Teacher Effectiveness and Performance Evaluation Handbook

Ledyard Public Schools
Ledyard, CT

Revised May 29, 2015
Approved by Ledyard Board of Education TBD

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I. Acknowledgements

Board of Education 2015-2016

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Michael Brawner

Kate DiPalma-Herb

Rebecca Graebner

David Luke

Mimi Peck-Llewellyn

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Assistant Superintendent

Dr. Jennifer P. Byars

Ledyard Public Schools Teacher Effectiveness and Performance Evaluation Committee

Special thanks and recognition are awarded to the Educator Evaluation Committee Members who convened from 2012 – 2015 to develop the *Ledyard Instructional Framework for Teaching* and to articulate the *Professional Educator Growth and Evaluation* plan that follows.

Ted Allen: Ledyard Middle School

Pam Austen: Gallup Hill School

Steve Bilheimer: Ledyard High School

Jennifer Byars: Ledyard Public Schools Central Office

Sharon Curran: Gallup Hill School

Sue Nash-Ditzel: Ledyard Center School

Leslie Driscoll: Ledyard Center School

Amanda Fagan: Ledyard High School

Todd Forster: Juliet W. Long School

Theresa Goodrich: Gales Ferry & Juliet W. Long School

Tom Green: Ledyard High School

Claudia Henkle: Ledyard Center School

Anne Hogsten: Gales Ferry School & Juliet W. Long School

Greg Keith: Ledyard Middle School

Cathy Laro Patterson: Ledyard Public Schools Central Office

Christopher Pomroy: Ledyard Middle School

Don Presley: Gales Ferry & Juliet W. Long School

Diana Riley: Ledyard High School

Jill Smith: Gallup Hill School

Amy Swan: Gallup Hill School

Summer Szell: Ledyard Middle School

Lisa Tedder: Juliet W. Long School

Christine Thurlow-Hansen: Gales Ferry School

This document is based primarily on the Connecticut System for Educator Evaluation and Development (SEED) document, the Common Core of Teaching, the Common Core of Learning, and the Professional Code of Conduct.

II. Introduction

Ledyard's Teacher Effectiveness and Performance Evaluation (TEPE) plan is designed to facilitate the attainment of two inseparable goals: to cultivate effective teaching practices and to improve student learning. The attainment of these goals is best facilitated by respectful collaboration and dialogue centered around ongoing occasions for feedback, the collection and analysis of data, and genuine opportunities for reflection.

Now as always, Ledyard's teachers are committed to reflecting on student learning and analyzing student work, to making appropriate adjustments to instruction, and to assessing the impact their teaching practices have on learning. This document is intended to further those practices by encouraging educators to establish and actively participate in a professional learning community in which they share content knowledge, instructional techniques, and problems of practice with their colleagues and supervisors in order to collaboratively improve student learning.

Supervision and evaluation are most meaningful when used to assist the teacher in making decisions that align teacher goals and professional development to both school and district goals. Additionally, the most effective teacher evaluation models are based upon multiple indicators. To that end, the Ledyard Teacher Evaluation and Professional Growth Plan has four categories:

1. Teacher Performance and Practice
2. Measures of Student Learning
3. Parent Feedback
4. Whole School Student Learning Indicator

Category 1: Teacher Performance and Practice is anchored by the Common Core of Teaching Rubric for Effective Teaching (CCT) 2014 or the Connecticut Common Core of Teaching Rubric for Effective Service Delivery (CCT SESS) 2014. This document is designed to articulate the district's expectations for teaching and creates a common understanding of effective instructional practices within the following four domains:

1. Classroom Environment, Student Engagement, and Commitment to Learning
2. Planning for Active Learning
3. Instruction for Active Learning
4. Professional Responsibilities and Teacher Leadership

Category 2: Measures of Student Learning will be written as SMART Goals and will be based on assessments as agreed to by the administration and educator.

Category 3: Parent feedback will be based on teacher response to parent survey data.

Category 4: A Whole School Student Learning Indicator (WSSLI) will be based on a School Performance Indicator. Each individual school will identify their own target. This may be a target developed by the Connecticut State Department of Education or it may be an indicator identified by each the individual school. The Whole School Student Learning Indicator will be an aggregate rating from multiple student learning indicators and will be included as part of the school administrator's SMART Goals.

Purpose and Goals of the Teacher Professional Growth and Evaluation Process

Ledyard's teacher evaluation program was created to foster and support continuous teacher growth through regular collaboration between teachers and administrators. Additionally, the process aligns with both the mission statement and goals of Ledyard Public Schools.

Ledyard Public Schools Mission Statement	Ledyard Public Schools District Goals
Ensure a culture of excellence that maximizes student achievement, develops skills for life-long learning, and prepares students to be productive and responsible citizens in a global society.	● Outstanding curricula are the foundation of student learning at all times. ● Students receive superior instruction in all curricular and co-curricular areas. ● Every aspect of the school environment supports a culture of excellence. ● The district will use effective communication to support student learning. ● The Board of Education will support the four goals through fiscal responsibility and transparency.

Accordingly, the Connecticut Common Core of Teaching (CCT) defines effective teachers as those who:
● Promote student engagement, independence and interdependence in learning and facilitate a positive learning community;
● Plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large;
● Implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large, and;
● Maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership.

Ledyard's Teacher Growth and Evaluation process is, by design, personalized and anchored by four different measures, all of which provide teachers and administrators alike with opportunities to reflect upon teacher practice and performance.

Evaluation System Overview

III. Evaluation System Overview

The evaluation system consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in each of the four categories grouped in two major focus areas: Teacher Practice and Student Outcomes.
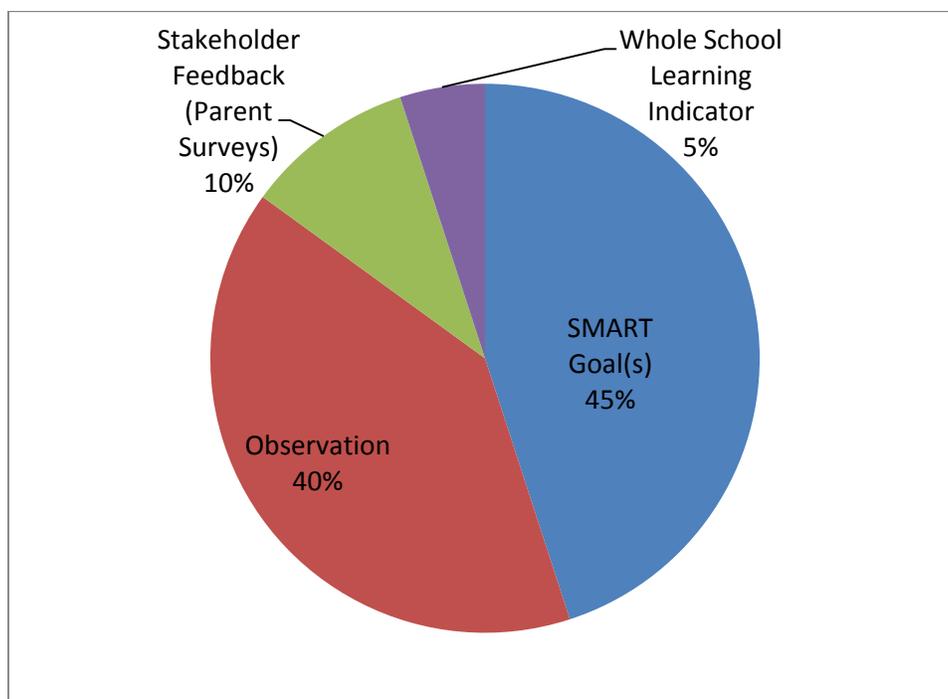
Figure 1: Categories of Performance

1. Teacher Practice Related Indicators (50%) – An evaluation of the core instructional practices and skills that positively affect student learning is comprised of two categories:
    a. Observation of teacher performance and practice (40%) as defined in the Common Core of Teaching, which articulates twelve indicators of teacher practice across four domains.
    b. Parent feedback (10%) is based on teacher practice as measured by teacher response to parent survey results. These parent surveys will be anonymous and demonstrate reliability, validity and fairness.
2. Student Outcomes Related Indicators (50%) – An evaluation of teachers' contribution to student academic progress, at the school and classroom level is comprised of two categories:
    a. Student growth and development (45%) as determined by the teacher's SMART goal(s).

        i. 22.5% of the indicators of student achievement used as evidence of whether the SMART goals shall be determined through the comparison of standardized data across assessments administered over time, including states test for those teaching tested grades and subjects, or another standardized indicator for other grades and subjects where available. A state test or other standardized indicators 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.

   ii. A SMART goal should not be based on a single, isolated standardized assessment.

   iii. 22.5% of the indicators of student achievement used as evidence of whether the SMART goals shall be determined on a minimum of 1 non-standardized indicator.

   iv. Those teachers without an available standardized indicator will select, through mutual agreement with their evaluator, subject to the local dispute-resolution procedure, a non-standardized indicator.

 b. Whole School Student Learning Indicators (5%) as measured by the School Performance Indicators or school-based aggregate performance indicators.

3. Scores from each of the four categories will be combined to produce a summative performance rating defined as:

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.

Teacher Evaluation Process

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

Figure 2: Cycle of Evaluation

Goal-Setting and Planning

Timeframe: Target is October 15, must be completed by November 15th

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

2. Teacher Reflection and Goal-Setting – The teacher examines student data, prior year evaluations and survey results, and drafts a proposed performance and practice goal, a parent feedback focus, and SMART goal(s), for the school year. The teacher may collaborate in grade-level or subject matter teams to support the goal-setting process, being mindful that the goal is tied to individual practice. A teacher must develop, at minimum, 1 SMART goal with multiple indicators of student achievement. It is highly recommended that the teacher develop 2 SMART goals with multiple indicators of student achievement.

3. Goal-Setting Conference – The evaluator and teacher meet to discuss the teachers' proposed goals in order to arrive at mutual agreement regarding them. The teacher collects evidence about his or her practice and the evaluator collects evidence about the teacher's practice to support the review. The evaluator may request revisions or additions to the proposed goals and if they do not meet approved criteria. If consensus cannot be met, the LEA President and a neutral administrator will help establish agreed upon goal(s).

Mid Year Check In

Timeframe: January and February

Reflection and preparation -The teacher and evaluator collect and reflect on evidence to date about the teacher's practice and student learning in preparation for the check-in.

Mid-Year Conference-The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on the teacher practice goal, parent feedback action plan, and SMART goal(s) and performance on each to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SMART goal(s) to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his or her development areas.

End of Year Summative Review

Timeframe: May and June; must be completed by June 30

1. Teacher Self-Assessment - The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment will focus specifically on the areas for development established in the goal-setting conference.

2. Scoring - The evaluator reviews submitted evidence, self-assessments, and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating. Summative ratings must be completed by June 30 of a given school year. Should state standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by state standardized test data, the evaluator may recalculate the teachers' summative rating when the data is available and submit the adjusted rating no later than September 15. These adjustments should inform goal setting in the new school year.

3. End-of-year Conference – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation by June 30th.

Primary and Complementary Evaluators

The primary evaluator for most teachers will be the school principal or assistant principal, who will be responsible for the overall evaluation process, including assigning summative ratings. The district may also decide to use complementary evaluators to assist the primary evaluators. Complementary evaluators are required to have 092 certification and must be fully trained as evaluators in order to be authorized to serve in this role.

Complementary evaluators may assist primary evaluators by conducting observations, collecting

additional evidence, reviewing SMART goal(s), and providing additional feedback. A complementary evaluator will share his or her feedback with the primary evaluator. Primary evaluators will have sole responsibility for assigning final summative ratings and must achieve proficiency on the training modules provided.

Evaluator Training, Monitoring and Auditing

All evaluators will be required to complete extensive training on the evaluation model. This training program will:

- Familiarize administrators with the *CCT Rubric for Effective Teaching 2014* and the identification of evidence aligned with each Domain.

- Establish a common language that promotes professionalism and a culture for learning through the lens of the *CCT Rubric for Effective Teaching 2014*.

- Identify administrator growth needs in the area of supervision, evaluation, and coaching of teachers.

- Provide opportunities in which district administrators engage in activities to view instruction, identify the observed teacher behaviors, and align them to the *CCT Rubric for Effective Teaching 2014*.

- Through these opportunities, administrators will become calibrated through alignment of evidence collection and improved inter-rater agreement.

Evaluators must participate annually in evaluation training and calibration. This will be held prior to the start of the school year (in August). Training will include:

- Exploration of the evaluation criteria, including the *CCT Rubric for Effective Teaching 2014*;

- Engagement in professional conversations;

- Determination of Teacher Performance and Practice ratings; and

- Coaching feedback and professional growth resources based on the ratings.

For as long as it remains available, evaluators will participate in CSDE-sponsored training offered at RESCs. Evaluators must meet the calibration expectations of the CSDE trainings.

Throughout the school-year, evaluators ensure inter-rater reliability and coherence from school to school within the district by regularly revisiting the evaluation process. This will be completed monthly through the Instructional Rounds process. On a yearly basis, the district will audit the teacher evaluation summative ratings.

Phases and Timelines of the Process

Figure 3, below, represents an outline of the overall process on a yearly basis:

Phase One: Reflection	Phase Two: Goal Setting	Phase Three: Mid-Year Check-In	Phase Three: End of Year Review
• At a minimum, during the observation year the teacher completes a self-assessment • Teacher sets a goal for professional growth • Teacher identifies individual Parent Feedback Plan based on whole school analysis of Parent Survey Results • Teacher gathers and analyzes achievement data to determine SMART goal(s)	• Teacher meets with administrators to set Professional Practice Goal, Parent Feedback Action Plan, and SMART goal(s)	• Teacher meets with administrator to discuss progress made on goals • If necessary, teachers adjust goals based on new data	• Teacher reflects on progress towards their professional growth goal • Teacher and evaluator reflect on teacher's performance based on the CCT Rubric • Teacher and evaluator determine progress towards Parent Feedback Plan • Teacher and evaluator determine results of SMART goal(s)

Figure 3: Evaluation Timeline

The following timeline highlights the major events associated with the Teacher Evaluation process.

Teacher Evaluation Timelines – dates represent the deadline date. All activities could occur prior to the deadline. Unless otherwise noted, the deadline is the end of the month.

Cycle A

September	Orientation Provided on the Teacher Evaluation Process
October	Completion of self-assessment Goals conference and approval of goals Commencement of observations First formal observation (October 15)
November	Deadline for goal development, submission, and approval (November 15) Final submission of goal forms (Forms A, B, C)
January	Second formal observation First informal observation/artifact review Mid-year conference (Form D)
March	Third formal observation
April	Completion of all observations/artifact reviews by April 15 for Novice Teachers and teachers in first year in LPS Completion of all observations/artifact reviews for remaining staff on Cycle A
May	Completion of teacher reflection (Form E)
June	Summative conference (June 15)

Cycles B1 and B2

September	Orientation Provided on the Teacher Evaluation Process
October	Goals conference and approval of goals Commencement of observations
November	Deadline for goal development, submission, and approval (November 15) Final submission of goal forms (Forms A, B, C)
January	Mid-year conference (Form D)
May	Completion of ==3 in-class informal observations and 1 artifact review== (May 15) Completion of teacher reflection (Form E)
June	Summative conference (June 15)

Cycle B3

September	Orientation Provided on the Teacher Evaluation Process
October	Completion of self-assessment Goals conferences and approval of goals
November	Deadline for goal development, submission, and approval (November 15) Final submission of goal forms (Forms A, B, C)
January	Completion of at least one observation Completion of mid-year conference (Form D)
May	Completion of all ==(at least 1 formal in-class observation & additional informal observations) observations and 1 artifact review== (May 15) Completion of teacher reflection (Form E)
June	Summative conference (June 15)

Teacher Effectiveness and Evaluation Components

A. Teacher Performance & Practice Rating
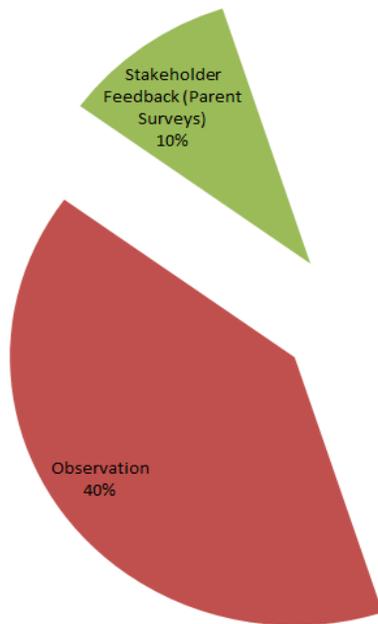
Results of observations will constitute 40% of a teacher's performance rating. Parent feedback will constitute 10% of a teacher's overall performance rating. These two indicators equal the 50% of a teacher's "Practice Rating."

Category 1: Teacher Practice (40%)

Forty percent (40%) of a teacher's evaluation shall be based on observation and evidence collection related to teacher performance as articulated in the Connecticut Common Core of Teaching Rubric for Effective Teaching (CCT Rubric) 2014 or the Connecticut Common Core of Teaching Rubric for Effective Service Delivery (CCT SESS Rubric) 2014. Additional review of artifacts will be used to inform an evaluator of a teacher's performance. These additional artifacts may include but are not limited to student work, teacher reflections, planning documents, assessments, and evidence of student development.

The CCT Rubric and the CCT SESS Rubric are the core documents within the evaluation system and are used to help provide the context upon which a teacher's performance will be directly measured.

Goal Setting, Self-Assessment and Evidence Collection for the 40%

Supervisors will use the CCT Rubric or the CCT SESS Rubric to focus evidence collection based on the timeline provided. Evidence should be collected and feedback should generate deep professional discussions relative to teacher goals and performance levels being observed. At the end of the year, supervisors will complete a review of all evidence collected to determine a score for each indicator and an overall rating of teacher performance and practice across all domains of the CCT or the CCT SESS Rubrics. These ratings will be applied to a summative score that will be determined based on the weighting described in the chart below.

Domain	Weighting
Domain 1: Classroom Environment, Student Engagement & Commitment to Learning	30%
Domain 2: Planning and Preparation for Active Learning	20%
Domain 3: Instruction for Active Learning	30%
Domain 4: Professional Responsibilities & Teacher Leadership	20%

The above chart captures the four domains of the CCT Rubric. The entire CCT Rubric can be found in the Appendix of this document.

Select staff in the district will be evaluated using the Connecticut Core of Teaching Rubric for Effective Service Delivery (CCT SESS Rubric) 2014. These staff include: Guidance Counselors, School Psychologists, Speech and Language Pathologists, Social Workers, and District Curriculum Coordinators. The weighting of domains for the CCT SESS is the same as the CCT.

