomes expected):</p> |

Superintendent/Evaluator

Administrator

Date

Rep from
Granby Administrator
Association

Date

Copy to administrator, copy to local school working file, original to Human Resources/personnel file

Appendix D - Sample Surveys

Granby Climate Surveys will be used by the district to cull important leadership goals and establish targets for improvement in which district and school leadership can apply in practice and which evaluators can assess leadership performance.

The following pages are a sampling of Climate Surveys that will be used.

Dear Staff,
 We need your help to find out what you like about our school and how we can make it better. Please answer the questions below. There are no right or wrong answers. We hope that you feel comfortable to answer the questions honestly and show how you really feel about your school.

***1. My school is**

- Kearns
 Wells Road
 Kelly Lane
 GMMS
 GMHS

2. Please select your school assignment

- Administrator
 Coach
 Classroom Teacher (including Art, Music, PE, Health, Special Education)
 Teaching Assistant, Tutor
 Student Support Staff (Building and Grounds, Maintenance, Office, Food Service, School Nurse)

3. How many years have you been working at the school?

- 1st year
 2-5 years
 5-10 years
 More than 10 years

4. Please select your appropriate ethnicity

- American Indian/Alaskan
 Hispanic
 Bi-Racial
 Asian/Pacific Islander
 non-Hispanic
 Multi-Racial
 African American or Black
 White
 Choose not to answer

5. My identified gender is

- Male
 Female

6. The culture and emotional climate of the school is positive and supportive

- All of the time
 Most of the time
 Some of the time
 None of the time

7. There are clear-cut policies and procedures in my school

- Yes
 No

8. I feel like I am a part of a school community (shared mission, values, efforts, and goals).

- All of the time
 Most of the time
 Some of the time
 None of the time

9. I feel my contributions are valued and important

- All of the time
 Most of the time
 Some of the time
 None of the time

10. I feel comfortable going to at least one member of the administrative team if I have a problem.

- All of the time
 Most of the time
 Some of the time
 None of the time

11. Our administrative team is committed to finding fair and balanced solutions to problems.

- All of the time
 Most of the time
 Some of the time
 None of the time

12. I feel respected by students.

- All of the time
 Most of the time
 Some of the time
 None of the time

13. I hear students speaking inappropriately (e.g., about/to peers and or staff, using profanity, etc.)

- All of the time
 Most of the time
 Some of the time
 None of the time

14. I hear colleagues speaking inappropriately (e.g., about/to peers and or students, using profanity, yelling, etc.)

- All of the time
 Most of the time
 Some of the time
 None of the time

15. I feel treated fairly at school with respect to my: (check all that apply)

- | | | |
|---|---|--|
| <input type="checkbox"/> Race | <input type="checkbox"/> Academic achievement | <input type="checkbox"/> Physical appearance |
| <input type="checkbox"/> Gender | <input type="checkbox"/> Academic level | <input type="checkbox"/> Other |
| <input type="checkbox"/> Sexual orientation | <input type="checkbox"/> Ethnicity | <input type="checkbox"/> Has not happened |
| <input type="checkbox"/> Religion | <input type="checkbox"/> Disability | |

16. One more thing I would like to say:

Dear Students,
 We need your help to find out what you like about our school and how we can make it better. Please answer the questions below. There are no right or wrong answers. We hope that you feel comfortable to answer the questions honestly and show how you really feel about your school. Please do not look at you classmates' answers when you are completing your student survey.

1. Please select your grade level.

- 9 10 11 12

2. Please give the current city or town you live in:

- Granby Hartford Hartland

3. Please select your appropriate ethnicity:

- American Indian/Alaskan Hispanic Bi-Racial
 Asian/Pacific Islander non-Hispanic Multi-Racial
 African American or Black White Choose not to answer

