Teacher Effectiveness and Performance Evaluation Handbook

Manchester Public Schools
Manchester, CT

Revised June 8, 2015

Manchester Public Schools
Pride in Excellence

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I. Acknowledgements

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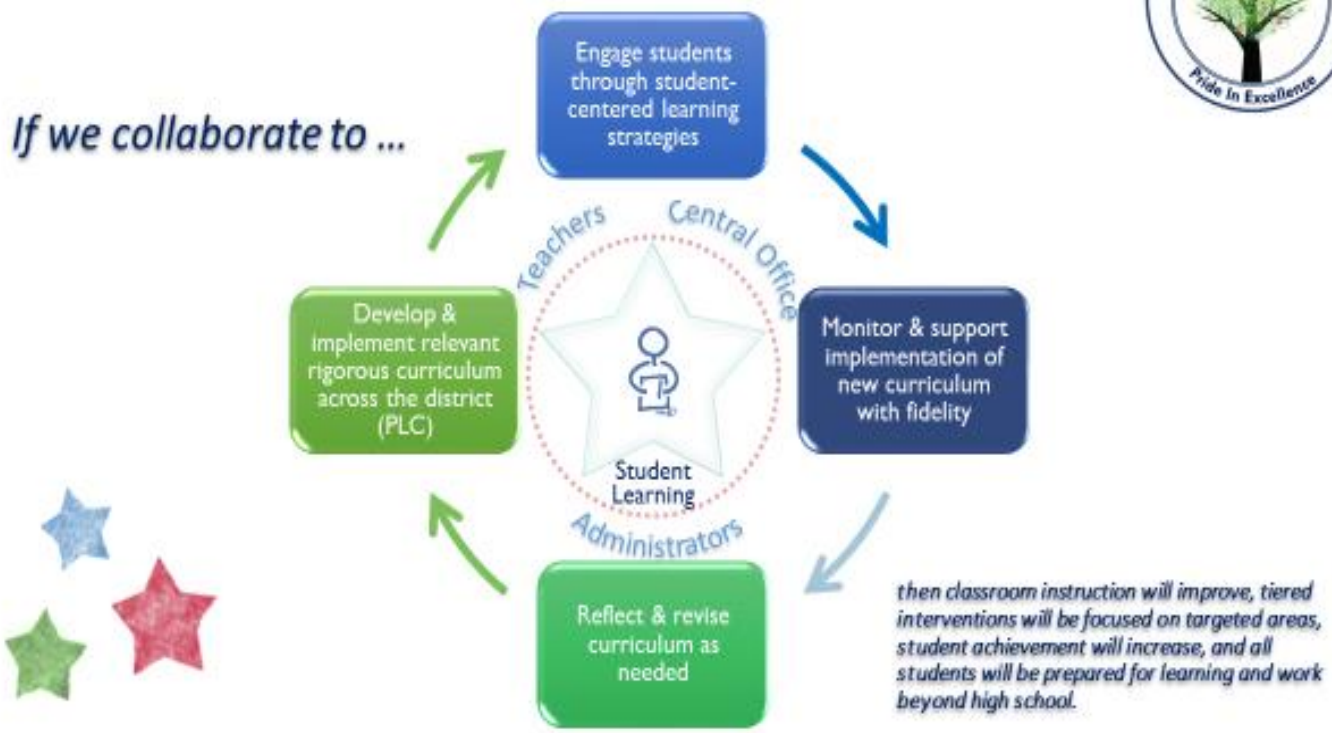
This document is based primarily on the Connecticut System for Educator Evaluation and Development (SEED) document, the Common Core of Teaching, the Common Core of Learning and the Professional Code of Conduct.

Mission of the Manchester Public Schools

Manchester Public Schools will engage all students in the highest quality 21st century education preschool through graduation. Through an active partnership with students, school personnel, families and community, the Manchester Public Schools will create safe, inclusive schools where equity is the norm and excellence is the goal. All students will be prepared to be lifelong learners and contributing members of society.

Academics: Theory of Change



Introduction

We, the educators of Manchester Public Schools, believe the teacher evaluation system is designed to inspire teachers toward continued growth and development. A professional, collaborative environment will support quality learning for teachers, administrators, and students. The growth of our practice through discourse, reflection, reciprocal learning, and a focus on adult practices will result in our students being life-long learners and contributing members of society.

This will be accomplished through intentional structures that support:

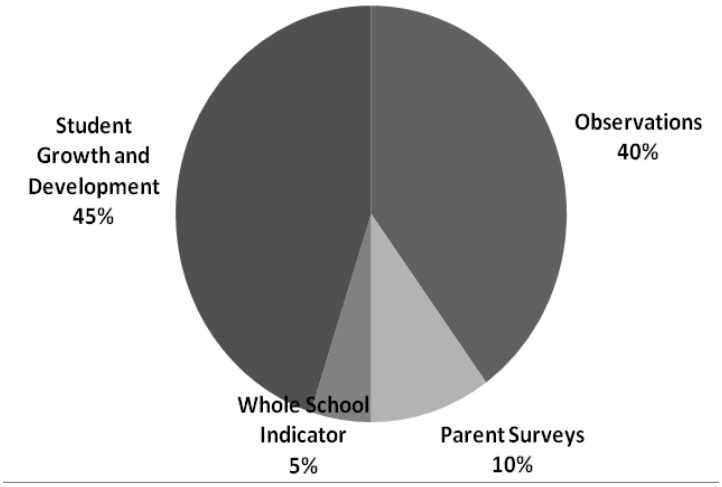
- effective teaching practices;
- data collection and analysis of student work for improved instructional practices;
- a strength-based model for both adults and students;
- family and community engagement that values relationships, builds positive partnerships and improves school effectiveness;

reflective and collaborative practices among teachers and administrators through PLCs, conferences, and coaching.