Domain	Weighting
Domain 1: Learning Environment, Student Engagement and Commitment to Learning	30%
Domain 2: Planning for Active Learning	20%
Domain 3: Service Delivery	30%
Domain 4: Professional Responsibilities & Leadership	20%

The above chart captures the four domains of the CCT SESS Rubric. The entire CCT SESS Rubric can be found in the Appendix of this document.

Overview of CCT Rubric

Domain 1: Classroom Environment, Student Engagement, and Commitment to Learning	1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.
	1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.
	1c. Maximizing instructional time by effectively managing routines and transitions.
Domain 2: Planning for Active Learning	2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.
	2b. Planning instruction to cognitively engage students in the content.
	2c. Selecting appropriate assessment strategies to monitor student progress.
Domain 3: Instruction for Active Learning	3a. Implementing instructional content for learning.
	3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.
	3c. Assessing student learning, providing feedback to students and adjusting instruction.
Domain 4: Professional Responsibilities and Teacher Leadership	4a. Engaging in continuous professional learning to impact instruction and student learning.
	4b. Collaborating to develop and sustain a professional learning environment to support student learning.
	4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

Overview of CCT SESS Rubric

Domain 1: Learning Environment, Student Engagement, and Commitment to Learning	1a. Promoting a positive learning environment that respectful and equitable. 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. 1c. Maximizing service delivery by effectively managing routines and transitions.
Domain 2: Planning for Active Learning	2a. Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students. 2b. Planning prevention/intervention to cognitively engage students in the content. 2c. Selecting appropriate assessment strategies to monitor student progress.
Domain 3: Service Delivery	3a. Implementing service delivery for learning. 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. 3c. Assessing student learning, providing feedback to students and adjusting service delivery.
Domain 4: Professional Responsibilities and Leadership	4a. Engaging in continuous professional learning to impact service delivery and student learning. 4b. Collaborating to develop and sustain a professional learning environment to support student learning. 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

The Observation Process

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

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

Therefore, in the CCT model:

- Each teacher should be observed through both formal and informal observations as defined below.
    - Formal: scheduled observations of practice that last at least thirty minutes and are followed by a post-observation conference, which includes both written and oral feedback.
    - Informal: can be non-scheduled observations or reviews of practice (observations of grade level or department meetings, observations of coaching or mentoring other teachers, review of lesson plans or other teaching artifacts) that last at least ten minutes and are followed by written feedback.
- All observations should be followed by written feedback via email, comprehensive write-up, or note in the teacher's mailbox, according to the observation timeline.
- In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it's recommended that at least one formal observation be unannounced.
- In order to best use Ledyard Public Schools resources and to ensure all teachers receive effective supervision and evaluation, the district has differentiated the number of observations by teacher group.
- All teachers will receive a minimum of three observations or reviews of practice. Teachers will be assigned the number of observations aligned with their teaching group outlined in the table below.

Teacher Group			Observations
A		First or Second Year of Teaching Teachers Enrolled in TEAM First Year in LPS with prior teaching experience Any teacher in their third year of teaching or more receiving a Below Standard or Developing rating in the prior school year.	3 Formal In-Class Observations 2 of the 3 Formal must include Pre-Conference All Formal must include Post-Conference Minimum of 2 Informal Observations or Artifact Review
B	1	Teachers in third year of teaching or more, receiving a Proficient or Exemplary rating using the LPS Teacher Effectiveness and Performance Handbook Second Year in LPS with prior teaching experience and receiving a Proficient or Exemplary rating during their first year in LPS	Minimum of 3 Informal In-Class Observations and 1 Artifact Review
	2	Teachers in third year of teaching or more, receiving a Proficient or Exemplary rating using the LPS Teacher Effectiveness and Performance Handbook	Minimum of 3 Informal In-Class Observations and 1 Artifact Review
	3	Teachers in third year of teaching or more, receiving a Proficient or Exemplary rating using the LPS Teacher Effectiveness and Performance Handbook*	1 Formal In-Class Observation Minimum of 1 Informal Observation 1 Artifact Review

*All teachers will receive a Formal In-Class Observation at least once every three years. Teachers in their third year of teaching or more or experienced teachers in their second year in LPS will rotate annually from Cycle B1 to B2 to B3.

Pre-conferences and Post-conferences

Pre-conferences are valuable for giving context for the lesson and information about the students to be observed and for setting expectations for the observation process. Pre-conferences are optional for observations except where noted in the requirements described above. A pre-conference can be held with a group of teachers where appropriate.

Post-conferences provide a forum for reflecting on the observation against the CCT Rubrics and for generating action steps that will lead to the teacher's improvement. A good post-conference:

- Begins with an opportunity for the teacher to share his or her self-assessment of the lesson observed;
- Cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements could have been made if necessary, and where future observations may focus;
- Involves written and verbal feedback from the evaluator; and
- Occurs within the parameters defined herein.

Classroom observations provide the most evidence for Domains 1 and 3 (Learning Environment and Instruction for Active Learning/Service Delivery) of the CCT Rubrics, but both pre- and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (lesson plans, reflections on teaching, evidence of student learning, etc.).

Non-Classroom Reviews of Practice

Because the evaluation model aims to provide teachers with comprehensive feedback on their practice as defined by the four Domains of the CCT Rubrics, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to: reviews of lesson/unit plans and assessments, planning meetings, grade level or department meetings, professional learning community meetings, call logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers, and attendance records from professional development or school-based activities/events.

Feedback

The goal of feedback is to help teachers grow as educators and become more proficient with each and every one of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Providing written feedback after a rated observation within the specified timeframe is required. Feedback should include:

- Specific evidence and ratings, where appropriate, on observed components of the CCT Rubrics;
- Prioritized commendation and recommendations for development actions;
- Next steps the teacher can pursue to improve his or her practice; and
- A timeframe for follow-up.

Professional Practice Goal

Teachers are responsible for developing one Professional Practice Goal that is aligned to the CCT. At the start of the year, each teacher will work with their evaluator to develop his or her practice and performance goal through mutual agreement. This goal will function as a focus for teacher practice, should have a clear link to student achievement and should move the teacher towards proficient or exemplary on the CCT Rubrics. Schools may decide to create a school-wide goal aligned to a particular component (example: using questioning and discussion techniques) that all teachers will include as their goal. Evaluation alone cannot hope to improve teaching practice and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move teachers along the path to exemplary practice.

Evaluation-Informed Professional Learning

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. Using the CCT Rubrics, every teacher will identify his or her professional learning needs in mutual agreement with his or her evaluator. This will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are noted through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional development opportunities.

Ledyard Public Schools will collect and analyze collective teacher observation results to identify Professional Development needs ensuring that offerings are aligned with district instructional priorities.

Category 2: Parent/Guardian Feedback (10%)

Research has clearly established that family involvement in school improves student outcomes. Students with involved parents are more likely to attend school regularly, have higher academic outcomes, show improved behavior and social skills, be promoted, and eventually graduate from high school. [1] When teachers partner and collaborate with families, they are better able to differentiate instruction and create a positive learning environment in support of student achievement. Regular communication between teachers and families support parents' efforts to promote learning at home and strengthens the home/school connection.

In recognition of the importance of positive family/school relationships, feedback from parents will be used to help determine 10% of Teacher Performance and Practice portion of the evaluation system. Teachers will be responsible for establishing a Parent Feedback Action Plan focused on their implementation of practices and strategies to help the school meet their Parent Feedback goal(s). The teacher's plan should support the whole school's area(s) of focus based on an analysis of Parent Surveys.

The following process focuses on:

- Conducting a district-wide parent survey;
- Determining school-level parent goal(s) based on the survey;
- Developing an action plan aligned to the school-wide goal(s);
- Measuring progress toward the school level Parent Feedback goal(s);
- Determining a teacher's Parent Feedback rating based on their effectiveness at meeting the action plan.

Administration of a Whole-School Parent Survey

Parent surveys will be conducted at the district level and disaggregated at the school level. This is to ensure adequate response rates from parents.

Parent surveys will be administered in a way that allows parents to feel comfortable providing feedback. Surveys will be confidential, and responses will not be tied to parents' names. Parent surveys will be administered every spring and trends will be analyzed from year-to-year.

Determining School-Level Parent-Feedback Goals

Principals and teachers should review the parent survey results at the beginning of the school year to identify areas of need and set general parent feedback goals based on the survey results. Ideally, this goal-setting process would occur between the principal and teachers (possibly during faculty meetings) in the fall so agreement could be reached on improvement goal(s) for the school. Possible areas of focus could include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc.

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[1] Harvard Family Research Project, "Family Involvement in Elementary School Children's Education" (Winter 2006/2007) and "Family Involvement in Middle and School Students' Education" (Spring 2007), both available at: http://www.hrfp.org/family-involvement/publications-resources?topic=12; Colorado State Council for Educator Effectiveness Technical Advisory Group on Parent/Guardian Involvement, Report and Recommendations (December 2012), available at http://www.cde.state.co.us/EducatorEffectiveness/downloads/report%20&%20appendices/SCEE_Report_Appendix_8i_TAG_ParentGuardian_Involvement_Work_Grop.pdf.

Selecting a Parent Feedback Focus and Creating an Action Plan

If more than one school-level goal has been set, teachers will determine through consultation and mutual agreement with their evaluators one related parent-feedback goal that they would like to pursue as part of their evaluation.

Teachers will also create an action plan related to the goal. For instance, if the goal is to improve parent communication, an action plan could specify improving regular correspondence with parents by implementing bi-weekly updates to parents or developing a new website for their class. Part of the evaluator's job is to ensure (1) the action plan is aligned to the overall school improvement parent goals, and (2) that the strategies, if implemented as designed, would have a positive impact on the goal.

Measuring Progress

Teachers and their evaluators should use their professional judgment in setting the goal and developing the action plans for the parent feedback category. The implementation of the action plan will produce evidence in support of the progress toward the goal. Teachers should collect artifacts as evidence of implementation of the action plan.

Arriving at a Parent Feedback Rating

The Parent Feedback rating should reflect the degree to which a teacher successfully implements his or her action plan. This is accomplished through a review of quality evidence provided by the teacher and application of the following scale:

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Exceeded the action plan	Implemented the action plan	Partially implemented the action plan	Did not implement the action plan

B. Student Outcomes Related Indicators

Outcomes Rating

The "Outcomes Rating" will be measured based on results associated with student achievement on a combination of state and local assessments (45%) and in years when Whole School Indicators (WSI) (5%) are available. These two categories of performance evaluation will constitute the remaining 50% of a teacher's overall rating.

Whole School Learning Indicator 5%

SMART Goal(s) 45%
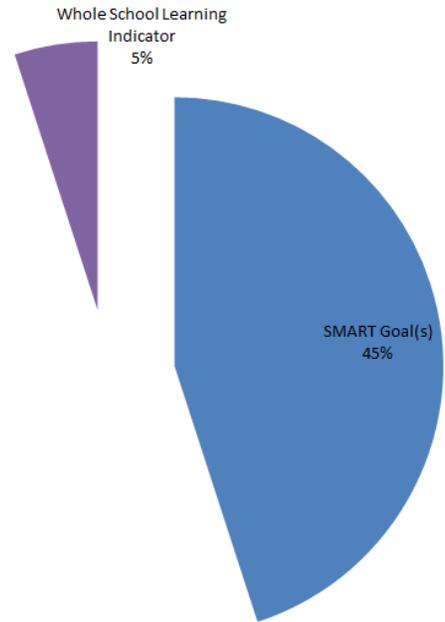
Category 3 - Student Learning Measures

Every teacher's students, individually and as a group, are different from every other teacher's students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation purposes, it is imperative to use a method that takes each teacher's assignment, students, and context into account. Ledyard, like many other localities around the nation, has selected a goal-setting process called SMART goal setting as the approach for measuring student growth during the school year.

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

Phase One: Learn about this year's students → Phase Two: Set SMART goal(s) → Phase Three: Monitor student progress → Phase Four: Assess progress towards SMART goal(s)
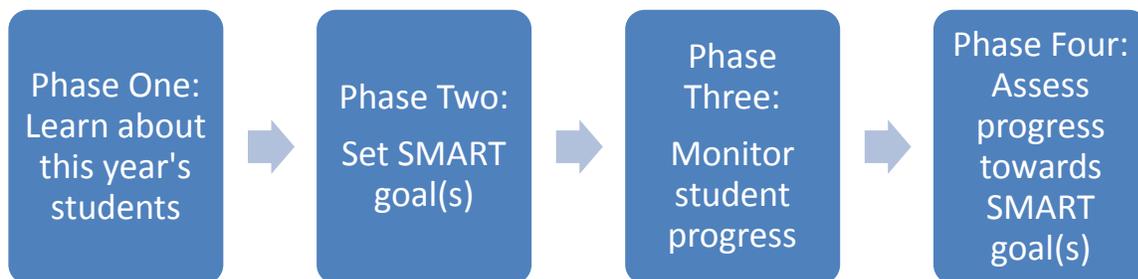
Phase 1: Learn about this year's students

Once teachers know their roster, they will gather available data allowing them to establish a baseline of student skills and abilities. Teachers may review prior year testing data, early fall diagnostic assessments, reviews of student work, student Individual Education Plans, and other indicators of student learning.

Phase 2: Set SMART Goals

Each teacher will write a minimum of one SMART goal; two are recommended. Each SMART goal should make clear (1) what evidence was or will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. SMART goals can also address student subgroups. The SMART Goal acronym is used to remind teachers of the components of a well-developed student learning goal: S: Specific; M: Measurable; A: Achievable; R: Relevant; T: Time-Bound.

The SMART Goal should:

- Address a central purpose of the teacher's assignment;
- Pertain to a large proportion of students;
- Reflect high expectations;
- Demonstrate an appropriate growth measure for students;
- Align to relevant, national (e.g. Common Core) or district standards;
- Might aim for content mastery or it might aim for skill development;
- Include multiple indicators for measuring student progress, with at least one non-standardized measure; and
- A SMART goal should not be based on a single, isolated standardized assessment.

Teachers are encouraged to collaborate with grade-level and/or subject matter colleagues in the creation of SMART goals. Teachers with similar assignments may have similar SMART goals although they will be individually accountable for their students' results.

A SMART goal is the specific evidence, contains a quantitative target. SMART goals should be measured using multiple indicators. Each SMART goal should make clear:

1. The evidence to be examined
2. The level of performance targeted
3. The proportion of students projected to achieve the targeted performance level

Goals can also address student subgroups, such as high- or low-performing students or ELL students. Teachers with similar assignments may use the same evidence for their indicators, but will set individual targets. See Appendix for examples of completed SMART Goal forms/ideas.

During the goal-setting process, teachers and evaluations will document the following:

- The rationale for the objective, including relevant standards;
- The baseline data that was used to set the SMART goal;
- Timeline/scoring plans for the goal;
- Interim assessments the teacher plans to use to gauge student progress toward the SMART goal, and;
- Any training or support needed to help the teacher meet the SMART goal.

After collaboration with the teacher, the evaluator must formally approve all SMART goals. The

evaluator discusses their feedback with the teacher during the fall goal-setting conference. SMART goals that are not approved must be revised and resubmitted to the evaluator within ten days. If consensus cannot be met, the LEA President and a neutral administrator will help establish an agreed upon goal.

SMART Goal Approval Criteria

Priority of Content	Quality of Indicators	Rigor of Indicators
Goal is deeply relevant to the teacher's assignment.	Goal provides specific, measurable evidence, over an established period of time, using multiple indicators.	Goal is attainable but ambitious, and represents appropriate student growth over an established period of time.

Phase 3: Monitor Student Progress

Once goal(s) are approved, teachers will monitor student progress towards the goal. If necessary the SMART goal(s) can be adjusted during the mid-year conference between the evaluator and the teacher.

For example, teachers may choose to:

- Examine student work products.
- Administer interim assessments.
- Track student accomplishments and challenges.
- Share interim findings with colleagues.
- Keep evaluator apprised of progress.

Phase 4: Assess Progress Towards Goals

Evidence pertinent to the goal(s) will be submitted based on the timeline. Additionally, teachers will submit a self-assessment which reflects on the goal outcomes by responding to the following four statements:

- Describe the results and provide evidence for each goal.
- Provide your overall assessment of whether this goal was met.
- Describe what you have done that produced these results.
- Describe what you learned and how you will use that information going forward.

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to each SMART goal: Exceeded, Met, Partially Met, or Did Not Meet. These ratings are defined as follows:

Rating	Description
Exemplary	> 100% of Target
Proficient	85% – 100% of Target
Developing	70% - 84% of Target
Below Standard	<69% of Target

Category 4 – Whole School Indicator

Ledyard Public Schools has elected to use the Whole School Indicator for Category 4 of Component 2: Student Growth and Development. On the teacher's evaluation, a teacher's indicator rating is equal to the aggregate rating for multiple student learning indicators established for the administrator's SMART Goals rating. This is accomplished through a review of quality evidence provided by the teacher and application of the following scale from the administrator's SMART Goal rating:

Ratings			
Exemplary (4) Exceeded Goal or Maintained high Target	**Effective (3) Met Goal**	**Developing (2) Did not meet goal, but made progress toward goal as evidenced by artifacts**	**Below Standard (1) Did not meet goal and made little or no progress toward goal**

Summative Teacher Evaluation Rating

V. Summative Teacher Evaluation Rating

The summative teacher evaluation rating will be based on the components of performance, grouped in two major categories. Every teacher will receive one of four performance ratings: Exemplary, Proficient, Developing, or Below Standard based on the total number of points accumulated in each component.

Teacher Practice/Student Growth Indicator Points	Teacher Evaluation Rating
326 – 400	Exemplary
251 – 325	Proficient
176 – 250	Developing
100 – 175	Below Standard

The rating will be determined using the following steps:

1. Calculate a Teacher Practice Rating by combining the observation of teacher performance and practice score and the Parent Feedback score.
2. Calculate a Student Related Indicators score by combining the Student Growth and Development score and the Whole School Learning score, when available.
3. Use chart above to determine teacher evaluation rating.

Examples of calculations can be found in the Appendix.

Adjustment of Summative Rating

Summative ratings must be completed for all teachers by June 30 of a given school year. Should state standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by state standardized test data, the evaluator may recalculate the teacher's summative rating when the data is available and submit the adjusted rating no later than September 15. These adjustments will inform goal setting in the new school year.

Definition of Educator Effectiveness and Ineffectiveness

Novice teachers shall generally be deemed proficient if said educator receives at least two sequential proficient ratings, one of which must be earned in the fourth year of a novice teacher's career. A below standard rating shall only be permitted in the first year of a novice teacher's career, assuming a pattern of growth of developing in year two and two sequential proficient ratings in years three and four. Superintendents shall offer a contract to any educator he/she deems proficient at the end of year four. This shall be accomplished through the specific issuance to that effect.