4. My identified gender is.

- Male Female

5. I like to come to school each day.

- All of the time Most of the time Some of the time None of the time

6. I feel the students in this school are friendly

- All of the time Most of the time Some of the time None of the time

7. I feel physically safe at school.

- All of the time Most of the time Some of the time None of the time

8. I feel comfortable sharing my thoughts and ideas at this school.

- All of the time Most of the time Some of the time None of the time

9. I have seen students support each other

- All of the time Most of the time Some of the time None of the time

10. I feel my peers treat me fairly.

- All of the time Most of the time Some of the time None of the time

11. I feel the adults in my school treat me fairly.

- All of the time Most of the time Some of the time None of the time

12. I have been treated unfairly at school because of my: (check all that apply)

- | | | |
|---|---|---|
| <input type="checkbox"/> Race | <input type="checkbox"/> Academic Achievement | <input type="checkbox"/> Other |
| <input type="checkbox"/> Gender | <input type="checkbox"/> Ethnicity | <input type="checkbox"/> Has not happened |
| <input type="checkbox"/> Sexual orientation | <input type="checkbox"/> Disability | |
| <input type="checkbox"/> Religion | <input type="checkbox"/> Physical Appearance | |

13. I have seen or heard others being treated unfairly at school because of their: (check all that apply)

- | | | |
|---|---|---|
| <input type="checkbox"/> Race | <input type="checkbox"/> Academic Achievement | <input type="checkbox"/> Other |
| <input type="checkbox"/> Gender | <input type="checkbox"/> Ethnicity | <input type="checkbox"/> Has not happened |
| <input type="checkbox"/> Sexual orientation | <input type="checkbox"/> Disability | |
| <input type="checkbox"/> Religion | <input type="checkbox"/> Physical Appearance | |

14. I feel there are trusted adults in the school who I can go to/talk to for help.

- All of the time Most of the time Some of the time None of the time

15. I typically get to school by

- Bus Walking Car Other

16. I feel my trip to and from school is a positive/safe experience.

- All of the time Most of the time Some of the time None of the time

17. I am currently involved in the following activities at the high school (check all that apply):

- | | | |
|---|--|--|
| <input type="checkbox"/> AFS Club | <input type="checkbox"/> Film Club | <input type="checkbox"/> On-line Journal |
| <input type="checkbox"/> Art Club | <input type="checkbox"/> French Exchange | <input type="checkbox"/> Peer Facilitator Club |
| <input type="checkbox"/> Best Buddies | <input type="checkbox"/> French Honor Society | <input type="checkbox"/> Poetry Club |
| <input type="checkbox"/> Bible Study | <input type="checkbox"/> Horticulture Club | <input type="checkbox"/> Robotics Club |
| <input type="checkbox"/> Chess Club | <input type="checkbox"/> Improv Club | <input type="checkbox"/> SAFE |
| <input type="checkbox"/> Computer Club | <input type="checkbox"/> Knitting Club | <input type="checkbox"/> Spanish Honor Society |
| <input type="checkbox"/> CT Youth Forum | <input type="checkbox"/> Leo Club | <input type="checkbox"/> Student Government |
| <input type="checkbox"/> Debate Club | <input type="checkbox"/> Math League | <input type="checkbox"/> Weightlifting Club |
| <input type="checkbox"/> Drama Club | <input type="checkbox"/> National Honors Society | <input type="checkbox"/> YES Club |
| <input type="checkbox"/> Environmental Club | <input type="checkbox"/> Newspaper Club | |

18. I have been the target of hurtful communication through social media.

- Never Once 2-5 times 6 or more times

19. I have participated in hurtful communication through social media.

- Never Once 2-5 times 6 or more times

20. Do you feel there is an area of the school that is not safe?

- Yes No

If Yes, where?

21. One more thing I would like to say

Dear Students,
 We need your help to find out what you like about our school and how we can make it better. Please answer the questions below. There are no right or wrong answers. We hope that you feel comfortable to answer the questions honestly and show how you really feel about your school. Please do not look at you classmates' answers when you are completing your student survey.