III. Evaluation System Overview

A. Components

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.



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 Manchester Professional Educator Performance and Practice Continuum, which articulates 14 attributes of teacher practice across four domains and has been aligned to the Connecticut Common Core of Teaching.
    b. Whole school parent feedback (10%) based on the growth of parent satisfaction as indicated on parent surveys.
2. Student Outcomes Related Indicators – An evaluation of a teacher's 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 teachers' Student Learning Objectives (SLO) as measured by Indicators of Academic Growth and Development (IAGDs).
    b. Whole School Student Learning Measures (5%) based on the aggregate rating for multiple student learning indicators established for the principal's evaluation rating. Beginning in 2015-2016, it will also be based on School Performance Index (SPI) progress from year to year and SPI progress for student subgroups.

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

Highly Effective – Substantially exceeding indicators of performance

Effective – Meeting most indicators of performance

Developing – Meeting some indicators of performance but not others

Ineffective – Not meeting indicators of performance.

These district ratings will be translated to the Connecticut State Department of Education ratings as shown below:

Manchester Rating	Connecticut Rating
Highly Effective	Exemplary
Effective	Proficient
Developing	Developing
Ineffective	Below Standard

B. Summative Teacher Rating

The summative teacher evaluation rating will be based on the four components of performance, grouped in two major categories. Every teacher will receive one of four performance ratings: Highly Effective, Effective, Developing, or Ineffective based on the total number of points accumulated in the four categories.

Manchester Rating		Connecticut Rating
326 – 400	Highly Effective	Exemplary
251 – 325	Effective	Proficient
176 – 250	Developing	Developing
100 – 175	Ineffective	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 Student Learning score.
3. Use chart above to determine teacher evaluation rating.