If the performance of a teacher in their first four years of teaching is identified as "Developing" or "Below Standard", the evaluator may recommend the teacher for non-renewal (See 2011 Connecticut Code, Title 10, Chapter 166, Sec. 10-151).

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

Career Development and Growth

Exemplary and Proficient Practice performance, as identified through the evaluation process, will provide educators with voluntary opportunities for career development and professional growth. This is a critical step in both building confidence in the evaluation system and in building the capacity of all educators.

Examples of such opportunities include, but are not limited to observation of peers, mentoring/coaching early-career educators, participating in development of educator improvement, and remediation plans for peers whose performance is developing or below standard, leading Professional Learning Communities for their peers, complementary evaluators, differentiated career pathways, and focused professional development based on goal for continuous growth and development.

Teacher Assistance Program

VI. Teacher Assistance Program (TAP)

Ledyard Teacher Evaluation and Professional Growth Plan supports the Connecticut State Department of Education's premise that teachers are on a continuum in their career. It recognizes the need to provide specialized support for new teachers aligned with the Teacher Education and Mentoring Program (TEAM). The Ledyard Teacher Evaluation and Professional Growth Plan observation cycle and the TEAM process will serve as the Teacher Assistance Plan for any novice teacher.

In the event that any teacher not identified as a novice teacher receives a "Below Standard" summative rating in any given year or a "Developing" summative rating in two sequential years, the teacher will be placed on an assistance program to:

- Identify resources, support and other strategies to be provided by the local or regional board of education to address documented deficiencies,
- Indicate a timeline for implementing such resources, support, and other strategies, in the course of the same school years as the plan is issued, and
- Include indicators of success including a summative rating of proficient or better at the conclusion of the improvement and remediation plan.

Upon determination of a teacher being ineffective—either as the result of two consecutive "Developing" ratings or a single "Below Standard" rating—the teacher will be placed on a Teacher Assistance Plan. The administrator may also choose to place a teacher on an assistance plan any time during the course of the school year based on any of the following:

- Observations with a pattern of below standard ratings
- Interim assessment data shows limited student progress
- Lack of evidence supporting Parent Feedback action plan

The teacher will meet with Ledyard Education Association (LEA) representation and his or her evaluator who will provide notification of placement on the assistant plan in writing via Form 1. Form 1 shall delineate the specific, identified deficiencies/concerns. The teacher has the option to meet without LEA Representation.

Within seven school days of the conference at which the teacher was presented with Form 1, an Action Plan, written by the evaluator in collaboration with the teacher, shall be finalized. The Action Plan shall delineate:

- A timeline, not to exceed 45 school days;
- A statement identifying resources, support and other strategies to be provided;
- A statement defining the amount and kind of assistance, including:
  a. the frequency of observations, which will be no fewer than twice in the 45 days;
  b. the frequency of conferences, which will be no fewer than one per school week;
- A statement of the objective(s) to be accomplished including the expected level of performance. These objectives should be linked to specific indicators and domains of the CCT.

The remediation plan should include supports such as, but not limited to:

- Specialized professional development
- Collegial coaching and support
- Administrative assistance
- Increased observations and feedback
- Provision of resources and strategies

At the conclusion of the 45 school days, or when the timeline has expired, the designated evaluator will complete Form 2 and determine the following:

- Remove from Teacher Assistance Plan: Area(s) of concern has improved to an acceptable standard, (Proficient) and will continue to be monitored.
- Staff member will continue on the Teacher Assistance Plan for an additional 45 days.
- Recommend for termination; performance remains unsatisfactory.

At the end of the school year, if said teacher receives a summative rating of proficient, the teacher will move to his or her normal evaluation cycle. If said teacher does not receive a summative rating of at least proficient, the decision may result in a return to teacher assistance at the beginning of the following year—***not*** to exceed another 45 school days—or a recommendation to the Superintendent that contract termination proceedings be initiated in accordance with Section 10-151, Connecticut Education laws.

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

Dispute Resolution Process

VI. Dispute Resolution Process

In the event a staff member disagrees with his or her summative rating, the following appeal procedure will be followed in order to resolve the problem in the most professional and collegial manner possible.

An evaluatee will submit the Evaluatee Dispute Resolution Process Form (Form 3) to the Assistant Superintendent. The appeal must be submitted no later than seven (7) calendar days from the date the staff member receives their final summative evaluation form.

The Superintendent (or his or her designee) will arrange a dispute resolution conference with the evaluatee within seven (7) calendar days of the receipt of Form 3. At this conference, the evaluatee may request an additional evaluator from within Ledyard Public Schools to become a co-evaluator with the principal in order to provide a supplemental evaluation. The additional evaluator must be mutually agreed upon by the evaluatee and the principal. The additional evaluator's responsibility will be to perform an observation of the teacher according to the CCT Rubric. All data provided by the additional evaluator will be shared with the evaluatee, principal, and Assistant Superintendent. Said data will be taken into consideration in the dispute resolution process. The staff member has the option to include his or her LEA Representative.

The Superintendent (or his or her designee) will arrange a formal meeting with both the principal and the evaluatee within seven (7) calendar days of the dispute resolution conference. The staff member has the option to include his or her LEA Representative.

If the dispute resolution process requires an additional classroom observation and the school year has ended, said observation will take place prior to September 15th of the following school year.

The Superintendent (or his or her designee) will respond to the appeal in writing with a decision regarding the status of the dispute no later than twenty (20) school days after the conclusion of the collection of additional evidence. In the event that a resolution cannot be reached, the Superintendent will serve as the final decision maker. Once the Superintendent renders a decision, that decision is final.

Appendix

Appendix A: State Law Guiding Educator Evaluation

The *LPS Teacher Professional Growth and Evaluation Plan* was developed in accordance with CT SB 458 and based upon the guidelines set forth by the Connecticut Performance Evaluation Advisory Council (PEAC).

- Connecticut SB 458 can be accessed at the following website:
  www.cga.ct.gov/2012/TOB/S/2012SB-00458-R00-SB.htm
- The State guidelines can be accessed at the following website:
  http://www.connecticutseed.org/?page_id=475

The *Ledyard Teacher Professional Growth and Evaluation Plan* is also aligned to the Connecticut Common Core of Teaching (CCT).

- The CCT can be accessed at the following website:
  http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320862

Appendix B: Forms

Form A: SMART Goal

Teacher Name:

Date:

Grade/School:

Subject:

School Year:

SMART Goal:

# of Students Covered by SMART Goal:

% of Students Covered by SMART Goal:

Rationale for SMART Goal:

Baseline Data/Background Information:

Action Steps to Achieve SMART Goal:

Data Collection/Assessment of Progress Toward Achieving the SMART Goal:

Professional Learning/Support:

Evaluator:

Priority of Content – Objective is deeply relevant to teacher's assignment and addresses a large proportion of his or her students.

Comments:

Acceptable – Indicate Y/N:

Quality of Indicators – Indicators provide specific, measurable evidence and allow judgment about students' progress over the school year or semester.

Comments:

Acceptable – Indicate Y/N:
Rigor of Objective – Objective is attainable, but ambitious, and represents at least one year's student growth (or appropriate growth for a shorter interval of instruction).

Comments:

Acceptable – Indicate Y/N:

Signatures (to be completed after discussion of SMART Goal)

Revisions Required/Resubmit by:

<u>*Or*</u>

Approved On:

Teacher:
Date:

Evaluator:
Date:

Form B – Teacher Professional Growth Goal
Teacher Performance and Practice Focus (40%)

Teacher Name:

Date:

Grade/School:

Subject:

School Year:

Teacher Performance and Practice Area of Focus:

Signatures (To be completed after discussion of focus)

Teacher:
Date:

Evaluator:
Date:

Signatures (Mid-Year Check-In)

Teacher:
Date:

Evaluator:
Date:

Teacher Name:

Date:

Grade/School:

Subject:

School Year:

Parent Feedback Goal:

Parent Feedback Action Plan:

Evaluator Approval – Indicate Acceptable/Unacceptable

1. Focus is related to overall school improvement parent goal:

2. The Action Plan is ambitious but achievable:

Signatures (To be completed after discussion of goals)

Revisions Required/Resubmit by:

Or

Approved On:

Teacher:
Date:

Evaluator:
Date:

<u>**Form D: Mid-Year Check-In**</u>

Teacher: This form is provided to assist you in conducting the mid-year conference and to be a vehicle for discussion of progress towards goals.

Teacher Name:

Date:

Grade/School:

Subject:

School Year:

Teacher Self-Assessment and Reflection – describe the results and provide the evidence.

I. Student Growth

<u>**SMART Goal #1 (22.5%)**</u> <u>(please state SMART Goal 1)</u>**:**

1. **Provide your overall assessment of progress toward the SMART Goal**

2. **Describe what you have done so far that produced these results**

3. **Describe what you have learned and how you will use it going forward**

4. **What professional learning and/or other type of support would help you to achieve your goals**

5. **Describe any revisions to strategies and/or adjustments of student learning goals**

<u>**SMART Goal #2 (22.5%)**</u> <u>(please state SMART Goal 2)</u>**:**

1. **Provide your overall assessment of progress toward the SMART Goal**

2. **Describe what you have done so far that produced these results**

3. **Describe what you have learned and how you will use it going forward**

4. **What professional learning and/or other type of support would help you to achieve your goals**

5. **Describe any revisions to strategies and/or adjustments of student learning goals**

<u>**WHOLE SCHOOL STUDENT LEARNING INDICATOR (5%):**</u>

1. **Provide your overall assessment of progress and actions you have taken to achieve the Whole School Student Learning Indicator**

II. Teacher Practice

A. Observation of Teacher Practice & Performance (40%)

1. **Provide your overall assessment of progress toward the goal to date**

2. **Describe what you have done so far that produced these results**

3. **Describe what you have learned and how you will use it going forward**

4. **What professional learning and/or other type of support would help you to achieve your goal**

B. Parent Feedback (10%)

1. **Provide your overall assessment of progress toward the action plan to date**

2. **Describe what you have done so far that produced these results**

3. **Describe what you have learned and how you will use it going forward**

4. **What professional learning and/or other type of support would help you to achieve your action plan**

5. **Describe any revisions to strategies and/or adjustments of parent engagement action plan**

Signatures:

Teacher:
Date:

Evaluator:
Date:

Evaluator: *Describe progress to date and indicate any revisions or adjustments to goals.*

Teacher Name:

Date:

Grade/School:

Subject:

School Year:

I. Student Growth

A. SMART Goal 1 (22.5%)

B. SMART Goal 2 (22.5%)

C. Whole School Student Learning Indicator (5%)

D. Target areas for growth:

II. Teacher Practice

A. Observation of Teacher Practice & Performance (40%)

B. Parent Feedback Action Plan (10%)

C. Target areas for growth:

Signatures:

Teacher:
Date:

Evaluator:
Date:

<p align="center">**Form E: End-of-Year Summative Teacher Self-Assessment**</p>
<p align="center">**(This Form will have the same content, but different format in Bloomboard)**</p>

Date:

Teacher Name:

School:

Grade:

Subject:

School Year:

I. Student Growth

A. Student Growth & Development (45%)

SMART Goal #1 (22.5%) (please state SMART Goal 1)**:**

1. **Provide your overall assessment of progress toward the SMART Goal**

2. **Describe what you have done so far that produced these results**

3. **Describe what you have learned and how you will use it going forward**

4. **Enter self-assessment rating (see Ratings table below):**

SMART Goal #2 (22.5%) (please state SMART Goal 2)**:**

1. **Provide your overall assessment of progress toward the SMART Goal**

2. **Describe what you have done so far that produced these results**

3. **Describe what you have learned and how you will use it going forward**

4. **Enter self-assessment rating (see Ratings table below):**

Ratings			
Exemplary (4) **>100% of Target**	**Proficient (3)** **85% - 100% of Target**	**Developing (2)** **70% - 84% of Target**	**Below Standard (1)** **<69% of Target**

B. Whole School Student Learning Indicator (5%):

1. **Provide your overall assessment of progress and actions you have taken to achieve the Whole School Student Learning Indicator**

II. Teacher Practice

A. Observation of Teacher Practice & Performance (40%)

Teacher Professional Growth Goal:

1. Provide your overall assessment of progress toward the goal to date

2. Describe what you have done so far that produced these results

3. Describe what you have learned and how you will use it going forward

4. What professional learning and/or other type of support would help you to achieve your goal in the next school year

B. Parent Feedback (10%)

Parent Feedback Goal:

Parent Feedback Action Plan:

1. Provide your overall assessment of progress toward the action plan to date

2. Describe what you have done so far that produced these results

3. Describe what you have learned and how you will use it going forward

4. Enter self-assessment rating (see Ratings table below):

Ratings			
Exemplary (4) – Exceeded the Implementation of the Action Plan	Proficient (3) – Implemented the Action Plan	Developing (2) – Partially Implemented the Action Plan	Below Standard (1) – Did Not Implement the Action Plan

Signature:

Date:

<u>**Form G: End-Of-Year Summative Teacher Evaluation Scoring**</u>

I. Student Growth

    A. Student Growth & Development (45%)

<u>Evaluator Comments</u> on *SMART Goal #1* (22.5%):   Enter a rating that best indicates the attainment of *SMART Goal #1*:_____
<u>Evaluator Comments</u> on *SMART Goal #2* (22.5%):   Enter a rating that best indicates the attainment of SMART Goal #2:_____

    B. Whole School Learning Indicator

<u>Evaluator Comments</u> on *Whole School Student Learning Indicator (5%):*   Enter a rating that best indicates the attainment of WSSLI:_____

Ratings			
Exemplary (4) **>100% of Target**	**Proficient (3)** **85% - 100% of Target**	**Developing (2)** **70% - 84% of Target**	**Below Standard (1)** **<69% of Target**

II. Teacher Practice

    A. Observation of Teacher Practice & Performance (40%)

Total Weighted Rating Score from Bloomboard	
Score Conversion Rating (From Table Below)	

Rating Table

Total Rating	Teacher Evaluation Rating	Score Conversion
3.3 – 4.0	Exemplary	4
2.5 – 3.2	Proficient	3
1.8 – 2.4	Developing	2
1.0 – 1.7	Below Standard	1

<u>Evaluator Comments</u> on Teacher Professional Growth Focus:

    B. Parent Feedback (10%)

<u>Evaluator Comments</u> on Parent Engagement Focus & Objective: Enter a rating that best indicates the attainment of the Parent Engagement Focus and Objective: _____

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

Teacher Practice Rating: (50%)

Component	Score	Percentage	Points
Observation of Teacher Performance & Practice		**40**	
Parent Feedback		**10**	
Total Teacher Practice Indicator Points			

Student Growth Outcome Rating: (50%)

Component	Score	Percentage	Points
SMART Goal #1		**22.5**	
SMART Goal #2		**22.5**	
WSSLI		**5**	
Total Student Related Indicator Points			

Total Points (100%) [   ]

Summative Rating Table

Teacher Practice/Student Growth Indicator Points	Teacher Evaluation Rating
326 – 400	Exemplary
251 – 325	Proficient
176 – 250	Developing
100 – 175	Below Standard

Final Summative Rating: Use the Summative Rating Table to determine the final summative rating.

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)

Signatures:

Teacher: _____   Evaluator: _____

Date: _____   Date: _____

During the _____ school year, you will be place on Cycle _____.

Form H1: Teacher Professional Practice Goal Self-Reflection (CCT Rubric)

Date:

Teacher Name:

School:

Grade:

Subject:

School Year:

Domain 1: Classroom Environment, Student Engagement, and Commitment to Learning	Teacher's Self-Rating
1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.	
1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.	
1c. Maximizing instructional time by effectively managing routines and transitions.	
Average Domain Rating	

Attributes of Strength:

Attributes for Growth:

Domain 2: Planning for Active Learning	Teacher's Self-Rating
2a. Planning instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.	
2b. Planning instruction to cognitively engage students in the content.	
2c. Selecting appropriate assessment strategies to monitor student progress.	
Average Domain Rating	

Attributes of Strength:

Attributes for Growth:

Domain 3: Instruction for Active Learning	Teacher's Self-Rating
3a. Implementing instructional content for learning.	
3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.	
3c. Assessing student learning, providing feedback to students and adjusting instruction.	
Average Domain Rating	

Attributes of Strength:

Attributes for Growth:

Domain 4: Professional Responsibilities and Teacher Leadership	Teacher's Self-Rating
4a. Engaging in continuous professional learning to impact instruction and student learning.	
4b. Collaborating to develop and sustain a professional learning environment to support student learning.	
4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.	
Average Domain Rating	

Attributes of Strength:

Attributes for Growth:

Domain for Professional Growth Goal:

Indicator for Professional Growth Goal:

<u>Form H2: Teacher Professional Practice Goal Self-Reflection (CCT SESS Rubric)</u>

Date:

Teacher Name:

School:

Grade:

Subject:

School Year:

Domain 1: Learning Environment, Student Engagement, and Commitment to Learning	Teacher's Self-Rating
1a. Promoting a positive learning environment that is respectful and equitable.	
1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.	
1c. Maximizing service delivery by effectively managing routines and transitions.	
Average Domain Rating	

Attributes of Strength:

Attributes for Growth:

Domain 2: Planning for Active Learning	Teacher's Self-Rating
2a. Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.	
2b. Planning prevention/intervention to cognitively engage students in the content.	
2c. Selecting appropriate assessment strategies to monitor student progress.	
Average Domain Rating	

Attributes of Strength:

Attributes for Growth:

Domain 3: Service Delivery	Teacher's Self-Rating
3a. Implementing service delivery for learning.	
3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.	
3c. Assessing student learning, providing feedback to students and adjusting service delivery.	
Average Domain Rating	

Attributes of Strength:

Attributes for Growth:

Domain 4: Professional Responsibilities and Leadership	Teacher's Self-Rating
4a. Engaging in continuous professional learning to impact service delivery and student learning.	
4b. Collaborating to develop and sustain a professional learning environment to support student learning.	
4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.	
Average Domain Rating	

Attributes of Strength:

Attributes for Growth:

Domain for Professional Growth Goal:

Indicator for Professional Growth Goal:

**Appendix C: Teacher Assistance
Forms/Evaluation Appeal**

Form 1: Teacher Assistance Plan Notification Form

Teacher Name	**Date**

School	**Grade**

Subject	**School Year**

The purpose of the Teacher Assistance Plan is to provide guided assistance to staff members with identified weaknesses. This is a formal written notice that there are specific concerns with your performance.

A copy of this form will be given to you and to the Superintendent and Assistant Superintendent after a conference with your evaluator. The original will be placed in your personnel file. A staff member will be placed on assistance for forty-five (45) days from the date of notification.

> *Concern(s):*

Staff Member Acknowledgment:

I acknowledge that this concern was discussed and reviewed with me by my evaluator. My signature does not, however, necessarily imply that I agree with the concern.