1. Please select your grade level.

- 7 8

2. Please give the current city or town you live in:

- Granby Hartford Hartland

Other (please specify)

3. Please select your appropriate ethnicity:

- American Indian/Alaskan Hispanic Bi-Racial
 Asian/Pacific Islander non-Hispanic Multi-Racial
 African American or Black White Choose not to answer

4. My identified gender is.

- Male Female

5. I like to come to school each day.

- All of the time Most of the time Some of the time None of the time

6. I feel the students in this school are friendly

- All of the time Most of the time Some of the time None of the time

7. I feel physically safe at school.

- All of the time Most of the time Some of the time None of the time

8. I feel comfortable sharing my thoughts and ideas at this school.

- All of the time Most of the time Some of the time None of the time

9. I have seen students support each other

- All of the time Most of the time Some of the time None of the time

10. I feel my peers treat me fairly.

- All of the time Most of the time Some of the time None of the time

11. I feel the adults in my school treat me fairly.

- All of the time Most of the time Some of the time None of the time

12. I have been treated unfairly at school because of my: (check all that apply)

- Race Academic Achievement Other
 Gender Ethnicity Has not happened
 Sexual orientation Disability
 Religion Physical Appearance

13. I have seen or heard others being treated unfairly at school because of their: (check all that apply)

- Race Academic Achievement Other
 Gender Ethnicity Has not happened
 Sexual orientation Disability
 Religion Physical Appearance

14. I feel there are trusted adults in the school who I can go to/talk to for help.

- All of the time Most of the time Some of the time None of the time

15. I typically get to school by

- Bus Walking Car Other

16. I feel my trip to and from school is a positive/safe experience.

- All of the time Most of the time Some of the time None of the time

17. I am involved in the following activities at the middle school (check all that apply):

- Newspaper Club Games Club Jazz Band
 Renaissance Club USFirst Lego League Robotics Club Lights and Sound
 Club Adventure Math Counts Broadcasting
 Yearbook Club Math Club Intramurals and Interscholastic Sports
 Cheer & Dance Team GMMS Cross Country team Student Union
 FishKids Drama Club
 Science Club Select Choir

18. I have been the target of hurtful communication through social media.

- Never Once 2-5 times 6 or more times

19. I have participated in hurtful communication through social media.

- Never Once 2-5 times 6 or more times

20. Do you feel there is an area of the school that is not safe?

- Yes No

If Yes, where?

21. One more thing I would like to say

Dear Students,

We need your help to find out what you like about our school and how we can make it better. Please answer the questions below. There are no right or wrong answers. We hope that you feel comfortable to answer the questions honestly and show how you really feel about our school.