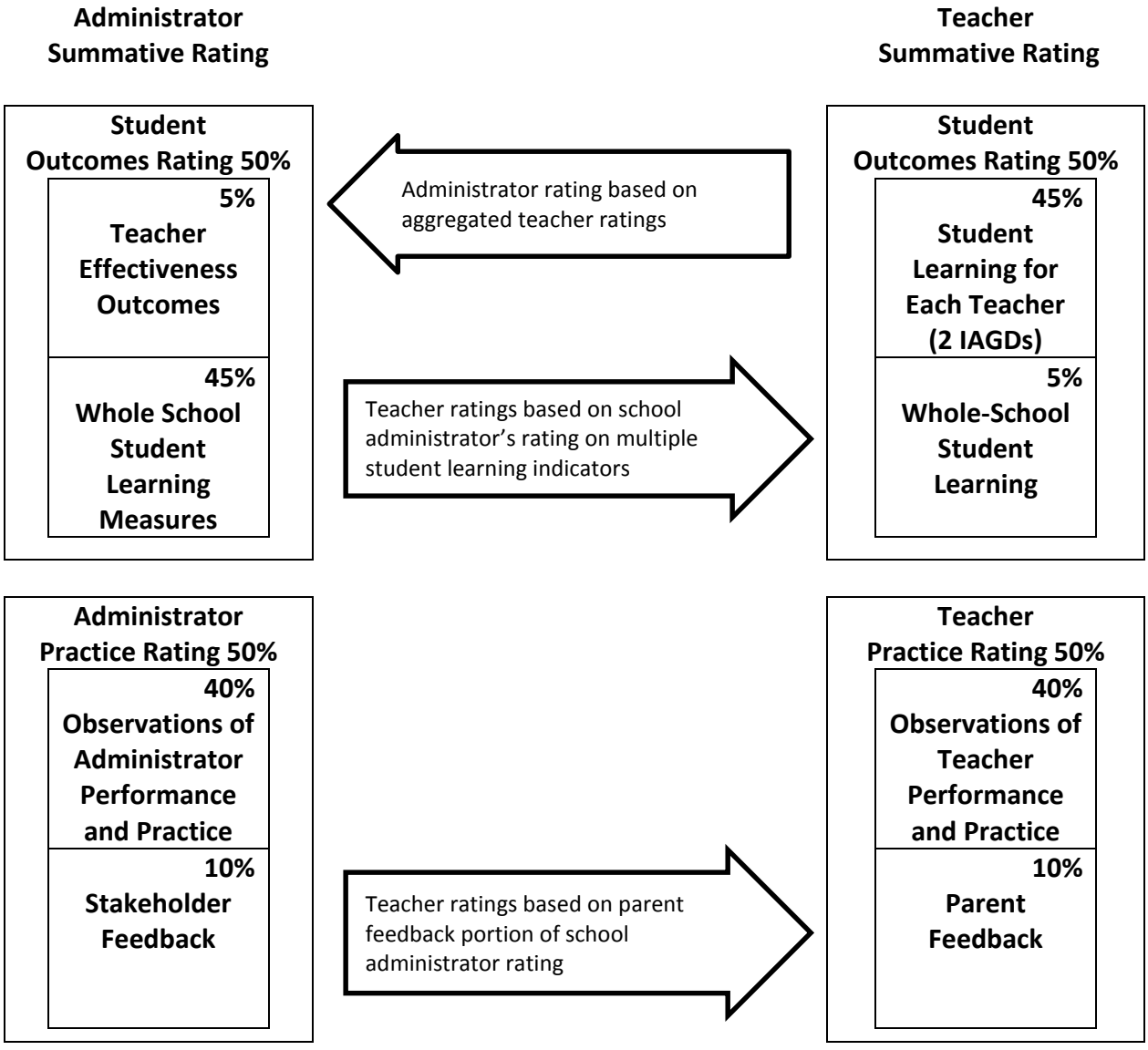
C. Adjustment of Summative Rating

Summative ratings must be completed for all teachers by the last day of school of each 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 15th**. These adjustments will inform goal setting in the new school year.

D. Common accountability and interactions between administrator and teacher evaluations

The structures of the administrator and teacher evaluation models reflect the shared responsibility between administrators and teachers. The graphic below illustrates the areas where administrator and teacher evaluations are based on common data. These interactions have the following impact on evaluation time-lines:

- Administrators must establish the schools' parent feedback objective before the teachers can create action steps to support the school's parent feedback objective.
- The principal's summative ratings must be determined for the whole school learning measures and on the school's parent feedback objective before the teachers' summative ratings are completed.
- All of the school's teachers must have received their summative Student Learning rating before the principal receive her/his summative teacher effectiveness rating.



E. 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/her performance, set development goals and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.

Goal Setting and Planning

1. Orientation on Process – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice goals and student learning objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation process. The orientation on the evaluation process is to be completed by September 15th for all teachers. The Teacher Effectiveness and Performance Evaluation Handbook is available electronically to all educators on the Human Resources webpage.

2. Teacher Reflection and Goal Setting – The teacher examines student data, prior year evaluations and survey results, and drafts performance and practice goal(s), parent feedback action steps, and student learning objectives 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. Through mutual agreement, the Evaluator and Teacher will establish teacher SLOs and IAGDs through the form submission process by indicating whether or not the teacher's proposed SLOs and IAGDs meet the following three criteria: (i) Priority of Content – the objective is deeply relevant to teachers' assignment and addresses a representative sample of his/her students. (ii) Quality of Indicators – Indicators provide specific, measurable evidence and allow judgment about students' progress over the school year or semester. (iii) Rigor of Objective – Objective is attainable, but ambitious, and represents appropriate student growth in keeping with a student growth model.

3. Goal-Setting Conference – The evaluator and teacher meet to discuss the teacher's proposed student learning objectives and measures of student learning in order to arrive at mutual agreement regarding them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher's practice to support the review. The evaluator may request revisions to the proposed objectives and measures if they do not meet approved criteria. If consensus cannot be met, the dispute resolution process defined in Section III (H) will be used to establish agreed upon objectives and measures of learning. All goal-setting conferences and submission of Form A are to be completed by **November 15th.**
4. Whole School Learning Measures – The principal will advise all teachers of the school's Whole School Learning Measure objectives after they have been established in the principal's evaluation goals conference. This is to be completed by **November 15th**.

Mid-Year Check In

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 a mid-year check-in conference during which they review progress on the teacher practice goal, parent feedback target, and student learning objectives (SLOs) and performance on each to date. Reflection, feedback, and discussion around supports within the four teacher practice domains are also recommended at this point in the school year. The Mid-Year must be completed by **February, 28th**. 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 comments on evaluation components for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas. All mid-year conferences are to be completed by February 28th but this date may be modified by the Teacher Evaluation Committee based on the district's student assessment calendar.

End-of-Year Summative Review

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 and the mid-year conference.
2. The principal's summative ratings for the whole school learning measures and on the school's parent feedback objective must be determined and shared with teachers by **May 15th.** This date may be modified based on the district's student assessment calendar. The teacher includes these ratings in their self-assessment.
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 **10 school days before the last day of school**.
4. 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 **5 school days before the last day of school**. Should all assessment 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 incomplete 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 15th of the following school year**. These adjustments should inform goal setting in the new school year.

F. 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 administrative 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 student learning objectives (SLOs), 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. The primary evaluator has the ability to assign teacher practice /observation forms to a complementary evaluator if the faculty member is (a) shared amongst buildings, (b) if a non-tenured teacher is in danger of being non-renewed, or (c) if a tenured teacher is on a formal Teacher Assistance Plan.

G. Evaluator Training, Monitoring and Auditing

All evaluators will be required to complete yearly training on the evaluation model.

A session will be provided to familiarize new evaluators with the Manchester Professional Educator Performance and Practice Continuum and to identify evidence aligned with each Domain. Teams of six administrators will observe instruction in multiple classrooms. The teams will then compare observations and rating to enhance-inter-rater reliability and their common understanding of instructional quality. Each team will do this on multiple occasions to demonstrate proficiency on an on-going basis. Sessions focused on calibration activities in which administrators view instruction, dissect the observed teacher behaviors and align them to the district framework will be held yearly for all evaluators. Additional sessions will also be offered focused on coaching teachers to ensure improved instruction.