Staff Member	**Date**

Evaluator	**Date**

Action Plan Duration (Time Frame – 45 school days) - *An Action Plan will be attached within seven (7) school days of the above notification date.*

Staff Member	**Date**

Evaluator:	**Date:**

Teacher Name	**Date**

School	**Grade**

Subject	**School Year**

- Remove from Teacher Assistance Plan: Area(s) of concern has improved to an acceptable standard, (Proficient) and will continue to be monitored.

- Staff member will continue on the Teacher Assistance Plan for an additional 45 days.

- Recommend for termination or non-renewal as applicable; performance remains unsatisfactory.

Staff Member	**Date**

Evaluator:	**Date:**

Copies distributed to: Staff Member, Evaluator, Principal, Personnel File, Superintendent, & Assistant Superintendent.

Form 3: Dispute Resolution Process Statement of Appeal

Evaluatee:

Evaluator:

School/Department:

Evaluatee Grade Level/Content Area Assignment:

Date Appeal Filed:

Statement of Appeal: A disagreement exists between my evaluator and me with regard to the following performance evaluation issue:

Staff Member: **Date:**

Appendix D: Glossary

Glossary

Administrator/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.

Artifact Review: The process of reviewing the body of evidence or artifacts for the purpose of gathering evidence to inform the teacher's performance and practice rating.

Below Standard Practice: Not meeting indicators of performance.

CCT: Common Core of Teaching: The rubric used to evaluate a teacher's performance and practice, which accounts for 40% of a teacher's annual summative rating, as required in the Connecticut Guidelines for Education Evaluation and the state model, the System for Educator Evaluation and Development (SEED).

CCT SESS: Common Core of Teaching for Effective Service Delivery: The rubric used to evaluate a teacher's performance and practice, which accounts for 40% of a teacher's annual summative rating, as required in the Connecticut Guidelines for Education Evaluation and the state model, the System for Educator Evaluation and Development (SEED). This rubric is used specifically for those educators who serve as guidance counselors, school psychologists, social workers, speech and language pathologists, and district curriculum specialists.

Developing Practice: Meeting some indicators of performance but not others.

Effective Practice: Meeting indicators of performance.

End-of-Year Conference: 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 30th. 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 performance. These conversations are collaborative and require reflection and preparation by both the evaluator and the Educator in order to be productive and meaningful.

Exemplary Practice: Substantially exceeding indicators of performance.

Formal Classroom Observation: An observation of at least 30 min which may or may not include a Pre-Conference and Post-Conference. These observations will include both written and verbal feedback.

Ineffective Practice: Not meeting indicators of performance.

Informal Observation: An observation of at least 10 min which is unannounced. These observations include both written and verbal feedback.

LEA: Ledyard Education Association

Mid-Year Conference: 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 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 and/or objectives.

Non-Classroom Observation/Review of Practice: Includes, but is not limited to: observation of data team meetings, observation of coaching/mentoring other teachers, review of lesson plans or other teacher artifacts.

Novice Teacher: Teacher in the first two years of their teaching career.

Post-Conference: A meeting being at least 20 minutes in length to review feedback related to observation of classroom practice.

Pre-Conference: A meeting being at least 20 minutes in length to provide a context to instruction to be observed.

Proficient Practice: Meeting indicators of performance.

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 Smart goal(s) through mutual agreement. All goals should have a clear link to student achievement and school/district priorities.

Goals should be SMART: S=Specific and Strategic, M=Measurable, A=Aligned and Attainable, R=Results-Oriented, T=Time-Bound

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.

TEAM: The Teacher Education and Mentoring Program (TEAM) is a two year induction program for beginning teachers that includes mentorship and professional development. Beginning teachers participating in the program are assigned a trained mentor to guide them through developing individualized growth plans, uniquely based on their own needs as educators.

TEPE: The Ledyard Public Schools Teacher Effectiveness and Performance Evaluation Handbook.

Appendix E:
Implementation/Training Plan

Teacher Professional Learning

Date	Topic/Objective	Method	Materials
August 18, 2015	Introduction to TEPE Document for New Staff to Ledyard Public Schools	New Teacher Orientation Power Point – Assistant Superintendent	LPS TEPE Document
August 24, 2015	Review 2015-2016 Revisions to TEPE Document Review of Timeline	Power Point – Admin Present	LPS TEPE Document
September Faculty Meeting	Setting SMART Goals with MAP and SBAC	Whole group discussion, Admin Presentation	MAP and SBAC Data; Form A
September Grade Level, Dept. Meetings	Setting SMART Goals with MAP and SBAC	Small group, Admin Facilitate	MAP and SBAC Data; Form A Bloomboard
September T Eval Plan After School Support	Bloomboard Or School Based Needs	Voluntary small group, Admin Facilitate	Bloomboard
October T Eval Plan After School Support	Setting SMART Goals with MAP and SBAC Entering SMART Goals in Bloomboard Or School Based Needs	Voluntary small group, Admin Facilitate	MAP and SBAC Data; Form A Bloomboard
November T Eval Plan After School Support	Collecting Artifacts for Observations & Loading into Bloomboard Or School Based Needs	Voluntary small group, Admin Facilitate	Bloomboard
December T Eval Plan After School Support	Preparing for Mid-Year Conference What to put in Bloomboard for Mid-Year Conference & How to Share Or School Based Needs	Voluntary small group, Admin Facilitate	Bloomboard
January T Eval Plan After School Support	Review of Domain 2 – Planning Or School Based Needs	Voluntary small group, Admin Facilitate Teachers bring one of their own lesson plans; analyze it with respect to Domain 2 (not rate) but look to see if it contains attributes Review of Exemplar Lesson Plan	Teachers bring lesson plan; CCT – Domain 2 Exemplar Lesson Plans CCT Evidence Guides from SEED

Date	Topic/Objective	Method	Materials
		Review Domain 2 Evidence Guides	
February T Eval Plan After School Support	Review of Domain 1 – Planning Or School Based Needs	Voluntary small group, Admin Facilitate

Review Domain 1 Evidence Guides | CCT – Domain 1 CCT Evidence Guides from SEED |
| March T Eval Plan After School Support | Review of Domain 3 – Instruction/Service Delivery Or School Based Needs | Voluntary small group, Admin Facilitate

Review Domain 3 Evidence Guides | CCT – Domain 3 CCT Evidence Guides from SEED |
| April T Eval Plan After School Support | Preparing for Summative Conference What to put in Bloomboard for Summative Conference & How to Share Or School Based Needs | Voluntary small group, Admin Facilitate | Bloomboard |

Evaluator Training for Ledyard Public Schools Teacher Effectiveness and Performance Evaluation*
Administrator Professional Learning

Summer & Fall 2015	5-day Teacher Evaluation Proficiency Training (RESC) – As needed for new evaluators
August 2015	Refresher Teacher Evaluation Proficiency Training – All returning administrators
School Year Instructional Rounds (held monthly)	Small Group Discussion – CCT Domains 1, 2, 3 Review of Evidence Guides

* Evaluator Training will occur on an annual basis. These dates represent only 2015-2016; plan will be updated in subsequent school years.

Appendix F: The Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014 and The Connecticut Common Core of Teaching Rubric for Effective Service Delivery (CCT SESS) 2014

The Connecticut Common Core of Teaching Rubric for Effective Teaching 2014

http://www.connecticutseed.org/wp-content/uploads/2014/05/CCT_Rubric_for_Effective_Teaching-May_2014.pdf

The Connecticut Common Core of Teaching Rubric for Effective Service Delivery 2014

www.connecticutseed.org/wp-content/uploads/2014/10/CCT_Rubric_for_Effective_Service_Delivery_2014.pdf

Ledyard Public Schools

Ledyard Administrator Effectiveness, Professional Learning, and Performance Evaluation Manual

Table of Contents

LEDYARD PUBLIC SCHOOLS

Educator Effectiveness, Professional Learning and Performance Evaluation:
The Process for Supervising and Evaluating Ledyard Educators
Revised April, 2015
Final Revision TBD
Approved by Ledyard Board of Education TBD

Ledyard Public Schools Board of Education:

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Rebecca Graebner
David Luke
Mimi Peck-Llewellyn
Steve Shuttleworth
Doreen Soldato

Superintendent:

Cathy Laro Patterson

Assistant Superintendent:

Jennifer P. Byars, Ed.D.

Administrators:

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Samuel Covino
Amanda Fagan
Philip Genova
Anne Hogsten
Robin Lipman
Gayle Marcey-Guertin
Dr. Susan Nash-Ditzel
Christopher Pomroy
William Turner
Shane Winters

OVERVIEW

Ledyard Public School's Administrator Evaluation Plan means to develop a shared understanding of leader effectiveness. Ledyard Public School's Administrator Evaluation and Support plan defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in 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

The plan describes the four levels of performance for administrators and focuses on the practices and outcomes of **Proficient** administrators. These administrators can be characterized as:

- Meeting expectations in the area of teaching and learning
- Meeting expectations in at least 3 other areas of professional practice
- Meeting 1 target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects (when available)
- Meeting and making progress on 2 SMART goals aligned to school and district priorities
- Having more than 60% of teachers Proficient on the student growth and professional practice portions of their evaluation

This document describes the administrator evaluation plan, beginning with a set of underlying core beliefs and values and design principles. We then describe the four components on which administrators are evaluated – leadership practice, stakeholder feedback, student learning and teacher effectiveness – before describing the process of evaluation and, finally, the steps evaluators take to reach a summative rating for an administrator.

BELIEFS AND CORE VALUES

To achieve Ledyard's vision of implementing a collaborative, reflective and effective administrator evaluation process, the goals of this evaluation system are:

- Ensure the learning and growth for all students;

- Ensure the learning and growth for all professionals;

- Ensure evaluation cycles tied to professional development opportunities which encourage continuous learning through consistent, meaningful feedback from supervisors.

- Ensure that administrator and teacher goals are tied to the Board of Education Mission and District Work Plan

- Ensure opportunities for peer-to-peer interaction, feedback and support.

Ledyard Public Schools Mission Statement:

Ensure a culture of excellence that maximizes student achievement, develops skills for life-long learning, and prepares students to be productive and responsible citizens in a global society.

Ledyard Public Schools District Goals:

- Outstanding curricula are the foundation of student learning at all times.

- Students receive superior instruction in all curricular and co-curricular areas.

- Every aspect of the school environment supports a culture of excellence.

- The district will use effective communication to support student learning.

- The Board will support the four goals above through fiscal responsibility and transparency.

Ledyard Public Schools
Strategic Plan 2014-2017: Implementation of Goals and Objectives
- Rev January 22, 2014 SP Meeting

GOAL I: *Outstanding curricula are the foundation of student learning at all times*

1. *Review, revise and align curricula in academic areas to state and national standards/frameworks*
   - Continue work to revise/create K-12 curriculum according to the CCSS

   Who: Assistant Superintendent, k-12 Instructional Leaders, Principals
   When: January 1
   Perf. Ind.:   Actual draft curriculum

   - Update the Agri-Science and Technology Curriculum

   Who: Assistant Superintendent, Instructional Leader, Teachers, Principal
   When: Three-Year Plan
   Perf. Ind.:   Curriculum draft

   - Continue work of Instructional Council to review, revise and approve curriculum as authorized by the Board of Education

   Who: Assistant Superintendent
   When: 2014-2017
   Perf. Ind.:   Instructional Council Minutes

2. *Ensure ongoing selection and acquisition of high quality support materials that align with curricula*
   - Implement a plan to select & purchase appropriate texts and materials to support curriculum

   Who: Assistant Superintendent, Principals, Instructional Leaders K-12
   When: Annual Report
   Perf. Ind.:   Summary of materials purchased

3. *Ensure instruction aligns with written curriculum*
   - Implement multiple measures of student performance

   Who: Principals, Assistant Superintendent, K-12 Instructional Leaders
   When: 2014-2017
   Perf. Ind.:   Assessments

4. *Explore and Extend STEM offerings district-wide*
   - Four years of math and science at LHS; Project Lead the Way at LMS

   Who: Assistant Superintendent/Principals
   When: 2014-2017
   Perf. Ind.:   Written Plan

GOAL II: *Students receive superior instruction in all curricula and co-curricula areas*

1. *Ensure that instruction is provided by highly qualified administrators, teachers, and instructional support staff*
   - Implement teacher and administrator evaluation plan per state guidelines

   Who: Superintendent, Assistant Superintendent, Principals
   When: Per State Requirement
   Perf. Ind.:   Evaluation Documents

   - Professional Development – conduct walk-throughs to support administrators, continue support for

curriculum initiatives, provide P.D. to support curriculum and pedagogical expertise
Who: Superintendent, Assistant Superintendent, Principals
When: Ongoing throughout the year
Perf. Ind.:   Report to Board annually

2. *Ensure that all secondary school students have opportunities to access college credit*
   - Monitor high school student performance data, including: grouping patterns, enrollment in Advanced Placement, ECE courses, and results from AP, ECE, & SATs. Graduation rates; Where are the graduates?

Who: Principal/Guidance Director
When: Fall 2014, 2015, 2016, 2017
Perf. Ind.:   Data will be published for the BOE and the general public

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Goal III: Every aspect of the school environment supports a culture of excellence

1. *Ensure that the organization of the schools and the education*al programs meet requirements in order to maximize student learning within available resources
   - Continue implementation and revision of Student Success Plans using Naviance

Who: Guidance 6-12, LHS Principal, Assistant Superintendent
When: Per CSDE timeline
Perf. Ind.:   Success Plan Update will be given to the BOE in spring 2014

2. *Ensure appropriate facilities, equipment, and technology to support student learning*
   - Coordinate school facilities, study to prioritize school building needs, and seek Town Council approval to address highest priority needs

Who: Superintendent/Director of Facilities/Business Manager
When: 2014 - 2017
Perf. Ind.:   Facilities Committee minutes

   - Continue review and improvement of school security

Who: District School Security Committee and Facilities Committee
When: 2014 - 2017
Perf. Ind.:   Regular report to Facilities Committee and annual report to Board of Education

   - Continue to adopt technology equipment and software that align to curriculum & 21st century needs for students

Who: Technology Committee/Assistant Superintendent/Business Manager
When: Annual Report
Perf. Ind.:   Semi-annual report to Board of Education

3. *Ensure all schools are safe and orderly*
   - Ensure that students, staff, & parents are well informed regarding district policies; ensure policies are fairly enacted

Who: Principals/Superintendent/Assistant Superintendent
When: 2014-2017
Perf. Ind.:   Students are safe and provided an orderly education

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Goal IV: The district will use effective communication to support student learning

1. *Communicate curricular expectations to parents, students, and community members*
   - Use district/school/classroom websites to communicate curriculum learning goals and benchmarks to parents

Who: Principals, Teachers, Assistant Superintendent
When: Ongoing
Perf. Ind.:   Students, parents and community members are able to access learning goals and

benchmarks

2. *Provide evidence of student progress toward academic benchmarks*
   - Share student data with parents to document progress toward key benchmarks in an understandable format

Who: Principals, Teachers, Assistant Superintendent
When: 2014-2017
Perf. Ind.: Student data; measure of parent participation in parent/teacher conferences

3. *Effectively communicate and implement school district information regarding key educational issues to community members*
   - Develop a communication plan to keep community informed regarding educational issues

Who: Board Communications Committee
When: 2014-2017
Perf. Ind.: Quarterly updates

   - Effectively communicate the strengths of Ledyard schools include the Agri-Science & Technology Program

Who: BoE, All Administrators, and Staff
When: 2014-2017
Perf. Ind.: Fall and Spring Reports

Goal V: The Board of Education will support the four goals above through fiscal responsibility and transparency

1. *Use available community resources to promote student achievement*
   - Work cooperatively with Town and State officials to acquire resources to support educational programming

Who: Superintendent/Business Manager
When: Ongoing
Perf. Ind.: Regular reports made to the BoE

   - Ensure transparency in all financial matters

Who: Business Manager
When: Written Monthly Finance Report and Detailed Budget
Perf. Ind.: Written reports to Finance Committee and BoE using recognized standard accounting practices

OVERVIEW OF PROCESS

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. We describe an annual cycle for administrators and evaluators to follow and believe that this sequence of events lends well to a meaningful and doable process.

Administrators and supervisors interact throughout the evaluation 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 Ledyard Public Schools administrators.

Primary Supervisor Feedback

Self-Assessment
- Use Rubric
- By September 1

Collegial

Establish School Improvement Plans based on District IP
- By July 31st

Specified Workshops

Goal Setting Conference
- Establish Professional Learning Goals
- By October 1

Peer Walk Throughs

Reading and

Submission of Summative Evaluation
- By June 15th

Instructional Rounds

Mid-Year Conference
- Mid-Year Check in and Adjustments
- By February 28th

External Site Visits

End of Year Conferences
- Review of Performance
- By June 1st

**Problems of Practice**

Figure 1

Step 1: Orientation and Context-Setting

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

1. Student learning data are available for review by the administrator and if available, the state has assigned the school a School Performance Index (SPI) rating.

2. Stakeholder survey data are available for review by the administrator.

3. The superintendent has communicated his/her District Strategic Plan for the year.

4. The administrator has developed a School Improvement Plan that includes student learning goals aligned with the District Strategic Plan by July 31.

5. The evaluator has provided the administrator with this document [Ledyard Administrator Effectiveness, Professional Learning, and Performance Evaluation Manual] in order to orient her/him to the evaluation process.

6. The administrator has completed a self-assessment form using the Common Core of Leading: Connecticut School Leadership Standards and Ledyard Public Schools Leadership Evaluation Rubric by September 1.

Step 2: Goal-Setting and Plan Development

By October 1, administrators identify a target for growth on the SPI (when available) or another Whole School Student Learning Indicator (WSSLI), identify two SMART goals, and identify one stakeholder feedback target.

Then administrators identify two areas of focus for their practice that will help them to meet the target growth on the SPI (when available) or WSSLI, accomplish their SMART Goals, and improve stakeholder feedback targets, choosing from among the six performance expectations of the Connecticut School Leadership Standards. The two focus areas will serve to facilitate professional conversation about their leadership practice with their evaluator. What is critical is that the administrator can connect improvement in the focus areas to improvement on the SPI/WSSLI, the SMART goals, and stakeholder feedback targets, creating a logical through line from professional practice to outcomes.

Next, the administrator and the evaluator meet in October to discuss and agree on SPI (when available) or WSSLI, the proposed SMART goals, the stakeholder feedback goal, and focus areas for professional practice. Goals will be mutually agreed upon by the administrator and the evaluator.

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

The goal-setting form (SEE Appendix B) is to be completed by the administrator being evaluated. The focus areas, goals, activities, outcomes, and time line will be reviewed by the administrator's evaluator prior to the beginning work on the goals. The evaluator may suggest additional goals as appropriate.