1. My school is:

Wells Road Kelly Lane

2. I am a:

Girl Boy

3. What grade are you in?

3 4 5 6

4. This is how I feel about my school:

I like it It's okay I don't like it

5. Most of the time, this is how I feel when I am coming to school in the morning:

Happy OK Unhappy

6. This is how much I like the students in this school:

A lot OK Not at all

7. In this school, I feel Happy:

Most of the time Sometimes Never

8. In this school, I feel Interested:

Most of the time Sometimes Never

9. In this school, I feel Safe:

Most of the time Sometimes Never

10. In this school, I feel Sad:

Never Sometimes Most of the time

11. In this school, I feel Angry:

Never Sometimes Most of the time

12. The children in this school like me:

A lot A little Not very much

13. The children in this school like each other:

A lot A little Not very much

14. The adults in this school care about me:

A lot A little Not very much

15. There is at least one adult at school that I can go to for help when something is bothering me:

Yes Not sure No

16. How often does this happen to you in your schoolroom? Another student in this school says something nice to me:

A lot Sometimes Never

17. How often does this happen to you in your schoolroom? Another student in this school says something mean to me:

Never Sometimes A lot

18. How often does this happen to you in your schoolroom? Another student in this school teases me:

Never Sometimes A lot

19. How often does this happen to you in your schoolroom? Another student in this school excludes me from activities:

Never Sometimes A lot

20. How often do you say something nice to someone in your school?

A lot Sometimes Never

21. How often do you say something mean to someone in your school?

Never Sometimes A lot

22. How often do you tease someone in your school?

Never Sometimes A lot

23. How often do you exclude someone in your school?

Never Sometimes A lot

24. This is how safe I feel in classrooms

Very safe OK Not safe

25. This is how safe I feel on the playing fields

Very safe OK Not safe

26. This is how safe I feel in the hallways

Very safe OK Not safe

27. This is how safe I feel on the bus

Very safe OK Not safe

28. This is how safe I feel in the cafeteria

Very safe OK Not safe

29. This is how safe I feel in the bathroom

Very safe OK Not safe

30. I am involved in extra-curricular activities (athletics, clubs, activities, school committees)

- | | | |
|---|---|---|
| <input type="checkbox"/> Environmental club | <input type="checkbox"/> Fitness club | <input type="checkbox"/> Student Council |
| <input type="checkbox"/> Drama Club | <input type="checkbox"/> Sign language club | <input type="checkbox"/> Math Enrichment Club |
| <input type="checkbox"/> Chorus | <input type="checkbox"/> Student Council/government | <input type="checkbox"/> Broadcast Club |
| <input type="checkbox"/> Band | <input type="checkbox"/> Stock Market Club | |
| <input type="checkbox"/> Jazz band | <input type="checkbox"/> World Cultures Club | |

31. One more thing I would like to say

Dear Students,
We need your help to find out what you like about our school and how we can make it better. Please answer the questions below. There are no right or wrong answers. We hope that you feel comfortable to answer the questions honestly and show how you really feel about our school.

1. I am a:

- Girl Boy

2. What grade are you in?

- K 1 2

3. This is how I feel about my school:

- A. I like it B. It's okay C. I don't like it

4. Most of the time, this is how I feel when I am coming to school in the morning:

- A. Happy B. OK C. Unhappy

5. This is how much I like the children in this school:

- A. I like them a lot B. OK C. I don't like them at all

6. In this school, I feel Happy:

- A. most of the time B. sometimes C. never

7. In this school, I feel Sad:

- A. most of the time B. sometimes C. never

8. The children in this school like me:

- A. a lot B. a little C. not very much

9. The children in this school like each other:

- A. a lot B. a little C. not very much

10. The adults in this school care about me:

- A. a lot B. a little C. not very much

11. How often does this happen to you during the day? Another child says something nice to me:

- A. a lot B. sometimes C. never

12. How often does this happen to you during the day? Another child says something mean to me:

- A. never B. sometimes C. a lot

13. How often do you fill someone's bucket?

- A. a lot B. sometimes C. never

14. How often do you dip into someone's bucket?

- A. never B. sometimes C. a lot

15. This is how I feel in my classroom

- A. very safe B. ok C. not safe

16. This is how I feel on the playground

- A. very safe B. ok C. not safe

17. This is how I feel in the hallways

- A. very safe B. ok C. not safe

18. This is how I feel on the bus

- A. very safe B. ok C. not safe

19. This is how I feel in the cafeteria

- A. very safe B. ok C. not safe

Dear Parents/Guardians,

We need your help to find out what you like about our school and how we can make it better. Please answer the questions below. There are no right or wrong answers. We hope that you feel comfortable to answer the questions honestly and show how you really feel about your child's school.

***1. My child's school is**

- Kearns Wells Road Kelly Lane GMMS GMHS

2. Please select your child's grade level

- K 1 2 3 4 5 6 7 8 9 10 11 12

3. Please give the current city or town you live in:

- Granby Hartford Hartland

Other (please specify)

4. Please select your appropriate ethnicity

- American Indian/Alaskan Hispanic Bi-Racial
 Asian/Pacific Islander non-Hispanic Multi-Racial
 African American or Black White Choose not to answer