In compliance with state reporting requirements, the district will audit the teacher evaluation summative ratings annually.

H. Dispute-Resolution Process

In cases where the evaluator and teacher cannot agree on goals/objectives, Indicators of Student Growth and Development , the evaluation period, summative evaluations, or the professional development plan, the issue in dispute will be referred to the Director of Performance, Evaluation and Talent Development for initial review and resolution. The evaluatee must first submit the Dispute Resolution Form to the director within **5 school days** of receiving written notice from the evaluator about the disputed goals/objectives, Indicators of Student Growth and Development, the evaluation period, professional development plan, or summative evaluation. A *Dispute Resolution Conference* shall be held with the evaluator, evaluatee, collective bargaining representative and the director within **10 school days** of the director receiving the Dispute Resolution Form. The director must respond in writing with the outcome to the dispute by the **10th school day following** the Dispute Resolution Conference. ***In the event the dispute cannot be resolved at the conference with the participants identified above, the dispute shall be considered by the Superintendent or designee(s), whose decision shall be binding.***

If a teacher is in disagreement about teacher practice feedback (Observations, Mid-Year Conference, Review of Practice) he/she can avail themselves of the right to attach an addendum/commentary to the evaluation form and it becomes a part of the formal evaluation record.

I. Ongoing Professional Development and Professional Learning Plans

Manchester's Professional Development Plan is based on an ongoing (e.g. quarterly, yearly) analysis of the needs at a district, school, subgroup (i.e. department, grade level, special area), and classroom level. Evidence and feedback collected about teacher performance and practice (Instructional Domain), student learning measures (Academics metrics in Alliance Grant), and client feedback (survey data) will be organized by the District Improvement Team (DIT). The results of the DIT analysis will allow the team to identify ongoing professional development needs, disaggregate data and prioritize district professional development, as well as differentiated professional development to support the growth and development of all teachers.

J. Career Development and Growth

It is the intent of the Manchester School District to provide opportunities for ongoing development and growth for teachers. Examples of such opportunities include, but are not limited to: observation of peers; mentoring/coaching early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is Developing or ineffective; leading Professional Learning Communities; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

IV. Teacher Effectiveness and Evaluation Components

A. Teacher Performance and Practice Rating

Results on observation will constitute 40% of a teacher's per rating. Parent feedback will constitute 10% of a teacher performance rating. These two indicators equal the 50% of a teacher's "Practice Rating."

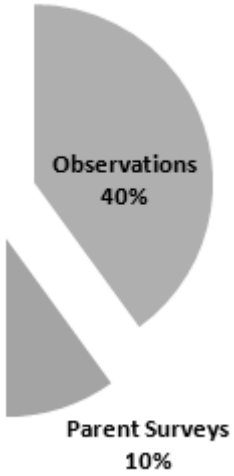


Figure 1: Performance and Practice Rating

Category 1: Teacher Practice (40% of Summative Evaluation)

Forty Percent (40%) of a teacher's evaluation shall be based on observations of teacher/educator performance and practice.

Evaluators will use the *Manchester Professional Educator Performance and Practice Continuum* to rate the observations of teacher performance and practice. Feedback should generate deep professional discussions relative to performance levels being observed. During the school year, evaluators are expected to make the attempt to assess all 14 attributes, but it is possible that there may be attributes that could not be observed for teachers in a given year for a variety of reasons. The teacher can provide evidence of those attributes by the end of year summative meeting. The administrator will complete a Review of Practice form for those attributes and upload the evidence into the system as support.

At the end of the year, evaluators will complete a summative review to determine a score for each indicator and an overall rating of teacher performance and practice across all domains of the *Continuum*. These ratings will determine a summative score based on the weighting described in the chart below.

Domain	Weighting
Domain 1: Planning and Preparation	25%
Domain 2: Instruction	25%
Domain 3: Classroom Climate	25%
Domain 4: Professionalism	25%

The Manchester Professional Educator Performance and Practice Continuum includes performance and practice rubrics for classroom teachers, instructional coaches, social workers, school psychologists, and speech pathologists. They were developed by a committee of educators and administrators from the schools of the Manchester Public Schools District. The process included an opportunity for district teachers to review and provide feedback on the content of the Continuum.

The following chart captures the four domains and 14 attributes within each of those domains. The entire continuum for the faculty members listed above can be found in the appendix of this document.

Overview of Manchester Professional Educator Performance and Practice Continuum

Domain 1: Planning & Preparation	1a. Develops differentiated lessons 1b. Plans for monitoring and assessing student learning 1c. Plans for student engagement and rigor 1d. Structures lessons to make connections to other content areas and to the real world
Domain 2: Instruction	2a. Promotes discourse 2b. Communicates for learning 2c. Implements structured lessons
Domain 3: Classroom Climate	3a. Creates an environment of mutual respect for all 3b. Fosters appropriate standards of behavior 3c. Creates a safe, supportive, and orderly environment
Domain 4: Professionalism	4a. Engages in continuous professional growth 4b. Engages in professional collaboration with colleagues 4c. Cultivates family engagement in school 4d. Demonstrates professionalism

The Observation Process

The Manchester teacher evaluation model includes three types of observation processes all of which are followed by timely feedback using the Manchester Professional Educator Performance and Practice Continuum:

a. Formal observations: scheduled observations of practice in an instructional setting that last at least thirty minutes and are followed by a post-observation conference which includes both written and verbal feedback.