The evaluator will establish a schedule of informal; school visits with the administrator to collect evidence and observe the administrator's work. The first visit will take place near the beginning of the school year to ground the evaluator in the school context and the administrator's evaluation plan. Subsequent visits will be planned at 2-to 3-month intervals.

The administrator and evaluator will agree upon artifacts that can be collected throughout the schools year as additional evidence of work and progress toward the goal. The artifacts would be submitted at 2-to 3-month intervals in conjunction with the observations.

All administrators will have the opportunity to collect artifacts relative to their practice that can be shared with an evaluator in support of their overall evaluation and across all domains of Connecticut School Leadership Standards. Artifacts are submitted as evidence of administrator effectiveness in terms of the leadership standards. For each document submitted, administrators will indicate which Domain(s)/Indicator(s) the artifact supports.

Table 1 provides a list of documents and processes that can be used to support meaningful dialogue relative to evidence and artifacts.

Table 1

Action	Person	Documents
Review of School Improvement Plan	Evaluator & Administrator	School Improvement Plan
Identification of key documents that support teaching and learning	Evaluator & Administrator	Faculty Meeting Agendas and PD plans
Review of school wide achievement data	Evaluator & Administrator	Achievement Results
Review of teacher summative observations / evaluations	Evaluator & Administrator	Summative Teacher Evaluation documents
Review of school climate data	Evaluator & Administrator	School Climate Survey
Review of Instructional Problem of Practice	Evaluator & Administrator	Problem of Practice – Results of School-Based Walk Through or Instructional Rounds
Review of School Communication	Evaluator & Administrator	School Newsletters, School Websites, Electronic Communications; Social Media

A note on the frequency of school site observations:

- 2 site observations for each administrator;
- 2 site observations for each associate principal;
- 4 observations for any administrator in their first year of employment to a new administrative position in the Ledyard Public Schools and;

- 4 observations for any administrator or who has received ratings of developing or below standard in the previous year.

Step 3: Mid-Year Formative Review

Midway through the school year and no later than February 28, there will be a formal check-in to review progress. The administrator will complete the Mid-Year Conference Form prior to the meeting (SEE APPENDIX C). In preparation for meeting:

- The administrator analyzes available student achievement data and considers progress toward outcome goals.
- The evaluator reviews observation and feedback forms and collected artifacts to identify key themes for discussion.

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

Step 4: Self-assessment

By June 1, the administrator being evaluated reviews all information and data collected during the year and completes a summative self-assessment (SEE APPENDIX D) for review by the evaluator, identifying areas of strength, areas for growth, and progress on the identified focus area. For each of the six performance expectations, the administrator being evaluated determines whether he/she:

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

The administrator being evaluated will also review their focus areas in conjunction with the outcomes of the SMART Goals. The administrator's evaluation (22.5%) must be based on at least two locally determined indicators of student learning. At least one of which includes student outcomes from subjects and/or grades not assessed on state assessments.

The administrator being evaluated submits their self-assessment to their evaluator.

Step 5: Summative Review and Rating

The administrator being evaluated and the evaluator meet by June 15 to discuss the administrator's self-assessment and all evidence collected over the course of the year. This meeting serves as an opportunity to convey strengths, growth areas, and their probable rating. After the meeting, the evaluator assigns a rating, based on all available evidence (see next section for rating methodology).

The evaluator completes the summative evaluation report, shares it with the administrator, and adds it to the principal's personnel file with any written comments attached that the principal requests to be added within two weeks of receipt of the report.

Summative ratings must be completed for all administrators by June 30 of a given school year.

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

THE PLAN'S FOUR CATEGORIES

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

> **Category 1:** Administrator Performance and Practice = 40%
> **Category 2:** Stakeholder Feedback = 10%
> **Category 3**: Student Learning Measures = 45%
> **Category 4:** Teacher Effectiveness = 5%

Category #1: Administrator Performance and Practice (40%)

An assessment of an administrator's leadership practice – by direct observation of practice and the collection of other evidence – is 40% of an administrator's summative rating.

Leadership practice is described in the Common Core of Leading: Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June of 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations. (Appendix A). Teaching and Learning Performance Expectation comprises approximately 40% of the leadership practice rating and the other five performance expectations are equally weighted.

In order to arrive at these ratings, administrators are measured against the Ledyard Public Schools Leadership Evaluation Rubric (Appendix A) which describes leadership actions across four performance levels for each of the six performance expectations and associated elements. The four performance levels are:

- **Exemplary**: The Exemplary Level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Effective performance.
- **Proficient**: The rubric is anchored at the Proficient Level using the indicator language from the Connecticut School Leadership Standards.
- **Developing**: The Developing Level focuses on leaders with a general knowledge of leadership practices but most of those practices resulted in limited progress.
- **Below Standard**: The Below Standard Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

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

Assigning ratings for each Performance Expectation: Performance indicators provide examples of observable, tangible behavior that indicate the degree to which administrators are meeting each Performance Expectation. Evaluators and administrators will review performance and complete evaluation at the Performance Expectation level, NOT at the Element level. Additionally, it is important to document an administrator's performance on each Performance Expectation with evidence generated from multiple performance indicators, but not necessarily all performance indicators.

Assessing the practice of administrators other than principals and assistant principals: For Ledyard Public Schools administrators in non-school roles, administrator practice will be assessed based upon ratings from evidence collected directly from the Connecticut School Leadership Standards and Ledyard Public Schools Leadership Evaluation Rubric. The leader evaluation rubric will be used in situations where it is applicable to the role of the administrator.

ARRIVING AT AN ADMINISTRATOR PERFORMANCE AND PRACTICE RATING

Summative ratings are based on the preponderance of evidence for each performance expectation in the Connecticut School Leadership Standards. Evaluators collect written evidence about and observe the administrator's leadership practice across the six performance expectations described in the rubric. Specific attention is paid to leadership performance areas previously identified as developing or below standard.

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

1. By September first of each year, the administrator conducts a self-assessment based on the Ledyard Public Schools Leadership Practices Rubric to identify areas of potential focus.

2. By October 1 of each year, the administrator and evaluator meet for a goal-setting conference to identify focus areas for development of the administrator's leadership practice.

3. The administrator collects evidence about his/her practice and the evaluator collects evidence about the administrator's practice with particular focus on the identified areas for development. Principal evaluators must conduct at least two school site observations for any principals and should conduct at least four school site observations for principals who are new to their district, school, the profession, or who have received ratings of developing or below standard. Assistant principal evaluators shall conduct at least four observations of the practice of the assistant principal.

4. By February 28th of each year, the administrator and evaluator hold a mid-year conference, with a focused discussion of progress toward proficiency in the performance areas identified as needing development.

5. By June 1st of each year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strengths and continued growth as well as progress on their focus areas.

6. The evaluator and the administrator and meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of Exemplary, Proficient, Developing, or below Standard for each performance Expectations. Then the evaluator assigns a total practice rating based on the criteria in Appendix B.

Leadership Practice Matrix Rating Guide (40%)

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Exemplary on Teaching and Learning and *Exemplary* on at least 2 other performance expectations and No rating below *Proficient* on any performance expectation	At least *Proficient* on Teaching and Learning and At least *Proficient* on at least 3 other performance expectations and No rating below *Developing* on any performance expectation	At least *Developing* on Teaching and Learning and At least *Developing* on at least 3 other performance expectations	At least *Developing* on Teaching and Learning or *Below Standard* on at least 3 other performance expectations

Category #2: Stakeholder feedback (10%)

Feedback from stakeholders assessed by administration of a survey with measures that align to the Connecticut Leadership Standards is 10% of an administrator's summative rating. The survey(s) selected by a district for gathering feedback must be valid and reliable.

To gain insight into what stakeholders perceive about administrators' effectiveness, for each administrative role, the stakeholders surveyed will be those in the best position to provide meaningful feedback. For school-based administrators, stakeholders solicited for feedback will include teachers and parents, but may include other stakeholders (e.g., other staff, community members, students, etc.).

The survey used for Stakeholder feedback will be the School Climate Survey for Connecticut from the Comprehensive School Climate Inventory (CSCI). This survey is aligned to Performance Expectations 3 & 4 of the Ledyard Public Schools Leader Evaluation Rubric.

The surveys will be administered on-line and allows for anonymous responses, all Ledyard Public Schools administrators will collect and analyze stakeholder feedback data that will be used for continuous improvement. Surveys will be administered one time per year, in the spring of each school year. The spring survey data will be used by administrators as baseline data for the following academic year.

Figure 2 below describes the process uses to set targets, monitor progress, and determine level of performance

Establish Baseline	Set Target(s)	Survey	Evaluate Admin Performance
•Use previous data collected or establish new baselines for selected surveys.	•Use previous data collected for individual performance of overall school performance	•Administer survey (spring) to provide data in support of achievement of target	•Determine level of performance of administrator (end of year summative)

Figure 2

Once goal(s) have been determined by the stakeholder feedback, the administrator will identify the strategies he/she will implement to meet the goal.

ARRIVING AT A STAKEHOLDER FEEDBACK SUMMATIVE RATING

Ratings will reflect the degree to which an administrator makes growth on feedback measures, using data from the prior year as a baseline for setting a growth target. Exceptions to this include:

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

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

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

1. Review baseline data on selected measures,
2. Set goal for growth on a selected measure
3. By spring, administer surveys to relevant stakeholders
4. Aggregate data and determine whether the administrator achieved the established goal
5. Assign a rating, using this scale:

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Exceeded goal or Maintained Exemplary Status from prior school year	Met goal	Made progress as demonstrated by actions and artifacts, but did not meet goal	Made little or no progress against goal

Category #3: SMART goals (45%)

Student learning is assessed in equal weight by: (a) performance and progress on the academic learning measures in the state's accountability system for schools using the SPI (when available) or on whole-school student learning targets, and (b) performance and growth on two, locally-determined measure, (SMART goal). Table 2 describes the weights for SMART Goals and SPI.

Table 2

When SPI is available			When SPI is NOT available	
SPI	22.5%		SMART GOAL 1 (locally determined and based on WSSLI)	22.5%
SMART GOAL 1^ (locally determined)	11.25%	22.5%	SMART Goal 2*^ (locally determined)	22.5%
SMART Goal 2* (locally determined and optional)	11.25%			

^ Must include student outcomes from subjects and/or grades not assessed on state-administered assessments.
*Administrators in high schools must include cohort graduation rates and extended graduation rates.

State Assessments (SPI)

1. School Performance Index (SPI) progress – changes from year to year in student achievement on Connecticut's selected standardized assessments [Smarter Balanced Assessment Consortium].

2. SPI progress for student subgroups – changes from year to year in student achievement for subgroups on Connecticut's standardized assessments.

Evaluation ratings for principals on these state test measures are generated as follows:

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

	Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
SPI Progress	>125% of target progress or SPI > 88	100-125% of target progress or SPI = 88	50-99% of target progress	<50% of target progress

Subgroup SPI Progress	Meets performance targets for all subgroups that have SPI <88 OR all subgroups have SPI > 88 OR The school does not have any subgroups of sufficient size	Meets performance targets for 50% or more of sub-groups that have SPI <88	Meets performance targets for at least one subgroup that has SPI <88	Does not meet performance target for any subgroup that has SPI <88

Step 2: The scores in each category are averaged; resulting in an overall state test rating that is scored on the following scale:

Exemplary	Proficient	Developing	Below Standard
3.5 or greater	Between 2.5 and 3.4	Between 1.5 and 2.4	Less than 1.5

All protections related to the assignment of school accountability ratings (e.g., the minimum number of days a student must be enrolled in order for that student's scores to be included in an accountability measure) shall apply to the use of state test data for administrator evaluation.

When an SPI is not available, the administrator will design a whole-school student learning target using the SMART Goal process described in the next section.

In the case of both an SPI target, no single state assessment score shall serve as the sole indicator of progress. These targets must be measured using interim and/or end of the year assessments.

LOCALLY-DETERMINED MEASURES – SMART GOALS

Administrators establish at least one SMART Goals on a measure they select when SPI is available. When SPI is not available, administrators will establish two SMART Goals. In selecting the measure, certain parameters apply:

- 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:

  o 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.

Sample local measures in Ledyard include:

- NWEA/MAP
- Performance Tasks (SBAC)
- Interim Assessments (SBAC)
- Behavioral Data
- Attendance Data
- DRA

- End of Unit Identical Assessments
- AP Exams
- Fundations
- NACTE
- Project Lead the Way
- Graduation Rates

The process for selecting measures and creating SMART goals will strike a balance between alignment to student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process unfold in this way (described for principals):

- First, establish student learning priorities for a given school year based on available data.
- Examples of data that principals may be required to analyze are:
  - Student outcome data (academic)
  - Behavior data (absences, referrals)
  - Program data (participation in-school or extracurricular activities or programs)
  - Perceptual data (learning styles and inventories, anecdotal)
- The principal uses available data to craft an improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets. The school improvement plan should demonstrate alignment with the district improvement plan.
- The principal chooses student learning priorities for her/his own evaluation that are aligned with the school improvement plan.
- Each SMART goal should make clear (1) what evidence was or will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. SMART goals can also address student subgroups.
- The principal shares the SMART goals with her/his evaluator, informing a conversation designed to ensure that:
  - The SMART goals are rigorous, both attainable and ambitious, and represent at least one year's student growth.
  - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established SMART goals.

- The SMART goals are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
- The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The administrator being evaluated and the evaluator collect interim data on the SMART goals to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

Scoring for Locally Determined Measures

Based on this process, administrators receive a rating for the locally determined measures (22.5%) as follows:

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Exceeded SMART goal or maintained high level	Met SMART goal	Did not meet SMART goal but made progress toward goal as evidence by artifacts	Did not meet goal and made little or no progress toward goal

When applicable, the scores for two SMART Goals will be averaged together.

To arrive at an overall student learning rating, the ratings for the state assessment and the locally-determined ratings are plotted on this matrix:

		State Assessment – SPI (22.5%) or SMART Goal 1 (when SPI not available)			
		Exemplary	Proficient	Developing	Below Standard
Locally-determined portion SMART goals (22.5%) or SMART Goal 2 (when SPI not available)	Exemplary	Exemplary	Exemplary	Proficient	Developing
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard

Category #4: Teacher Effectiveness (5%)

Five percent (5%) of an administrator's summative rating shall be based on teacher effectiveness outcomes.

- Improving the percentage (or meeting a target of a high percentage) of teachers who meet the SMART Goals outlined in their performance evaluations.

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.

Ledyard Public Schools believes that teacher effectiveness is based on performance outcomes as defined in the SMART goals. Therefore, the weighting of Teacher Effectiveness will be examined in the following manner:

Teacher's SMART Goals			
Exemplary (4)	**Proficient (3)**	**Developing (2)**	**Below Standard (1)**
81-100% of teachers are rated *proficient* or *exemplary* on the student growth portion of their evaluation.	61-80% of teachers are rated *Proficient* or *exemplary* on the student growth portion of their evaluation.	41-60% of teachers are rated *Proficient* or *exemplary* on the student growth portion of their evaluation.	0-40% of teachers are rated *Proficient* or *exemplary* on the student growth portion of their evaluation.

OVERALL PLAN SUPPORT

Orientation and Training Programs

During the summer of each school year, Ledyard Public Schools will provide a series of half-day sessions for all administrators being evaluated so that they will understand the evaluation system, the processes, and the timelines for their evaluation. Special attention will be given to the Common Core of Leading Performance Expectations and the Leadership Practice Rubric, so that all administrators fully understand Performance Expectations and the requirement for being an "Proficient" administrator. Additional sessions will be provided throughout the academic year that will provide Ledyard Public Schools administrators with access to resources and to connect with colleagues to deepen their understanding of the Evaluation Program.

Unlike visiting a classroom to observe a teacher, school visits to observe principal practice can vary significantly in length, setting, and purpose. Ledyard Public School evaluators of administrators will carefully plan their visits to maximize the opportunity to gather evidence relevant to the administrator's practice focus area. Further, central to this process is providing meaningful feedback based on observed practice.

Ledyard Public Schools will provide all staff who will conduct evaluations of administrators with training in conducting observations, gathering evidence, and providing high-quality feedback. For the 2015-2016 school year, this training will take place throughout the school year. In subsequent years, similar training will be provided to new evaluators of administrators as well as additional training for experienced evaluators. Training will include an in-depth overview and orientation of the four categories that are part of the plan, the process and timeline for plan implementation, the process for arriving at a summative evaluation. Evaluators will participate in on-going calibration as part of the district leadership team meetings.

Support and Development

As our core values indicate, Ledyard Public Schools believe that the primary purpose for professional learning is school improvement as measured by the success of every student. We also believe that professional learning must focus on creating meaningful experiences for all staff members. Designing evaluation-based professional learning is a dynamic process. Working with program goals and data from the educator evaluation process, professional learning is planned to strengthen instruction around identified student growth needs or other areas of identified educator needs.

We recognize that educators as well as students learn in different ways and have different learning needs at different points in their career. Effective professional learning, therefore, must be highly personalized and provide for a variety of experiences, including learning teams, study groups, individual study, etc. as well as opportunities for conducting research and collaborating with colleagues on content-based pedagogical activities.

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

Evaluation-Based Professional Growth Plans

In any organization, people learn and grow by honestly co-assessing (evaluator and administrator) current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. In the Ledyard Public Schools model, every administrator will have a Professional Growth Plan that is co-created with mutual agreement between the administrator and his or her evaluator and serves as the foundation for ongoing conversations about the administrator's practice and impact on student outcomes. The professional learning opportunities identified for each administrator will be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among administrators, which can then be targeted with district-wide professional development opportunities.

Evaluation-Based Professional Learning

Administrators attend conferences and workshops, participate in curriculum development committees and in 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 below).

Career Development and Growth

Ledyard Public Schools has established a system upon which its highest performing administrators (those administrators who consistently demonstrate Proficient and Exemplary summative ratings) are provided opportunities for professional learning that replaces the standard protocols for professional learning outlined in the Ledyard 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.

Professional Growth Options

Administrators in Ledyard Public Schools have a variety of opportunities available to grow professionally. These 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 support 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:

- Ledyard Public Schools Teaching and Learning Framework

- Connecticut's Common Core Leading

- Common Core State Standards

- Standards for School Leaders (as applies to administrators)

- Ledyard Public Schools Leadership Evaluation Rubric

E. **Leadership and Collaboration** – This option allows for the teacher 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. Teachers are encouraged to use this option to work collaboratively with district/school/community leaders in unique ways.

F. **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.

SUMMATIVE ADMINISTRATOR EVALUATION RATING

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

- **Exemplary**: 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

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

- Meeting expectations as an instructional leader
- Meeting expectations in at least 3 other areas of practice

- Meeting and making progress on 1 target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on 2 SMART goals aligned to school and district priorities
- Having more than 60% of teachers Proficient on the student growth portion of their evaluation

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

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

A rating of developing means that performance is meeting proficiency in some components but not others. Improvement is necessary and expected and two consecutive years at the developing level is, for an experienced administrator, a cause for concern. On the other hand, for principals in their first year, performance rated developing is expected. If, by the end of three years, performance is still developing, there is cause for concern.