5. My child's identified gender is

- Male Female

6. My child likes to come to school each day.

- All of the time Most of the time Some of the time None of the time

7. I feel the students in this school are friendly.

- All of the time Most of the time Some of the time None of the time

8. I feel that this school is physically safe.

- All of the time Most of the time Some of the time None of the time

9. I feel comfortable sharing my thought and ideas at this school.

- All of the time Most of the time Some of the time None of the time

10. I feel my child's peers treat him/her fairly.

- All of the time Most of the time Some of the time None of the time

11. I feel the adults in my child's school treat me fairly.

- All of the time Most of the time Some of the time None of the time

12. My child has been treated unfairly at school because of his/her: (check all that apply)

- | | | |
|---|---|--|
| <input type="checkbox"/> Race | <input type="checkbox"/> Academic achievement | <input type="checkbox"/> Physical appearance |
| <input type="checkbox"/> Gender | <input type="checkbox"/> Academic level | <input type="checkbox"/> Other |
| <input type="checkbox"/> Sexual orientation | <input type="checkbox"/> Ethnicity | <input type="checkbox"/> Has not happened |
| <input type="checkbox"/> Religion | <input type="checkbox"/> Disability | |

13. I have seen or heard others being treated unfairly at school because of their: (check all that apply)

- | | | |
|---|---|--|
| <input type="checkbox"/> Race | <input type="checkbox"/> Academic achievement | <input type="checkbox"/> Physical appearance |
| <input type="checkbox"/> Gender | <input type="checkbox"/> Academic level | <input type="checkbox"/> Other |
| <input type="checkbox"/> Sexual orientation | <input type="checkbox"/> Ethnicity | <input type="checkbox"/> Has not happened |
| <input type="checkbox"/> Religion | <input type="checkbox"/> Disability | |

14. I feel there are trusted adults in the school who my child can go to/talk to for help.

- All of the time Most of the time Some of the time None of the time

15. My child's common mode of transportation to and from school is:

- Bus Walking Car Other

16. My child's trip to and from school is a positive/safe experience.

- All of the time Most of the time Some of the time None of the time

17. My child is currently involved in the following activities at Kelly Lane or Wells Road (check all that apply):

- | | | |
|---|---|---|
| <input type="checkbox"/> Environmental club | <input type="checkbox"/> Fitness club | <input type="checkbox"/> Student Council |
| <input type="checkbox"/> Drama Club | <input type="checkbox"/> Sign language club | <input type="checkbox"/> Math Enrichment Club |
| <input type="checkbox"/> Chorus | <input type="checkbox"/> Student Council/government | <input type="checkbox"/> Broadcast Club |
| <input type="checkbox"/> Band | <input type="checkbox"/> Stock Market Club | |
| <input type="checkbox"/> Jazz band | <input type="checkbox"/> World Cultures Club | |

18. My child is currently involved in the following activities at the middle school (check all that apply):

- | | | |
|---|--|---|
| <input type="checkbox"/> Newspaper Club | <input type="checkbox"/> Games Club | <input type="checkbox"/> Jazz Band |
| <input type="checkbox"/> Renaissance Club | <input type="checkbox"/> USFirst Lego League Robotics Club | <input type="checkbox"/> Lights and Sound |
| <input type="checkbox"/> Club Adventure | <input type="checkbox"/> Math Counts | <input type="checkbox"/> Broadcasting |
| <input type="checkbox"/> Yearbook Club | <input type="checkbox"/> Math Club | <input type="checkbox"/> Intramurals and Interscholastic Sports |
| <input type="checkbox"/> Cheer & Dance Team | <input type="checkbox"/> GMS Cross Country team | <input type="checkbox"/> Student Union |
| <input type="checkbox"/> FishKids | <input type="checkbox"/> Drama Club | |
| <input type="checkbox"/> Science Club | <input type="checkbox"/> Select Choir | |