Pre-conferences are valuable for giving context to 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 on the next page. 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 Continuum and for generating action steps that will lead to the teacher's improvement. A post-conference:

- Begins with an opportunity for the teacher to share his or her self-assessment of the lesson observed;
- Allows the administrator to cite objective evidence from the observation. It includes a discussion on teacher's successes, reflection on improvements to be made, and support for future observations;
- Involves written and verbal feedback from the evaluator and teacher; and
- Occurs within the parameters defined herein.

Classroom observations provide the most evidence for Domains 2 and 3 (Instruction and Classroom Environment) of the Continuum, 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.).

b. Informal observations: observations of practice in an instructional setting that last at least 10 minutes that is followed by written feedback. Multiple short informal observations may provide a more accurate picture of teacher performance. These observations may be unannounced.

c. Reviews of Practice: Non-classroom observations or other interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations as a review of practice. Reviews of practice are followed by written and/or verbal feedback. Examples of reviews of practice may include but are not limited to: artifacts including student work, planning documents, assessments, evidences of student development, attendance records from professional development or school-based activities/events, call-logs or notes from parent-teacher meetings; or observations of team/committee meetings, coaching or mentoring other teachers.

The following are minimum annual standards for the types and number of observation processes for teacher evaluation and support in the Manchester Public Schools. There may be more than these minimum standards:

Teacher Group	Observations and Reviews
Non-Tenured Year 1 or Year 2 Teachers Teachers in their first year in the district Teachers rated Ineffective or Developing in previous school year	▪ Three formal observations, one complete by December 31st ▪ Two of the three with pre-conferences ▪ Reviews of practice as needed
Non-Tenured Year 3 or Year 4 Teachers rated Effective or Highly Effective in previous school year	▪ One formal observation with pre-conference ▪ One informal observation ▪ One review of practice
Tenured Teachers rated Effective or Highly Effective (on a 3-year evaluation cycle)	▪ One formal observation with pre- and post-conferences once every three years ▪ Three informal observations in all other years. ▪ One review of practice every year of the 3-year cycle.
Non-Tenured teachers in danger of non-renewal Teachers on a Teacher Assistance Plan	▪ Two formal observations completed by December 31st

Feedback

The goal of feedback is to help teachers grow as educators and become more effective. Feedback on any formal observation, informal observation, or review of practice will be shared with the teacher within 10 school days. Evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback may include:

- Specific evidence and ratings, where appropriate, on observed components of the Continuum;
- Prioritized commendations and recommendations for development actions;
- Next steps and supports the teacher can pursue to improve his/her practice.

Category 2: Parent Feedback (10% of Summative Evaluation)

Research has clearly established that family involvement in school improves student outcomes. Students with involved families 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. When teachers and families collaborate, teachers are better able to create a positive learning environment in support of student achievement. Regular communication between teachers and families supports 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 determine the Teacher Performance and Practice rating which is 10% of the teacher summative evaluation.

The process described below focuses on:

- Determining a whole school goal for the parent survey.
- Identifying action steps to be taken by the teacher to support achievement of the whole school goal.
- Conducting a district-wide parent survey in the spring.
- The school analyzes the school's results on the parent survey.
- The principal's evaluator rates the principal and the school on the whole school parent survey goal.

Administration of a Whole-School Parent Survey

Parent surveys will be conducted at the district level and disaggregated at the school level. The district school climate committee will recommend the selection of the district parent survey. The district will ensure the survey demonstrates fairness, reliability, validity, and usefulness. Parent surveys will be administered in a way that allows parents to feel comfortable providing feedback. Surveys will be confidential, and survey 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 a parent engagement goal based on the survey results. If a School Governance Council exists, it is recommended that they work with teachers and the principal to identify the whole-school parent engagement goal. This goal-setting process should occur between the principal and teachers (for example, during faculty meetings, or building-based professional development) no later than September 15th, so agreement could be reached on a parent feedback goal for the school.

Each teacher is then to develop through consultation with their evaluator Action Steps that support the achievement of the whole school parent feedback goal.

Arriving at a Parent Feedback Rating

The principal's evaluator will assign the whole school parent feedback rating based on the degree to which the school reaches the whole school parent feedback goal using the rubric below.

Rating	Description
Exceeded (4)	> 95% of Target
Met (3)	80% – 95% of Target
Partially Met (2)	65% - 79% of Target
Did Not Meet (1)	<65% of Target

B. Student Outcomes Rating

The "Student Outcomes Rating" will be measured based on results associated with student growth on student work rubrics, benchmark assessments and whole school student learning goals. These two categories, Student Growth and Development and Whole School Student Leaning Indictor will constitute 50% of a teacher's overall rating.