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

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

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

The practice rating derives from an administrator's performance on the six performance expectations of the leader evaluation rubric and the stakeholder feedback target. As shown in the Summative Rating Form in Appendix A evaluators record a rating for the performance expectations that generates an overall rating for leadership practice. The Stakeholder Feedback rating is combined with the Leadership Practice rating and the evaluator uses the matrix (APPENDIX A) to determine an overall Practice Rating.

B. OUTCOMES: SMART goals (45%) + Teacher Effectiveness (5%) = 50%

The outcomes rating derives from the two student learning measures – state test results (SPI) and SMART goals – and teacher effectiveness outcomes. As shown in the Summative Rating Form in Appendix A, state reports provide an assessment rating and evaluators record a rating for the SMART goals agreed to in the beginning of the year. These two combine to form the basis of the overall SMART goals rating. The Teacher Effectiveness rating is combined with the SMART goals rating and the evaluator uses the matrix (APPENDIX A) to determine an overall Outcomes Rating.

C. FINAL SUMMATIVE: Practice (50%) + Outcomes (50%) = 100%

The Summative rating combines the practice and outcomes ratings using the matrix below.

If the two areas in any Matrix are highly discrepant (e.g., a rating of exemplary for Administrator Practice and a rating of below standard for Administrator Outcomes), then the evaluator and the administrator will re-examine the data and/or gather additional information in order to determine the rating for the Matrix. If upon re-examination of the data, the ratings do not change, the evaluator will use the Matrix to determine the rating.

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

Definition of Effectiveness and Ineffectiveness

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

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

INDIVIDUAL ADMINISTRATOR IMPROVEMENT AND REMEDIATION PLANS

Ledyard 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.

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 District's Department of Human Resources 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 Office 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 Human Resources.

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.

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.

DISPUTE RESOLUTION PROCESS

In the event an administrator staff member disagrees with his or her summative rating, the following appeal procedure will be followed in order to resolve the problem in the most professional and collegial manner possible.

The evaluatee will submit a written statement of appeal to the Superintendent. The appeal must be submitted no later than seven (7) calendar days from the date the staff member receives their final summative evaluation form.

The Superintendent (or his or her designee) will arrange a dispute resolution conference with the evaluatee within seven (7) calendar days of the receipt of the written appeal. The staff member has the option to include his or her LAA Representative.

The Superintendent (or his or her designee) will arrange a formal meeting with both the evaluator and the evaluatee within seven (7) calendar days of the dispute resolution conference. The staff member has the option to include his or her LAA Representative.

The Superintendent (or his or her designee) will respond to the appeal in writing with a decision regarding the status of the dispute no later than twenty (20) school days after the conclusion of the collection of additional evidence. Once the Superintendent (or his or her designee) renders a decision, that decision is final.

APPENDIX A
Administrator Evaluation Summative Rating Forms
Ledyard Public Schools

This summary rating form is to be completed by the evaluator after the final conference with the administrator. The evaluator will use the preponderance of evidence to assign a rating for each Performance Expectation. The evaluator will also determine progress against the state assessment results (SPI), the two SMART goals, the stakeholder feedback target and the teacher effectiveness results and assign ratings for each.

Instructions for completing Summative Rating Forms

I.   Administrator Practice Summative Rating (50%) - **Form E**

The **Administrator Practice Summative Rating** is based upon 2 measures:

1. Leadership Practice Rating (40%)
2. Stakeholder Feedback Rating (10%)

These two measures are combined and the **Administrator Practice Summative Rating (Form E)** is assigned using the **Summary Administrator Practice Matrix – Form D**

Step 1:   To assign the **Summary Leadership Practice Rating** the evaluator:

1. Assigns a rating for each Performance Expectation, using evidence from observations, artifacts and data submitted by the administrator being evaluated – **Form A**
2. Assigns a **Summary Leadership Practice Rating** for all Performance Expectations using the **Summary Leadership Practice Matrix – Form B**

Step 2:   To assign the **Stakeholder Feedback Rating** the evaluator:

1. Assigns a rating for the Stakeholder Feedback target, using evidence submitted by the administrator being evaluated, including survey results and analysis – **Form C**

Step 3:   To assign the **Administrator Practice Summative Rating** the evaluator:

1. Inputs the results of the **Summary Leader Practice Rating** and the **Stakeholder Feedback Rating** and uses the **Summary Practice Rating Matrix –Form D**—to assign an **Administrator Practice Summative Rating – Form E.**

II. The **Administrator Outcomes Summative Rating (50%)** is based upon 2 measures:

1. Student Learning Indicators Rating (45%)
   a. State Assessment Results, (SPI) is 22.5%
   b. 1-2 SMART goal results is 22.5%
   c. When SPI is not available, each SMART goal will be weighted as 22.5%
2. Teacher Effectiveness Rating (5%)

These two measures are combined and the **Administrator Outcomes Summative Rating** is assigned using the **Summary Administrator Outcomes Matrix**.

Step 1:   To assign the **Summary Student Learning Indictors Rating** the evaluator:

1. Assigns a rating for the **State Assessment Results Rating –Form G** (SPI) using the **SPI Rating Matrix – Form F.**
2. Assigns a SMART goal rating for each SMART goal, based upon evidence submitted by the administrator, using the **SMART Goal Rating –Form H**
3. Assigns a **Summary SMART Goal Rating** using the Summary **SMART Goal Rating Matrix – Form I**
4. Assigns a **Summary Student Learning Indicators Rating – Form K** using the **Summary Student Learning Indicators Matrix – Form J**

Step 2:   To assign a **Teacher Effectiveness Rating** the evaluator:

1. Assigns a **Teacher Effectiveness Rating**, based upon the aggregate results of teachers' progress toward meeting their SMART Goals and using the **Teacher Effectiveness Rating Matrix – Form L**

Step 3:   To Assign the **Administrator Outcomes Summative Rating** the evaluator:

1. Inputs the results of the **Summary Student Learning Indicators Rating** and the **Teacher Effectiveness Rating** and uses the **Summary Outcomes Rating Matrix – Form M**—to assign an **Administrator Outcomes Summative Rating – Form N**

III. The **Final Administrator Summative Rating** is based upon 2 measures:

1. Administrator Practice Summative Rating – 50%
2. Administrator Outcomes Summative Rating – 50%

Step 1:   To assign a **Final Administrator Summative Rating** the evaluator:

1. Inputs the results of the Administrator Practice Summative Rating and the Administrator Outcomes Summative Rating and uses the Final Administrator Summative Rating Matrix to assign a Final Administrator Summative Rating

Administrator Evaluation Summative Rating Form
Ledyard Public Schools

Administrator:_____ Evaluator:_____

School/Division:_____

LEADERSHIP PRACTICE RATING FORM

Evaluator will review evidence from observations and other artifacts and data submitted by the administrator being evaluated to arrive at a rating for each of the Performance Expectations. Evaluators will rate at the Performance Expectation level and **NOT** at the Element level. After all of the Performance Expectations are rated, the evaluator will use the **Summary Leadership Practice Matrix** to determine a **Summary Leadership Practice Rating.**

FORM A: LEADERSHIP PRACTICE RATING (40%)				
Performance Expectations and Elements	Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Performance Expectation 1: Vision, Mission and Goals				
Performance Expectation 2: Teaching and Learning				
Performance Expectation 3: Organizational Systems and Safety				
Performance Expectation 4: Families and Stakeholders				
Performance Expectation 5: Ethics and Integrity				
Performance Expectation 6: Leadership Practice Rating				
Use the Summary Leadership Practice Matrix, (below) to determine an Summary Leadership Practice rating				

FORM B: SUMMARY LEADERSHIP PRACTICE MATRIX (40%)			
Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Exemplary on Teaching and Learning	At least *Proficient* on Teaching and Learning	At least *Developing* on Teaching and Learning	At least *Developing* on Teaching and Learning
Exemplary on at least 2 other performance expectations	At least *Proficient* on at least 3 other performance expectations	At least *Developing* on at least 3 other performance expectations	*Below Standard* on at least 3 other performance expectations
No rating below *Proficient* on any performance expectation	No rating below *Developing* on any performance expectation		

Summary Leadership Practice Rating	Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)

STAKEHOLDER FEEDBACK RATING FORM

Evaluator will review all evidence submitted, included results of Stakeholder Feedback surveys to determine an overall rating for this category.

FORM C: STAKEHOLDER FEEDBACK (10%)				
Stakeholder Feedback Rating	Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Feedback Target	Exceeded goal or maintained Exemplary Status from prior school year	Met goal	Made progress but did not meet goal	Made little or no progress against goal
Stakeholder Feedback Rating	Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)

FORM D: SUMMARY PRACTICE RATING MATRIX

Evaluator will use the results of the **Summary Leader Practice Rating** and the **Stakeholder Feedback Rating** to determine an **Administrator Practice Summative Rating** by using the **Summary Practice Rating Matrix** below.

FORM D: SUMMARY LEADERSHIP PRACTICE RATING (40%)				
Level	**Exemplary**	**Proficient**	**Developing**	**Below Standard**
Exemplary	Exemplary	Proficient	Developing	Developing
Proficient	Exemplary	Proficient	Developing	Below Standard
Developing	Exemplary	Proficient	Developing	Below Standard
Below Standard	Proficient	Developing	Developing	Below Standard

(Left vertical label: Stakeholder Feedback Rating (10%))

FORM E: ADMINISTRATOR PRACTICE SUMMATIVE RATING (50%)				
ADMINISTRATOR PRACTICE SUMMATIVE RATING	Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)

ADMINISTRATOR OUTCOMES SUMMATIVE RATING

STUDENT LEARNING INDICATORS RATING

Evaluator uses the results of the SPI (22.5%) and progress on the 1-2 SMART goals (22.5%) to assign a **Summary Student Learning Indicator Rating**. In the event that the SPI is not available, 2 SMART Goals must be developed and will count at 22.5% each.

SPI Rating: The evaluator will use the **SPI Rating Matrix** to determine an overall rating for this category.

FORM F: SPI Rating Matrix

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

STATE ASSESSMENT RESULTS (SPI) RATING

Evaluator uses the results of the **SPI Rating Matrix** to assign a rating.

FORM G: STATE ASSESSMENT RESULTS (SPI) RATING (22.5%)				
State Assessment Results (SPI)	3.5 or greater	Between 2.5 and 3.4	Between 1.5 and 2.4	Less than 1.5
State Assessment Rating (SPI) (22.5%)	Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)

SMART GOALS RATING

The evaluator reviews data and evidence collected on the 2 SMART goals and assigns a rating for each of these goals. The evaluator uses the **SMART Goals Matrix** to assign a **Summary SMART Goals Rating**.

FORM H: SMART GOALS RATING				
	Exemplary (4)	**Proficient (3)**	**Developing (2)**	**Below Standard (1)**
Student Learning Indicators	Exceeded SMART Goal or maintained high level	Met SMART Goal	Did not meet goal but made progress toward SMART Goal	Did not meet goal and made little or no progress toward goal
SMART Goal #1				
SMART Goal #2				
Average (Use when SPI is available)				

SUMMARY SMART GOALS RATING

Use the **Summary SMART Goals Rating Matrix**, (below) to assign a **Summary SMART Goals Rating** for the 2 SMART Goals.

FORM I: SUMMARY SMART GOALS RATING MATRIX (22.5% - 45%)				
SMART Goal Average	3.5 or greater	Between 2.5 and 3.4	Between 1.5 and 2.4	Less than 1.5
SMART Goal	Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)

Rating (22.5% - 45%)				

SUMMARY STUDENT LEARNING INDICATORS RATING

Evaluator uses the **SMART Goals Matrix** to assign a **Summary Student Learning Indicators Rating.**

FORM J: SMART Goals Matrix
Use when SPI is available

		STATE ASSESSMENT PORTION (SPI) (22.5%)			
		Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Average SMART Goals Rating (22.5%)	**Exemplary (4)**	Exemplary	Exemplary	Proficient	Developing
	Proficient (3)	Exemplary	Proficient	Proficient	Developing
	Developing (2)	Proficient	Proficient	Developing	Below Standard
	Below Standard (1)	Developing	Developing	Below Standard	Below Standard

Use when SPI is NOT available

		SMART Goal #1 Rating (22.5%)			
		Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
SMART Goal # 2 Rating (22.5%)	**Exemplary (4)**	Exemplary	Exemplary	Proficient	Developing
	Proficient (3)	Exemplary	Proficient	Proficient	Developing
	Developing (2)	Proficient	Proficient	Developing	Below Standard
	Below Standard (1)	Developing	Developing	Below Standard	Below Standard

FORM K: SUMMARY STUDENT LEARNING INDICATORS RATING (45%)			
Summary Student Learning Indicators Rating	Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)

TEACHER EFFECTIVENESS RATING

Evaluator uses the aggregate results of teachers' progress toward meeting their smart goals to assign an overall rating for **Teacher Effectiveness** using the **Teacher Effectiveness Rating Matrix** below.

FORM L: TEACHER EFFECTIVENESS RATING MATRIX (5%)				
SMART Goals	**Exemplary (4)**	**Proficient (3)**	**Developing (2)**	**Below Standard (1)**
	81-100% of teachers are rated *Proficient* or *exemplary* on the student growth portion of their evaluation.	61-80% of teachers are rated *Proficient* or *exemplary* on the student growth portion of their evaluation.	41-60% of teachers are rated *Proficient* or *exemplary* on the student growth portion of their evaluation.	0-40% of teachers are rated *Proficient* or *exemplary* on the student growth portion of their evaluation.
Teacher Effectiveness Rating	**Exemplary (4)**	**Proficient (3)**	**Developing (2)**	**Below Standard (1)**

SUMMARY OUTCOMES RATING MATRIX

Evaluator uses the **Summary Outcomes Rating Matrix** to assign an **Administrator Outcomes Summative Rating.**

FORM M: SUMMARY OUTCOMES RATING MATRIX (50%)				
Administrator Student Learning Related Indicators Rating (45%)				
	Exemplary	**Proficient**	**Developing**	**Below Standard**
Exemplary	Exemplary	Proficient	Developing	Below Standard
Proficient	Exemplary	Proficient	Developing	Below Standard
Developing	Exemplary	Proficient	Developing	Below Standard
Below Standard	Exemplary	Proficient	Developing	Below Standard

(Left axis label: **Teacher Effectiveness Rating (5%)**)

FORM N: ADMINISTRATOR OUTCOMES SUMMATIVE RATING (50%)				
	Exemplary (4)	**Proficient (3)**	**Developing (2)**	**Below Standard (1)**
Administrator Outcomes Summative Rating				

FORM O: FINAL ADMINISTRATOR SUMMATIVE RATING MATRIX

Evaluator uses the **Administrator Practice Summative Rating (FORM E) (50%)** and the **Administrator Outcomes Summative Rating (FORM N) (50%)** to assign a **Final Administrator Summative Rating** using the **Matrix** below.

FORM O: FINAL ADMINISTRATOR SUMMATIVE RATING MATRIX				
Administrator Practice Summative Rating (50%)				
		Exemplary	**Proficient**	**Developing**	**Below Standard**
Administrator Outcomes Summative Rating (50%)	**Exemplary**	Exemplary	Exemplary	Proficient	*Gather further information*
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Developing
	Below Standard	*Gather further information*	Developing	Developing	Below Standard

FORM P: FINAL ADMINISTRATOR SUMMATIVE RATING (100%)				
	Exemplary (4)	**Proficient (3)**	**Developing (2)**	**Below Standard (1)**
Administrator Outcomes Summative Rating				

APPENDIX B – ADMINISTRATOR FORMS
Ledyard Public Schools
Beginning-of-Year Self-Assessment Form

This beginning-of-year self-assessment form is to be completed by the administrator. The purpose of the form is for the administrator to reflect on progress made towards goals. Administrators should produce artifacts and evidence that support the reflection. This form must be completed by September 1st of each school year.
Administrator Name:
Evaluator Name:

Site/Position:	Evaluation Year:

Leadership Practice:
Directions for completion of this section: For each performance expectation, rate yourself on where you believe you would score. You should consider observational feedback when making rating.

How effective is your Leadership practice in each of the following Performance Expectations (PE)?	1 (Below Standard) I need to grow and improve my practice on this PE.	2 (Developing) I have some strengths on this PE but need to continue to grow and improve.	3 (Proficient) I am consistently effective on this PE.	4 (Exemplary) I empower others to be effective on this PE.
Vision, Mission and Goals				
Teaching and Learning				
Organizational Systems and Safety				
Families and Stakeholders				
Ethics and Integrity				
The Education System				

Ledyard Public Schools
Administrator Evaluation Goal Setting Form

This goal-setting form is to be completed by the administrator. The focus area for leadership practice will be identified; the goal for stakeholder feedback will be identified; and 2 SMART goals will be established. The goals, strategies to meet the goals, measurement of goal outcomes, and the timeline will be reviewed by the administrator's evaluator prior to beginning work on the goals. The evaluator may suggest additional goals as appropriate. This form must be completed by October 1st of each school year.

Administrator Name:	
Evaluator Name:	
Site/Position:	Evaluation Year:

Leadership Practice Goal

Focus Performance Expectation:	
Elements of Performance Expectation:	
Goal for Performance Expectation and Elements:	

Key Activities/Strategies to Achieve Goal	Evidence of Goal to be Collected	Timeline for Measuring Goal Outcomes (Include Interim Measurements)

Stakeholder Feedback Goal

Statement of Goal (include specific target for growth):	
Rationale for Goal (based on Spring Stakeholder Feedback Survey Data):	

Key Activities/Strategies to	Evidence of Goal to be	Timeline for Measuring Goal

Achieve Goal	Collected	Outcomes

SPI Goal

SPI Target (Whole School)	
SPI Target for Subgroups • Identify each subgroup separately • Identify target for each subgroup	

SMART GOAL 1

Statement of SMART Goal (include specific level of performance targeted and specific proportion of students anticipated to achieve target):		
Rationale for SMART Goal (what data/evidence was examined to develop the SMART Goal):		
Key Activities/Strategies to Achieve Goal	Evidence of SMART Goal to be Collected	Timeline for Measuring Goal Outcomes (Include Interim Measurements)

SMART GOAL 2

Statement of SMART Goal (include specific level of performance targeted and specific proportion of students anticipated to achieve target):	

Rationale for SMART Goal (what data/evidence was examined to develop the SMART Goal):		
Key Activities/Strategies to Achieve Goal	Evidence of SMART Goal to be Collected	Timeline for Measuring Goal Outcomes (Include Interim Measurements)

Additional Comments:

Administrator Signature: _____   Date: _____

Evaluator Signature: _____   Date: _____

Ledyard Public Schools
Administrator Evaluation Mid-Year Conference Form

This mid-year conference form is to be completed by the administrator. The purpose of the form is for the administrator to reflect on progress made towards goals. Administrators should produce artifacts and evidence that support the reflection. The administrator may make adjustments to goals based on the mid-year reflection. Adjustments must be agreed upon by the administrator and evaluator. The evaluator may suggest adjustments as appropriate. This form must be completed by February 28th of each school year.