19. My child is currently involved in the following activities at the high school (check all that apply):

- | | | |
|---|--|--|
| <input type="checkbox"/> AFS Club | <input type="checkbox"/> Film Club | <input type="checkbox"/> On-line Journal |
| <input type="checkbox"/> Art Club | <input type="checkbox"/> French Exchange | <input type="checkbox"/> Peer Facilitator Club |
| <input type="checkbox"/> Best Buddies | <input type="checkbox"/> French Honor Society | <input type="checkbox"/> Poetry Club |
| <input type="checkbox"/> Bible Study | <input type="checkbox"/> Horticulture Club | <input type="checkbox"/> Robotics Club |
| <input type="checkbox"/> Chess Club | <input type="checkbox"/> Improv Club | <input type="checkbox"/> SAFE |
| <input type="checkbox"/> Computer Club | <input type="checkbox"/> Knitting Club | <input type="checkbox"/> Spanish Honor Society |
| <input type="checkbox"/> CT Youth Forum | <input type="checkbox"/> Leo Club | <input type="checkbox"/> Student Government |
| <input type="checkbox"/> Debate Club | <input type="checkbox"/> Math League | <input type="checkbox"/> Weightlifting Club |
| <input type="checkbox"/> Drama Club | <input type="checkbox"/> National Honors Society | <input type="checkbox"/> YES Club |
| <input type="checkbox"/> Environmental Club | <input type="checkbox"/> Newspaper Club | |

20. My child has been the target of hurtful communications through social media.

- Never
 Once
 2-5 times
 6 or more times
 Unknown

21. My child has participated in hurtful communications through social media.

- Never
 Once
 2-5 times
 6 or more times
 Unknown

22. Do you feel that there is an area of the school that is not safe?

- Yes
 No

if yes, where?

23. How often do you communicate (in person, phone calls, e-mails, etc.) with your child's school during the year?

- 0-3
 3-10
 10-25
 more than 25 times

24. One more thing I would like to say:

18. My child is currently involved in the following activities at the middle school (check all that apply):

- | | | |
|---|--|---|
| <input type="checkbox"/> Newspaper Club | <input type="checkbox"/> Games Club | <input type="checkbox"/> Jazz Band |
| <input type="checkbox"/> Renaissance Club | <input type="checkbox"/> USFirst Lego League Robotics Club | <input type="checkbox"/> Lights and Sound |
| <input type="checkbox"/> Club Adventure | <input type="checkbox"/> Math Counts | <input type="checkbox"/> Broadcasting |
| <input type="checkbox"/> Yearbook Club | <input type="checkbox"/> Math Club | <input type="checkbox"/> Intramurals and Interscholastic Sports |
| <input type="checkbox"/> Cheer & Dance Team | <input type="checkbox"/> GMS Cross Country team | <input type="checkbox"/> Student Union |
| <input type="checkbox"/> FishKids | <input type="checkbox"/> Drama Club | |
| <input type="checkbox"/> Science Club | <input type="checkbox"/> Select Choir | |

19. My child is currently involved in the following activities at the high school (check all that apply):

- | | | |
|---|--|--|
| <input type="checkbox"/> AFS Club | <input type="checkbox"/> Film Club | <input type="checkbox"/> On-line Journal |
| <input type="checkbox"/> Art Club | <input type="checkbox"/> French Exchange | <input type="checkbox"/> Peer Facilitator Club |
| <input type="checkbox"/> Best Buddies | <input type="checkbox"/> French Honor Society | <input type="checkbox"/> Poetry Club |
| <input type="checkbox"/> Bible Study | <input type="checkbox"/> Horticulture Club | <input type="checkbox"/> Robotics Club |
| <input type="checkbox"/> Chess Club | <input type="checkbox"/> Improv Club | <input type="checkbox"/> SAFE |
| <input type="checkbox"/> Computer Club | <input type="checkbox"/> Knitting Club | <input type="checkbox"/> Spanish Honor Society |
| <input type="checkbox"/> CT Youth Forum | <input type="checkbox"/> Leo Club | <input type="checkbox"/> Student Government |
| <input type="checkbox"/> Debate Club | <input type="checkbox"/> Math League | <input type="checkbox"/> Weightlifting Club |
| <input type="checkbox"/> Drama Club | <input type="checkbox"/> National Honors Society | <input type="checkbox"/> YES Club |
| <input type="checkbox"/> Environmental Club | <input type="checkbox"/> Newspaper Club | |