Figure 2: Outcomes Rating

Category 3 - Student Growth and Development (45% of Summative Evaluation)

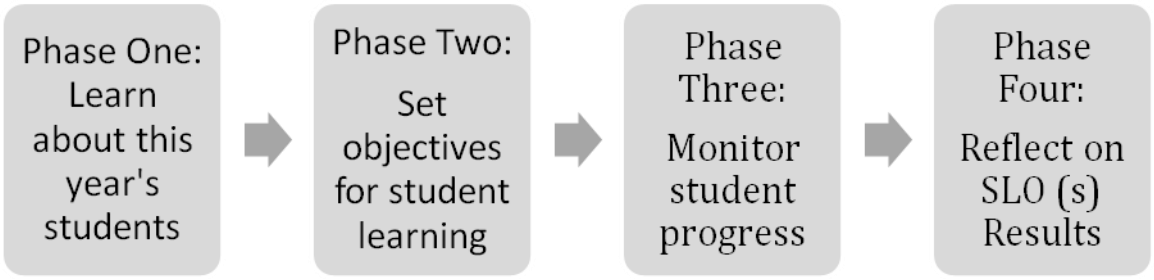
Every teacher's students, individually and as a group, are different from every other teacher's students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation purposes, it is imperative to use a method that takes each teacher's assignment, student's profiles, and context into account. Teachers should select a representative sample of students, the number and make up of which, are mutually agreed upon by both teacher and evaluator. To determine IAGDs for the identified SLOs, multiple indicators of student growth over time will be utilized.

Student Learning Objectives:

- Are broad
- Address a central purpose of the teacher's assignment
- Pertain to a large proportion of students through representative sampling
- Reflect rigorous expectations
- Demonstrate student growth over time
- Aim for content mastery or skill development
- Align to relevant national standards or district goals

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

SLO Phase 1: Learn about this year's students



Once teachers know their roster, teachers 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, examples of student work, Individual Education Plans, and other indicators of student learning.

SLO Phase 2: Set Student Learning Objectives and Indicators of Academic Growth and Development

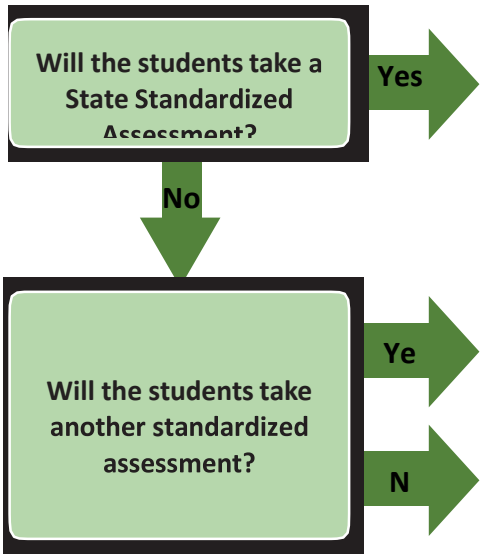
Each teacher must select, through mutual agreement, two Indicators of Academic Growth and Development which can either both measure the same SLO or can measure two separate SLOs. Teachers may collaborate with grade-level and/or subject matter colleagues in the creation of SLO(s). Teachers with similar assignments may have identical objectives although they will be individually accountable for their own students' results.

One half (22.5%) of the indicators used as evidence of whether goals/objectives are met will be non-standardized.

The other half (22.5%) of the Indicators of Academic Growth and Development shall be based on standardized indicators for grades and subjects where available. If a standardized indicator is not available, it shall be based on a non-standardized indicator.

A standardized indicator may not be a single, isolated test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test may 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. In all years when Connecticut is granted a waiver from using standardized indicators in evaluation, all indicators will be a combination of standardized and non-standardized indicators mutually agreed upon by the PDEC.

Use the following flow chart to determine appropriate IAGDs.



Select a SLO / IAGD based on this assessment and another SLO / IAGD based on a non-standardized assessment. The standardized and non-standardized IAGD may both reference the same SLO or there may be two separate SLOs.

Select a SLO / IAGD based on this assessment and another SLO / IAGD based on a non-standardized assessment. The standardized and non-standardized IAGD may both reference the same SLO or there may be two separate SLOs.

Set SLO(s) based on two non-standardized assessments.

A standardized assessment is characterized by the following attributes:

- Administered and scored in a consistent or "standard" manner
- Aligned to a set of academic or performance standards
- Broadly administered (e.g. nation-or state-, wide)
- Commercially produced
- Administered two or three times per year

Examples of standardized assessments may include but are not limited to:

- DRA2
- NWEA
- Science CAPT
- AP Exams
- Science CMT
- SBAC (beginning 2016)

Non-standardized indicators include, but are not limited to:

- Performances rated against a rubric (such as: music performance, dance performance);
- Performance assessments or tasks rated against a rubric (such as constructed projects, student oral work, and other written work);
- Portfolios of student work rated against a rubric;
- Curriculum-based assessments, including those constructed by a teacher or team of teachers;
- Periodic assessments that document student growth over time (such as: formative assessments, diagnostic assessments, district benchmark assessments);
- Other indicators (such as: teacher developed tests, student written work, constructed project).