Administrator Name:	
Evaluator Name:	
Site/Position:	Evaluation Year:

Reflection on Leadership Practice Goal: (Attach evidence and artifacts)

Reflection on Stakeholder Feedback Goal: (Attach evidence and artifacts)

Reflection on SPI Goal: (Attach evidence and artifacts; Include data relevant to whole school and subgroups)

Reflection on SMART Goal 1: (Attach evidence and artifacts)

Reflection SMART Goal 2: (Attach evidence and artifacts)

Additional Comments:

Administrator Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

Ledyard Public Schools
End-of-Year Self-Assessment Form

This end-of-year self-assessment form is to be completed by the administrator. The purpose of the form is for the administrator to reflect on progress made towards goals. Administrators should produce artifacts and evidence that support the reflection. This form must be completed by June 1st of each school year.

Administrator Name:	
Evaluator Name:	
Site/Position:	Evaluation Year:

Self-Assessment on Leadership Practice Goal: (Attach evidence and artifacts)

Leadership Practice:
Directions for completion of this section: For each performance expectation, rate yourself on where you believe you would score. You should consider observational feedback when making rating.

How effective is your Leadership practice in each of the following Performance Expectations (PE)?	1 (Below Standard) I need to grow and improve my practice on this PE.	2 (Developing) I have some strengths on this PE but need to continue to grow and improve.	3 (Proficient) I am consistently effective on this PE.	4 (Exemplary) I empower others to be effective on this PE.
Vision, Mission and Goals				
Teaching and Learning				
Organizational Systems and Safety				
Families and Stakeholders				
Ethics and Integrity				
The Education System				

Self Assessment on Stakeholder Feedback Goal: (Must include Spring Survey Data; Attach

evidence and artifacts)

Self Assessment on SMART Goal 1: (Attach evidence and artifacts)

Self Assessment on SMART Goal 2: (Attach evidence and artifacts)

Additional Comments:

Administrator Signature: _____   Date: _____

Common Core of Leading: Connecticut School Leadership Standards
Adopted by CT State BOE June 27, 2012

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

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

Element A. High Expectations for All: Leaders ensure that the creation of the vision, mission and goals establish high expectations for all students and staff.

Element B. Shared Commitments to Implement the Vision, Mission, and Goals: Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders.

Element C. Continuous Improvement toward the Vision, Mission, and Goals: Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

PERFORMANCE EXPECTATION 2: Teaching and Learning

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

Element A. Strong Professional Culture: Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

Element B. Curriculum and Instruction: Leaders understand and expect faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.

Element C. Assessment and Accountability: Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps.

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.

Element A. Welfare and Safety of Students, Faculty and Staff: Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.

Element B. Operational Systems: Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

Element C. Fiscal and Human Resources: Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

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.

Element A. Collaboration with Families and Community Members: Leaders ensure the success of all students by collaborating with families and other stakeholders.

Element B. Community Interests and Needs: Leaders respond and contribute to community interests and needs to provide high quality education for students and their families.

Element C. Community Resources: Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

PERFORMANCE EXPECTATION 5: Ethics and Integrity

Education leaders ensure the success and achievement of all students and staff by modeling ethical behavior and integrity.

Element A. Ethical and Legal Standards of the Profession: Leaders demonstrate ethical and legal behavior.

Element B. Personal Values and Beliefs: Leaders demonstrate a commitment to values, beliefs, and practices aligned with the vision, mission and goals for student learning.

Element C. High Standards for Self and Others: Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

PERFORMANCE EXPECTATION 6: The Education System

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

Element A. Professional Influence: Leaders improve the broader social, cultural economic, legal, and political, contexts of education for all students and families.

Element B. The Educational Policy Environment: Leaders uphold and contribute to policies and political support for excellence and equity in education.

Element C. Policy Engagement: Leaders engage policymakers to inform and improve education policy.

**LEDYARD PUBLIC SCHOOLS
LEADER EVALUATION RUBRIC**

Performance Expectation 1: Vision, Mission and Goals:
Education leader[1] ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and staff[2] and high expectations for student performance.

Element A: High Expectations for All
Leaders ensure that the creation of the vision, mission, and goals establishes high expectations for all students and staff.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Information & analysis shape vision, mission and goals	Relies on their own knowledge and assumptions to shape school-wide vision, mission and goals.	Uses data to set goals for students, shapes a vision and mission based on basic data and analysis.	Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission and goals.	Uses a wide-range of data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.
2. Alignment to policies	Does not align the school's vision, mission and goals to district, state or federal policies.	Establishes school vision, mission and goals that are partially aligned to district priorities.	Aligns the vision, mission and goals of the school to district, state and federal policies.	Builds the capacity of all staff to ensure the vision, mission and goals are aligned to district, state and federal policies.
3. Diverse perspectives, collaboration, and effective learning	Provides limited opportunities for stake-holder involvement in developing and implementing the school's vision, mission and goals. Creates a vision, mission and goals that set low expectations for students.	Offers staff and other stakeholders some opportunities to participate in the development of the vision, mission and goals. Develops a vision, mission and goals that set high expectations for most students.	Incorporates diverse perspectives and collaborates with all stakeholders[3] to develop a shared vision, mission and goals so that all students have equitable and effective learning opportunities.	Collaboratively creates a shared vision of high expectations with all stakeholders[3] and builds staff capacity to implement a shared vision for high student achievement.

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[1]**Leader**: Connecticut School leaders who are employed under their intermediate administrator 092 certificate (e.g., curriculum coordinator, principal, assistant principal, department head and other educational supervisory positions)
[2]**Staff**: all educators and non-certified staff
[3]**Stakeholders**: a person, group or organization with an interest in education

Element B: Shared Commitments to Implement and Sustain the Vision, Mission and Goals
Leaders ensure that the process of implementing and sustaining the vision, mission and goals is inclusive, building common understandings and commitments among all stakeholders.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Shared understandings guide decisions & evaluation of outcomes.	Tells selected staff and stakeholders about decision-making processes related to implementing and sustaining the vision, mission and goals.	Develops understanding of the vision, mission and goals with staff and stakeholders. Provides increased involvement for staff and other stakeholders in selecting and implementing effective improvement strategies and sustaining the vision, mission and goals.	Develops shared under-standings, commitments and responsibilities with the school community and other stakeholders for the vision, mission and goals to guide decisions and evaluate actions and outcomes.	Engages and empowers staff and other stakeholders to take responsibility for selecting and implementing effective improvement strategies and sustaining progress toward the vision, mission and goals.
2. and 3 Combined – Communicates vision; Advocates for effective learning for all	Is unaware of the need to communicate or advocate for the school's vision, mission and goals or for effective learning for all.	Builds stakeholders' under-standing and support for the vision, mission and goals. Generates some support for equitable and effective learning opportunities for all students.	Publicly advocates the vision, mission and goals so that the school community under-stands and supports equitable and effective learning opportunities for all students.	Effectively articulates urgency to stakeholders to reach student goals and achieve the vision and mission. Persuasively communicates the importance of equitable learning opportunities for all students and the impact on students and the community if these opportunities are not available.

Element C: Continuous Improvement toward the Vision, Mission and Goals
Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Analyzes data to identify needs and gaps between outcomes and goals	Is unaware of the need to analyze data and information to assess progress toward student achievement goals and the vision and mission.	Uses data to identify gaps between current outcomes and goals for some areas of school improvement.	Uses data systems and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals and areas for improvement.	Collaboratively reviews and analyzes data and other information with staff and stakeholders to identify individual student needs and gaps to goals. Works with faculty to collectively identify specific areas for improvement at the school, classroom and student level.
2. and 3 Combined – Uses data and collaborates to design, assess and change programs	Is unaware of the need to use data, research or best practice to inform and shape programs and activities.	Uses some systems and processes for planning, prioritizing and managing change and inquires about the use of research and best practices to design programs to achieve the school's vision, mission and goals.	Uses data, research and best practice to shape programs and activities and regularly assesses their effects. Analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities.	Collaboratively develops and promotes comprehensive systems and processes to monitor progress and drive planning and prioritizing using data, research and best practices. Engages all stakeholders in building and leading a school-wide continuous improvement cycle.
3. Identifies and addresses barriers to achieving goals	Does not proactively identify barriers to achieving the vision, mission and goals, or does not address identified barriers.	Manages barriers to the achievement of the school's vision, mission and goals on a situational level.	Identifies and addresses barriers to achieving the vision, mission and goals	Focuses conversations, initiatives and plans on minimizing barriers to improving student achievement and is unwavering in urging staff to maintain and improve their focus on student outcomes. Uses challenges or barriers as opportunities to learn and to develop staff.

4. *Seeks and aligns resources*	Is unaware of the need to seek or align resources necessary to sustain the school's vision, mission and goals.	Aligns resources to some initiatives related to the school's vision, mission and goals.	Seeks and aligns resources to achieve the vision, mission and goals.	Builds capacity of the school and its staff to provide services that sustain the school's vision, mission and goals. Prioritizes the allocation of resources to be consistent with the school's vision, mission and goals.

Performance Expectation 2: Teaching and Learning
Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.

Element A: Strong Professional Culture
Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Closes achievement gaps	Is unaware of the achievement gap[1]. Is working toward improvement for only some students	Uses student outcome data to build their own awareness of achievement gaps. Is developing a personal commitment to improvement for all students.	Develops shared understanding and commitment to close achievement gaps[4] so that all students achieve at their highest levels.	Regularly shares ongoing data on achievement gaps and works with faculty to identify and implement solutions. Establishes a culture in which faculty members create classroom and student goals aligned with ensuring all students achieve at high levels.
2. Supports and Evaluates Professional Development	Provides professional development that is misaligned with faculty and student needs. Does not monitor classroom instruction for the implementation of professional development content.	Provides professional development for staff that addresses some but not all needs for improvement.	Supports and evaluates professional development to broaden faculty[5] teaching skills to meet the needs of all students	Works with staff to provide job-embedded professional development and follow-up supports aligned to specific learning needs. Collaborates with staff to monitor and evaluate the effectiveness of professional development based on student outcomes.
3. Supports Teacher Reflection and Leadership	Provides insufficient time and resources for teachers to work together on instructional improvement. Provides few roles for teacher leadership and rarely encourages teachers to seek leadership opportunities.	Recognizes the importance of teacher reflection and provides some opportunities for teachers to reflect on classroom practices and their leadership interests.	Provides support, time and resources to engage faculty in reflective practice that leads to evaluating and improving instruction and in pursuing leadership opportunities.	Provides time and resources for teacher collaboration and builds the capacity of teachers to lead meetings focused on improving instruction. Builds a strong instructional leadership team, builds the leadership capacity of promising staff, and distributes leadership

				opportunities among staff.
4. Provides Feedback to Improve Instruction	Ineffectively uses data, assessments or evaluation methods to support feedback. Does not consistently provide specific and constructive feedback or effectively monitor for changes in practice.	Provides sporadic feedback based on data, assessments or evaluations. Monitors some teachers' practice for improvements based on feedback.	Provides timely, accurate, specific and ongoing feedback using data, assessments and evaluation methods that improve teaching and learning.	Provides regular, timely and constructive feedback to all staff and monitors for implementation and improved practice. Creates a culture of candid feedback and opportunities for staff to review each other's data and instructional practice and provide feedback to each other.

[4]**Achievement gap** (attainment gap) refers to the disparity on a number of educational measures between performance groups of students, especially groups defined by gender, race/ethnicity and socioeconomic status. The gap can be observed on a variety of measures, including standardized test scores, grade point average, dropout rates, and college enrollment and completion rates.
[5]**Faculty**: certified school faculty

Element B: Curriculum and Instruction
Leaders understand and expect faculty to plan, implement and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.

The Leader…

Indicator	Below Standard	Developing	Effective	Exemplary
1. and 2 combined – Aligns Curriculum, Instruction and Assessment to Standards	Is unaware of how to align curriculum with standards, instruction and assessments.	Builds their own understanding of state and national standards. Develops curriculum, instruction and assessment methods that are loosely aligned to standards.	Develops a shared understanding of curriculum, instruction and alignment of standards-based instructional programs. Ensures the development, implementation and evaluation of curriculum, instruction and assessment by aligning content standards, teaching, professional development and assessment methods.	Builds the capacity of all staff to collaboratively develop, implement and evaluate curriculum and instruction that meet or exceed state and national standards. Monitors and evaluates the alignment of all instructional processes.
3. Improves Instruction for the Diverse Needs of All Students	Supports the use of instructional strategies that do not meet the diverse learning needs of students.	Uses evidence-based instructional strategies and instructional practices that address the learning needs of some but not all student populations.	Uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations[6].	Builds the capacity of staff to collaboratively identify differentiated learning needs for student groups. Works with staff to continuously adjust instructional practices and strategies to meet the needs of every student.
4. Collaboratively Monitors and Adjusts Curriculum and Instruction	Is unaware of how to analyze student progress using student work. Supports the use of curriculum and instruction that fail to consistently meet the needs of all students.	Analyzes student work and monitors student progress with occasional collaboration from staff. Facilitates adjustments to curriculum and instruction that meet the needs of some but not all students.	Develops collaborative processes to analyze student work, monitor student progress and adjust curriculum and instruction to meet the diverse needs of all students.	Empowers faculty members to continuously monitor student progress and improve curriculum and instruction to meet the learning needs of every student.

5. Provides Resources and Training for Extended Learning	Identifies only limited resources and supports for extending learning beyond the classroom.	Promotes learning beyond the classroom provides inconsistent support and resources to faculty around extending learning opportunities.	Provides faculty and students with access to instructional resources, training and technical support to extend learning beyond the classroom walls.	Builds strong faculty commitment to extending learning beyond the classroom. Collaborates with faculty to attain necessary resources and provide ongoing training and support for extended learning.
6. Supports the Success of Faculty and Students as Global Citizens[7]	Focuses only on established academic standards as goals for student and staff skills. Provides limited support or development for staff or students associated with the dispositions for a global citizen.	Supports some staff and students in developing their understanding of the knowledge, skills and dispositions needed for success as global citizens.	Assists faculty and students to continually develop the knowledge, skills and dispositions to live and succeed as global citizens.	Establishes structures for staff to continuously discuss the skill, knowledge and dispositions necessary for success as global citizens. Faculty and students have multiple opportunities to develop global knowledge, skills and dispositions.

[6]Diverse student needs: students with disabilities, cultural and linguistic differences, characteristics of gifted and talented, varied socio-economic backgrounds, varied school readiness, or other factors affecting learning.

[7]**A Global Citizen** uses 21st century knowledge, skills and dispositions to communicate effectively, think creatively, respect diversity, gain an awareness and understandings of the wider world, appreciate different cultures and points of view and work to make the world a better place.

Element C: Assessment and Accountability

Leaders use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress and close achievement gaps.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1 and 2 combined – Uses Multiple Sources of Information[8] to Improve Instruction	Monitors limited sources of student information and staff evaluation data. Does not connect information to school goals and/or instruction.	Develops awareness and understanding among staff of a variety of assessments and sources of information on student progress and instruction. Is learning to use multiple sources of information to identify areas for improvement.	Uses district, state, (national, and international, where appropriate) assessments and multiple sources of information to analyze student performance, advance instructional accountability, and improve teaching and learning.	Builds the capacity and accountability of staff to monitor multiple sources of information and a range of assessments for each student. Empowers staff members to continuously use multiple sources of information to adjust instructional strategies and improve teaching and learning.
3. Staff Evaluation	Conducts occasional classroom observations for some staff. Does not connect evaluation results to professional development or school improvement goals.	Completes evaluations for all staff according to stated requirements. Uses some evaluation results to inform professional development.	Implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement.	Sets and monitors meaningful goals with each staff member, accurately differentiates ratings and provides additional evaluation activity and feedback for Developing or Below Standard teachers. Develops and supports individual staff learning plans and school improvement goals based on evaluations.
4. Communicates Progress	Provides limited information about student progress to faculty and families.	Provides updates on student progress to faculty and families.	Interprets data and communicates progress toward the vision, mission and goals for faculty and all other stakeholders.	Builds the capacity of all staff to share ongoing progress updates with families and other staff members. Consistently connects results to the vision, mission and goals of the school and frequently updates staff and families around progress and needs for improvement.

[8]**Multiple sources of information:** Including but not limited to test scores, work samples, school climate data, teacher/family conferences and observations. Multiple assessments would include local, state, national, and international assessments.

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.

Element A: Welfare and Safety of Students, Faculty and Staff
Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.

The Leader…

Indicator	Below Standard	Developing	Efficient	Exemplary
1. Safety and security plan	Insufficiently plans for school safety.	Develops a safety and security plan and monitors its implementation. Creates minimal engagement with the community around safety plan.	Develops, implements and evaluates a comprehensive safety and security plan in collaboration with district, community and public safety responders.	Continuously engages the school community in the development, implementation and evaluation of a comprehensive safety and security plan.
2. Positive School climate for learning	Is unaware of the link between school climate and student learning. Acts alone in addressing school climate issues.	Seeks input and discussion from school community members to build his/her own understanding of school climate. Plans to develop a school climate focused on learning and social/ emotional safety.	Advocates for, creates and supports collaboration that fosters a positive school climate which promotes the learning and well-being of the school community.	Supports ongoing collaboration from staff and community to review and strengthen a positive school climate. Develops a school climate that supports and sustains learning, social/emotional safety and success for every member of the school community.
3. Community norms for learning	Uses his/her own judgment to develop norms for behavior. Does not consistently implement or monitor norms for accountable behavior.	Develops and informs staff about community norms for accountable behavior. Monitors for implementation of established norms.	Involves families and the community in developing, implementing and monitoring guidelines and community norms for accountable behavior to ensure student learning.	Builds ownership for all staff, community and students to develop and review community norms for accountable behavior. Students, staff and parents all hold themselves and each other accountable for following the established norms.