20. My child has been the target of hurtful communications through social media.

- Never
 Once
 2-5 times
 6 or more times
 Unknown

21. My child has participated in hurtful communications through social media.

- Never
 Once
 2-5 times
 6 or more times
 Unknown

22. Do you feel that there is an area of the school that is not safe?

- Yes No

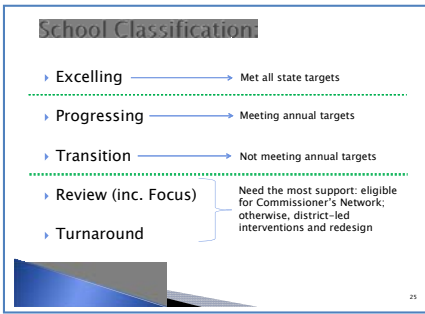
if yes, where?

23. How often do you communicate (in person, phone calls, e-mails, etc.) with your child's school during the year?

- 0-3 3-10 10-25 more than 25 times

24. One more thing I would like to say:

Appendix E – CSDE SPI Classification and Performance Targets



| Excelling Schools | | |
|--|--|---|
| Description | Performance Targets | Interventions |
| <ul style="list-style-type: none"> Meet state targets: SPI > 88 4yr grad > 94% Ext. grad > 96% Maj. of subgp. gaps < 10 and > 25% Adv. In three of four subjects | <ul style="list-style-type: none"> Maintain SPI > 88 Maintain 4yr grad > 94% Maintain Ext. grad > 96% If subgp. SPI < 88, increase so that ½ way to 88 by 2018 | <ul style="list-style-type: none"> Drive own improvement |

| Progressing Schools | | |
|--|--|---|
| Description | Performance Targets | Interventions |
| <ul style="list-style-type: none"> SPI > 88 and miss one of: Maj. of subgp. gaps < 10 4yr grad > 94% Ext. grad > 96% OR 64 < SPI < 88 and meet all of: Performance target for SPI 4yr grad > 90% Ext. grad > 93% Maj. of subgp. gaps < 10 | <ul style="list-style-type: none"> Increase SPI so ½ way to 88 by 2018 Increase subgroup SPIs so ½ way to 88 by 2018 Increase 4yr grad so ½ way to 94% by 2018 Increase Ext grad so ½ way to 96% by 2018 | <ul style="list-style-type: none"> Self-review |

| Transition Schools | | |
|---|--|---|
| Description | Performance Targets | Interventions |
| <ul style="list-style-type: none"> 64 < SPI < 88 and miss one of: Performance target for SPI 4yr grad > 90% Ext. grad > 93% Maj. of subgp. gaps < 10 | <ul style="list-style-type: none"> Increase SPI so ½ way to 88 by 2018 Increase subgroup SPIs so ½ way to 88 by 2018 Increase 4yr grad so ½ way to 94% by 2018 Increase Ext grad so ½ way to 96% by 2018 | <ul style="list-style-type: none"> District-led review |

| Schools in need of the greatest support | | |
|--|--|---|
| Description | Performance Targets | Interventions |
| <ul style="list-style-type: none"> SPI < 64 OR 4yr grad < 60 OR Part. rate < 95% OR Subgroups among lowest performing in state (Focus Schools) | <ul style="list-style-type: none"> Increase SPI so ½ way to 88 by 2018 or 3 pts. Increase subgroup SPIs so ½ way to 88 by 2018 Increase 4yr grad so ½ way to 94% by 2018 Increase Ext grad so ½ way to 96% by 2018 | <ul style="list-style-type: none"> Eligible for Commissioner's Network Otherwise, district-led focused and/or comprehensive School Redesign Plans and interventions |

| Schools in need of the greatest support | | |
|--|--|---|
| Turnaround | Focus | Review |
| <ul style="list-style-type: none"> SIG Schools Lowest 5% of Title I Schools CSDE will be involved in interventions in these schools | <ul style="list-style-type: none"> Lowest performing subgroups eligible for F/R lunch, SWD, ELL, Black, Hispanic 4-yr grad rate < 60% Interventions must occur in 2012-13; identified based on 2011 data | <ul style="list-style-type: none"> School Performance Index lower than 64 for "all students" Interventions occur in 2013-14 and 2014-15 |