To create SLOs teachers will follow these four steps:

Step One: Teacher decides on SLOs
Step Two: Teacher selects Indicators of Academic Growth and Development (IAGDs)
Step Three: Teacher provides evidence that supports the selection of the SLO.
Step Four: Teacher submits SLO to evaluator for approval

Step One: Decide on Student Learning Objectives

The following are **examples** of Student Learning Objectives based on Student Data:

Teacher Category	Student Learning Objective
9th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.
11th Grade Algebra 2	Students will be able to analyze complex, real- world scenarios using mathematical models to interpret and solve problems.
2nd Grade Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.

Step Two: Select Indicator of Academic Growth and Development (IAGD) aligned to SLO

The achievement of Student Learning Objectives is measured using two Indicators of Student Growth and Development (IAGDs). An IAGD is an assessment of student learning that provides evidence whether the SLO was met. Each IAGD indicator must identify:

1. The name or description of the assessment
2. Targeted level of performance
3. Goals for students can be based on a student growth model with movement within or among bands of an assessment tool or rubric.

Indicators may 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; however, they will set individual targets.

Taken together, an SLO and its IAGD(s) provide the evidence that the objective was met. The following are some examples of IAGD language that supports a student growth model over time:

The representative sample will show growth over time as evidenced by positive movement within the Accuracy or Comprehension portions of the DRA2 from Fall to Spring.

The representative sample will show growth over time as evidenced by positive movement on the NWEA Math Fall to Spring assessment.

The representative sample will show growth over time as evidenced by positive movement on at least one goal area of the NWEA Math assessment from Fall to Spring.

The representative sample will show growth over time as evidenced by positive movement within the Comprehension or Fluency portions of the Fountas & Pinnell Assessment from Fall to Spring.

The representative sample will show growth over time as evidenced by positive movement within the Math Fall to Spring Fluency (NBT, O&A) benchmarks.

The representative sample will show growth over time as evidenced by positive movement on either the Opinion Writing or Informational Writing rubrics.

Step Three: Provide evidence to support the selection of the SLO and IAGDs

During the goal-setting process, teachers will use available data to document the following:

- The rationale for the objective, including relevant standards
- The baseline data that was used to set the IAGD
- Timeline/scoring plans for the indicators
- Interim assessments the teacher plans to use to monitor students' progress toward the SLO(s) (optional)
- Any training or support needed to help the teacher meet the SLO(s)

Step Four: Submit SLO and IAGDs to evaluator for approval

After collaboration with the teacher, the evaluator must formally approve all SLO proposals. The evaluator discusses his/her feedback with the teacher during the fall goal-setting conference. SLOs that are not approved must be revised and resubmitted to the evaluator within ten school days. If consensus cannot be met, the dispute resolution process defined in Section III (H) will be used to establish agreed upon objectives and measures of learning.

SLO/IAGD Approval Criteria:

Priority of Content	Quality of Indicators	Rigor of Indicators
Objective is relevant to the teacher's assignment.	Indicators provide specific, measurable evidence, over an established period of time. Standardized indicators compare data across assessments administered over time.	Objective and indicators are ambitious yet attainable and represent appropriate student growth over an established period of time.

SLO Phase 3: Monitor Student Progress

Once SLO(s) are approved, teachers will monitor student progress toward the IAGDs.

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

If necessary the SLO(s) can be adjusted during the mid-year conference between the evaluator and the teacher.

SLO Phase 4: Reflect on Results of IAGDs

Evidence pertinent to the IAGDs will be submitted at the time of the summative conference. Additionally, teachers will submit a self-assessment, which reflects on the SLO outcomes by responding to the following four statements:

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

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

Rating	Description
Exceeded (4)	> 95% of Target
Met (3)	80% – 95% of Target
Partially Met (2)	65% - 79% of Target
Did Not Meet (1)	<65% of Target

Category 4 Whole School Student Learning Objectives (5% of Summative Evaluation):

Teachers' rating on Whole School Student Learning Objectives is determined by the school principal's rating on the multiple student learning indicators goals. The principal will advise all teachers of the Whole School Learning Indicator Objectives after the principal's evaluation goals conference which must occur by **November 15**. Every teacher in each school will have the same Whole School Student Learning Indicator rating as the school principal. Beginning in 2015-2016, it will also be based on School Performance Index (SPI) progress from year to year and SPI progress for student subgroups. The principal's summative ratings for the Whole School Student Learning Objectives must be determined and shared with the teachers by the **last day of May**. This date may be modified based on the district evaluation calendar.

Teachers will enter this rating into their summative self-assessment form.

V. Summative Teacher Evaluation Rating

The summative teacher evaluation rating will be based on the four components of performance, grouped in two major categories. Every teacher will receive one of four performance ratings: Highly Effective, Effective, Developing, or Ineffective based on the total number of points accumulated in the four categories.

Teacher Practice/Student Growth Indicator Points	Teacher Evaluation Rating
326-400	Highly Effective
251 – 325	Effective
176 – 250	Developing
100-175	Ineffective

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 Outcomes score by combining the Student Growth and Development score and the Whole School Student Learning score.
3. Use chart above to determine teacher evaluation rating.