Element B: Operational Systems
Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1 and 4 combined – Evaluate and Improve operational systems	Ineffectively monitors operational processes. Makes minimal improvements to the operational system.	Reviews existing processes and plans improvements to operational systems.	Uses problem-solving skills and knowledge of operational planning to continuously evaluate and revise processes to improve the operational system	Continuously evaluates and revises school processes. Plans ahead for learning needs and proactively creates improved operational systems to support new instructional strategies.
2. Safe physical plant	Maintains a physical plant that does not consistently meet guidelines and legal requirements for safety.		Ensures a safe physical plant according to local, state and federal guidelines and legal requirements for safety.	Develops systems to maintain and improve the physical plant and rapidly resolve any identified safety.
1. Data systems to inform practice	Uses existing data systems that provide inadequate information to inform practice.	Monitors communication and data systems to provide support to practice.	Facilitates the development of communication and data systems that assure the accurate and timely exchange of information to inform practice.	Gathers regular input from faculty on new communications or data systems that could improve practice. Seeks new capabilities and resources based on school community input.
2. Equipment and technology for learning	Uses existing equipment and technology or technology that ineffectively supports teaching and learning.	Identifies new equipment and technologies and/or maintains existing technology. Is learning about how technology can support the learning environment.	Oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment.	Develops capacity among the school community to acquire, maintain and ensure security of equipment and technology and to use technology to improve instructional practices and enhance communication.

Element C: Fiscal and Human Resources
Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1 and 2 combined – Aligns resources to goals	Operates a budget that does not align with district or state guidelines. Allocates resources that are not aligned to school goals.	Develops and operates a budget within fiscal guidelines. Aligns resources to school goals and to strengthening professional practice.	Develops and operates a budget within fiscal guidelines that aligns resources of school, district, state and federal regulations. Seeks, secures and aligns resources to achieve vision, mission and goals to strengthen professional practice and improve student learning.	Works with community to secure necessary funds to support school goals. Aligns and reviews budgets on a regular basis to meet evolving needs for professional practice and to improve student learning.
3. Recruits and retains staff	Uses hiring processes that involve few recruiting sources. Provides limited support for early career teachers and has few strategies to retain teachers.	Reviews and improves processes for recruiting and selecting staff. Provides support to early career teachers but has limited strategies to develop and retain effective teachers.	Implements practices to recruit support and retain highly qualified staff.	Involves all stakeholders in processes to recruit, select and support effective new staff. Implements strategies and practices that successfully retain and develop effective staff in the school and district.
4. Conducts staff evaluations	Does not consistently implement district/state evaluation processes. Evaluation results are not used to improve teaching and learning.	Prioritizes and completes staff evaluation processes. Is beginning to connect evaluation processes and results to professional learning.	Conducts staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies.	Coordinates staff to conduct staff evaluation processes and differentiate evaluation process based on individual teacher performance. Works with staff to connect evaluation processes to professional learning and instructional improvement.

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.

Element A: Collaboration with Families and Community Members
Leaders ensure the success of all students by collaborating with families and stakeholders.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Accesses family and community resources	Is unaware of how to access resources or support from families and the community.	Reaches out to the broader community to access resources and support. Secures community resources that are not consistently aligned to student learning.	Coordinates the resources of schools, family members and the community to improve student achievement.	Consistently seeks and mobilizes family and community resources and support aligned to improving achievement for all students.
2. Engages families in decisions	Provides limited opportunities for families to engage in educational decisions. Does not ensure that families feel welcome in the school environment.	Welcomes family involvement in some school decisions and events that support their children's education.	Welcomes and engages all families in decision-making to support their children's education.	Engages families consistently in understanding and contributing to decisions about school-wide and student-specific learning needs.
3. Communicates with families and community	Uses limited strategies to communicate with families and community members Limits opportunities for families and community members to share input or concerns with the school.	Shares information and progress with families. Provides opportunities for families and community members to share input and concerns with the school.	Uses a variety of strategies to engage in open communication with staff and families and community members.	Uses a variety of strategies and builds the capacity of all staff to facilitate open and regular communication between the school and families and community members.

Element B: Community Interests and Needs

Leaders respond and contribute to community interests and needs to provide the best possible education for students and their families.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Communicates effectively	Ineffectively communicates with members of the school community.	Communicates clearly with most people. Seeks more opportunities to interact with stakeholders.	Demonstrates the ability to understand, communicate with, and interact effectively with people.	Communicates and interacts effectively with a wide range of stakeholders. Builds the skills of staff to ensure clear two-way communication and understanding with all stakeholders.
2. Understands and accommodates diverse[9] student and community conditions	Uses limited resources to understand diverse student needs. Demonstrates limited knowledge of community conditions and dynamics.	Collects information to under-stand diverse student and community conditions. Provides some accommodations for diverse student and community conditions.	Uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.	Uses assessment strategies and research with all staff to build understanding of diverse student and community conditions. Collaborates with staff to meet the diverse needs of students and the community.
3. Capitalizes on diversity	Demonstrates limited awareness of community diversity as an educational asset.	Values community diversity. Develops some connections between community diversity and educational programs.	Capitalizes on the diversity of the community as an asset to strengthen education.	Integrates community diversity into multiple aspects of the educational program to meet the learning needs of all students.
4. Collaborates with community programs	Establishes limited collaboration with community programs. Community programs address few student learning needs.	Collaborates with community programs to meet some student learning needs.	Collaborates with community programs serving students with diverse needs.	Builds and regularly reviews and strengthens partnerships with community programs to meet the diverse needs of all students.
5. Involves all stakeholders	Provides limited opportunities for stakeholder input. Occasionally excludes or ignores competing perspectives.	Elicits some stakeholder involvement and input. Seeks occasional input from competing educational perspectives.	Involves all stakeholders, including those with competing or conflicting educational perspectives.	Builds a culture of ongoing open discussion for all stakeholders. Actively seeks and values alternate viewpoints.

[9]**Diversity:** Including, but not limited to cultural, ethnic, racial, economic, linguistic, generational

Element C: 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.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Collaborates with community agencies	Works with community agencies when needed. Provides limited access to community resources and services to children and families.	Collaborates with some community agencies for health, social or other services. Provides some access to resources and services to children and families.	Collaborates with community agencies for health, social and other services that provide essential resources and services to children and families.	Proactively identifies and prioritizes essential resources and services for children and families. Collaborates with community agencies to provide prioritized services and consistently evaluates service quality.
2. Develops relationships with community agencies	Develops limited relationships with community agencies. Community partnerships inconsistently meet the needs of the school community.	Develops relationships with community organizations and agencies. Evaluates some partnerships to ensure benefit to agencies and school community.	Develops mutually beneficial relationships with community organizations and agencies to share school and community resources.	Develops ongoing relationships with community agencies aligned to school needs. Assesses partnerships on a regular basis to ensure mutual benefit and shared resources for school and agency.
3. Applies resources to meet the needs of children and families	Does not consistently align resources to the educational needs of the school.	Aligns resources to the educational needs of students. Supports the educational needs of most families.	Applies resources and funds to support the educational needs of all children and families.	Identifies educational needs of students and families and aligns all resources to specific needs.

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.

Element A: Ethical and Legal Standards of the Profession
Leaders demonstrate ethical and legal behavior.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Professional Responsibility	Does not consistently exhibit or promote professional responsibility in accordance with the Connecticut Code of Professional Responsibility for Educators.		Exhibits and promotes professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators.	Continuously communicates, clarifies and collaborates to ensure professional responsibilities for all educators.
2. Ethics	Does not consistently demonstrate personal and professional ethical practices.		Models personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.	Holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice, and fairness.
3. Equity and Social Justice[10]	Does not consistently promote educational equity and social justice for students.	Earns respect and is building professional influence to foster educational equity and social justice for all stakeholders.	Uses professional influence and authority to foster and sustain educational equity and social justice for all students and staff.	Actively promotes equitable access to high quality education and social justice for all students and staff. Promotes social justice by ensuring all students have access to educational opportunities.
4. Rights and Confidentiality	Does not consistently protect the rights of students, families and staff and/or maintain appropriate confidentiality.		Protects the rights of students, families and staff and maintains confidentiality.	Builds a shared commitment to protecting the rights of all students and stakeholders. Maintains confidentiality, as appropriate.

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[10]**Social Justice:** recognizing the potential of all students and providing them with the opportunity to reach that potential regardless of ethnic origin, economic level, gender, sexual orientation, race, religion, etc. to ensure fairness and equity for all students.

Element B: Personal Values and Beliefs

Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission and goals for student learning.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Respects the Dignity and Worth of Each Individual	Does not consistently treat everyone with respect.		Demonstrates respect for the inherent dignity and worth of each individual.	Promotes the recognition of the dignity and worth of everyone.
1. Models Respect for Diversity and Equitable Practices	Does not consistently demonstrate respect for diversity and equitable practices for all stakeholders.		Models respect for diversity and equitable practices for all stakeholders.	Builds a shared commitment to diversity and equitable practices for all stakeholders.
5. Advocates for Mission, Vision and Goals	Does not consistently advocate for or act on commitments stated in the mission, vision and goals.	Advocates for the vision, mission and goals.	Advocates for and acts on commitments stated in the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.	Advocates and actively engages the participation and support of all stakeholders towards the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.
6. Ensures a Positive Learning Environment	Does not consistently address challenges or contribute to a positive learning environment.	Addresses some challenges or engages others to ensure values and beliefs promote the school vision, mission and goals.	Overcomes challenges and leads others to ensure that values and beliefs promote the school vision, mission and goals needed to ensure a positive learning environment.	Skillfully anticipates and overcomes challenges and collaborates with others to ensure that values and beliefs promote the school vision, mission and goals needed to ensure a positive learning environment.

Element C: High Standards for Self and Others
Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Lifelong Learning	Does not consistently engage in or seek personal professional learning opportunities.	Recognizes the importance of personal learning needs. Uses some research and best practices for professional growth.	Models, reflects on and builds capacity for lifelong learning through an increased understanding of research and best practices.	Models reflection and continuous growth by publicly sharing their own learning process based on research and best practices and its relationship to organizational improvement.
2. Support of Professional Learning	Does not consistently support and use professional development to strengthen curriculum, instruction and assessment.	Supports professional development that is primarily related to curriculum and instructional needs.	Supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment.	Supports and collaboratively uses differentiated professional development strategies to strengthen curriculum, instruction and assessment.
3. Allocates Resources Equitably	Does not equitably use resources to sustain and strengthen organizational performance.	Allocates resources which address some organizational needs.	Allocates resources equitably to sustain a high level of organizational performance.	Actively seeks and provides resources to equitably build, sustain and strengthen organizational performance.
4. Promotes Appropriate Use of Technology	Demonstrates a limited understanding of technology and ethical implications for its use.	Promotes the use of technology and has addressed some legal, social and ethical issues.	Promotes understanding of the legal, social and ethical use of technology among all members of the school community.	Is highly skilled at understanding, modeling and guiding the legal, social and ethical use of technology among all members of the school community.
5. Inspires Student Success	Ineffectively builds trust, respect and communication to achieve expected levels of performance and student success.	Promotes communication and is building trust and respect to strengthen school performance and student learning.	Inspires and instills trust, mutual respect and honest communication to achieve optimal levels of performance and student success.	Creates a collaborative learning community which inspires and instills trust, mutual respect and honest communication to sustain optimal levels of performance and student success.

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.

Element A: Professional Influence
Leaders improve the broader, social, cultural, economic, legal and political contexts of education for all students and families.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Promotes public discussion about educational laws, policies and regulations	Does not consistently follow current federal, state and local education laws, policies and regulations and has limited conversations about how they impact education.	Follows current education legislation, seeks opportunities to engage in professional learning activities to understand issues and implications, and shares information with the school community.	Promotes public discussion within the school community about federal, state and local laws, policies and regulations affecting education.	Engages the entire school community in dialogue about educational issues that may lead to proactive change within and beyond his/her own school and district as appropriate.
2. Builds relationships with stakeholders and policymakers	Takes few opportunities to engage stakeholders in educational issues.	Identifies some issues that affect education and maintains a professional relationship with stakeholders and policymakers.	Develops and maintains relationships with a range of stakeholders and policymakers to identify, understand, respond to, and influence issues that affect education.	Actively engages local, regional and/or national stakeholders and policymakers through local community meetings and state or national organizations, using various modes of communication.
3. Advocates for equity, access and adequacy of student and family resources	Has limited understanding and/or ineffectively uses resources for family services and support through community agencies.	Is learning how to help students and families locate, acquire and access programs, services or resources to create equity.	Advocates for equity, access and adequacy in providing for student and family needs using a variety of strategies to meet educational expectations.	Empowers the school community to successfully and appropriately advocate for equal and adequate access to services and resources for all.

Element B: The Educational Policy Environment
Leaders uphold and contribute to policies and political support for excellence and equity in education.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Accurately communicates educational performance	Ineffectively communicates with members of the school community. Does not fully understand growth, trends and implications for improvement.	Reviews school growth measures and student data. Conducts basic data analyses and communicates data about educational performance.	Collects, analyzes, evaluates and accurately communicates data about educational performance in a clear and timely way.	Engages the school community and stakeholders in analysis of school and student data that leads to identifying important indicators of school progress, greater understandings and implications for growth and refinements to the school or district's mission, vision and goals.
2. Improves public under-standing of legislation, policy and laws	Provides incomplete information to the public to understand school or student results, legal issues, practices and implications.	Shares information about federal, state and local laws, policies and regulations. Provides information to decision-makers and the community.	Communicates effectively with decision-makers and the community to improve public understanding of federal, state and local laws, policies and regulations.	Actively communicates and clarifies federal, state and local laws, policies and regulations with stakeholders and decision makers to improve public understanding and input.
3. Upholds laws and influences educational policies and regulations	Does not consistently uphold laws, regulations.	Upholds federal, state and local laws and seeks to engage in public discourse about policies and regula-tions to support education.	Upholds federal, state and local laws and influences policies and regulations in support of education.	Works with district, state and/or national leaders to advocate for/or provide feedback about the implementation effectiveness of policies or regulations.

Element C: Policy Engagement
Leaders engage policymakers to inform and improve education policy.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Advocates for public policies to support the present and future needs of children and families	Does not advocate for policies and procedures to meet the needs of all students and their families.	Identifies some policies and procedures that can support equity and seeks to communicate with the community about these policies.	Advocates for public policies and administrative procedures that provide for present and future needs of children and families to improve equity and excellence in education.	Works with students, families and caregivers to successfully advocate for equitable and appropriate policies and procedures to close the achievement gap by ensuring all children have an equal opportunity to learn.
2. Promotes public policies to ensure appropriate, adequate and equitable human and fiscal resources	Is unaware of policies that result in equitable resources to meet the needs of all students. Does not allocate re-sources appropriately, adequately or equitably.	Supports fiscal guidelines to use resources that are aligned to meet school goals and student needs. Allocates and distributes school resources among faculty, staff and students.	Promotes public policies that ensure appropriate, adequate and equitable human and fiscal resources to improve student learning.	Aligns with state and national professional organizations that promote public policy and advocate for appropriate, adequate and equitable resources to ensure quality educational opportunities that are equal and fair for all students.
3. Collaborates with leaders to inform planning, policies and programs	Demonstrates limited understanding or involvement with others to influence decisions affecting student learning inside or outside of own school or district.	Is learning to collect, analyze and share data with others to raise awareness of its impact on decisions affecting student learning on local, district, state and national levels.	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.	Actively engages all stakeholders through conversations and collaboration to proactively change local, district, state and national decisions affecting the improvement of teaching and learning. Is involved with local, state and national professional organizations in order to influence and advocate for legislation, policies and programs that improve education.

APPENDIX E
Ledyard Public Schools Teacher Effectiveness and Performance Evaluation
Training and Professional Development – 2015 – 2016

Administrator/Evaluator Professional Learning

Summer 2015		Initial 5-day Teacher Evaluation Proficiency Training (LEARN) – As needed for new evaluators	
Summer 2015		Refresher Teacher Evaluation Proficiency Training (LEARN) – All returning administrators	
August Administrative Retreat		Review of Domain 2 – Exemplar Lesson Plans Review of Administrator Evaluation Plan	
School Year Instructional Rounds		Small Group Discussion – CCT Domains 1, 2, 3 Review of Evidence Guides	
Date	Topic/Objective	Method	Materials
August 18, 2015	Introduction to TEPE Document for New Staff to Ledyard Public Schools	New Teacher Orientation Power Point – Assistant Superintendent	LPS TEPE Document
August 24, 2015	Review 2015-2016 Revisions to TEPE Document Review of Timeline	Power Point – Admin Present	LPS TEPE Document
September Faculty Meeting	Setting SMART Goals with MAP and SBAC	Whole group discussion, Admin Presentation	MAP and SBAC Data; Form A
September Grade Level, Dept. Meetings	Setting SMART Goals with MAP and SBAC	Small group, Admin Facilitate	MAP and SBAC Data; Form A Bloomboard
September T Eval Plan After School Support	Bloomboard	Voluntary small group, Admin Facilitate	Bloomboard
October T Eval Plan After School Support	Setting SMART Goals with MAP and SBAC Entering SMART Goals in Bloomboard	Voluntary small group, Admin Facilitate	MAP and SBAC Data; Form A Bloomboard
November T Eval Plan After School Support	Collecting Artifacts for Observations & Loading into Bloomboard	Voluntary small group, Admin Facilitate	Bloomboard
December T Eval Plan After School Support	Preparing for Mid-Year Conference What to put in Bloomboard for Mid-Year Conference & How to Share	Voluntary small group, Admin Facilitate	Bloomboard
January T Eval Plan After School Support	Review of Domain 2 - Planning	Voluntary small group, Admin Facilitate	Teachers bring lesson plan;

		Teachers bring one of their own lesson plans; analyze it with respect to Domain 2 (not rate) but look to see if it contains attributes Review of Exemplar Lesson Plan Review Domain 2 Evidence Guides	CCT – Domain 2 Exemplar Lesson Plans CCT Evidence Guides from SEED
February T Eval Plan After School Support	Review of Domain 1 - Planning	Voluntary small group, Admin Facilitate Review Domain 1 Evidence Guides	CCT – Domain 1 CCT Evidence Guides from SEED
March T Eval Plan After School Support	Review of Domain 3 – Instruction/Service Delivery	Voluntary small group, Admin Facilitate Review Domain 3 Evidence Guides	CCT – Domain 3 CCT Evidence Guides from SEED
April T Eval Plan After School Support	Preparing for Summative Conference What to put in Bloomboard for Summative Conference & How to Share	Voluntary small group, Admin Facilitate	Bloomboard

Bloomboard Support through Q & A will be available at all Administrative Council meetings throughout the year, with support from Tech Staff as needed

APPENDIX F

ADMINISTRATOR SUPPORT PLAN

Principal/Administrator:

Superintendent/Evaluator:

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 Ledyard Administrator Association.

1. Area(s) of Concern or Performance Standard(s) Not Effectively Addressed:

2. Area(s) of Concern or Performance Standard(s) Not Effectively Addressed:

3. Area(s) of Concern or Performance Standard(s) Not Effectively Addressed:

4. Area(s) of Concern or Performance Standard(s) Not Effectively Addressed:

5. Area(s) of Concern or Performance Standard(s) Not Effectively Addressed:

Administrator Signature: _____   Date: _____

Superintendent/Asst. Superintendent Signature: _____

Representative from Ledyard Education Association: _____