Adjustment of Summative Rating

Summative ratings must be completed for all teachers **no later than 5 school days before** the last day of school for each 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 15th. These adjustments will inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

Novice teachers shall generally be deemed effective if said educator receives at least two sequential effective ratings, one of which must be earned in the fourth year of a novice teacher's career. An ineffective rating shall only be permitted in the first year of a novice teacher's career, assuming a pattern of growth of Developing in year two and two sequential effective ratings in years three and four. A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential Developing ratings or one ineffective rating at any time.

VI. Teacher Assistance Program (TAP)

The *Manchester Teacher Effectiveness and Performance Evaluation Handbook* supports the State Department of Education's premise that teachers are on a continuum in their career. Every certified teacher should be involved in self-reflection regarding his/her areas for professional growth within the four teacher practice domains. In collaboration with his/her evaluator, a review of teacher strengths and areas for growth will be identified and developed throughout the school year.

The Teacher Assistance Program is designed to provide intensive support for teachers who are having difficulty meeting the standard of performance deemed Effective, as defined in the *Manchester Teacher Effectiveness and Performance Evaluation Handbook*. Additional resources, strategies and guidance, along with the teacher deeply engaged in professional practice, are all components of an effective Teacher Assistance Plan.

All certified educators demonstrating insufficient progress or lack of effectiveness can be placed on a Teacher Assistance Plan at any time during the school year after consistent teacher practice concerns have been identified through meaningful feedback from the evaluator. Non-tenured teachers determined to be Developing or Ineffective, despite the aforementioned supports and resources, may be placed on a Teacher Assistance Plan or eventually moved to termination through the district's Non-Tenure Review Process. Teachers are encouraged to have union representation throughout this process.

A teacher who is placed on a Teacher Assistance Plan will follow the procedure below:

Action/Support	Timeline	Additional Information
Notify Teacher of Being Placed on a Teacher Assistance Plan and Develop the TAP with Specific Timelines and Supports.	By Mid-Year Conference and/or February 28th. After being notified of being placed on a Teacher Assistance Plan, a copy of notification will be given to the teacher, superintendent and the president of the MEA and placed in the teacher's personnel file within five (5) school days of notification.	The TAP is created in collaboration with evaluator, teacher and his/her bargaining representative. A teacher on a TAP can be assigned a Complimentary Evaluator for up to two of the observations included in the TAP (Formal or Informal).
Two Formal Observations, Two Informal Observations (with Post-observation conferences).	One Formal and One Informal within the first 45 school days of the TAP's start date. Additional Formal and Informal by the end of the school year. If the 90-school day period extends beyond the end of the school year, the teacher will begin the following school year on TAP.	At the conclusion of 90 school days, if sufficient growth has not been demonstrated, a recommendation will be made to the Superintendent for non-renewal.
Removal From TAP	The minimum Teacher Assistance Plan duration is 90 school days.	If at the conclusion of the 90 school day period the teacher has demonstrated significant growth in the areas identified, and met indicators of success as outlined in the TAP, he/she will be removed from the Teacher Assistance Plan.
Non-Tenure Review Process. All Evaluators will participate in the Non-Tenure Review Process with the Superintendent's Cabinet for all non-tenured teachers at each school.	Evaluators will conference with the Superintendent's Cabinet December – January. Teachers in question will receive In-Danger of Non-Renewal letters by January 31st. Notification of Non-Renewal will go out to identified teachers from the Superintendent's Office by mid-March.	

A Teacher Assistance Plan must:

- Identify resources, support and other strategies to address documented deficiencies,
- Indicate a timeline for implementing such resources, support, and other strategies, in the course of the same school year as the plan is issued, and
- Include indicators of success as outlined in the Professional Performance and Practice Continuum

Summative ratings must be completed by last day of school 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 will recalculate the teacher's summative rating when the data is available and submit the adjusted rating no later than **September 15th.** These adjustments should inform goal setting in the new school year.

Appendix A

Manchester Public Schools

Professional Educator Performance and Practice Continuum

Overview of Essential Attributes

1. Planning and Preparation

1a. Develops differentiated lessons

1b. Plans for monitoring and assessing student learning

1c. Plans for student engagement and rigor

1d. Structures lessons to make connections to other content areas and to the real world

2. Instruction

2a. Promotes discourse

2b. Communicates for learning

2c. Implements structured lessons

3. Classroom Climate

3a. Creates an environment of mutual respect for all

3b. Fosters appropriate standards of behavior

3c. Creates a safe, supportive, and orderly environment

4. Professionalism

4a. Engages in continuous professional growth

4b. Engages in professional collaboration with colleagues

4c. Cultivates family engagement in school

4d. Demonstrates professionalism

Domain 1: Planning & Preparation				
Essential Attributes	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
1a. Develops differentiated lessons	Utilizes previous data, background knowledge, individual needs and student interests within the planning process.	Utilizes previous data, background knowledge, individual needs and/or student interests within the planning process.	Considers the students' general learning needs throughout the planning process.	Does not utilize previous data, background knowledge, individual needs or student interests within the planning process.
	Uses data to plan multiple strategies that challenge all levels and styles of learners.	Uses data to plan multiple strategies that appropriately challenge students.	Plans few strategies that appropriately challenge students.	Does not plan strategies that appropriately challenge students.
	Plans targeted levels of assignments to meet individual student needs.	Plans targeted levels of assignments to meet group needs.		
	Reflects on professional collaboration to meet the individual needs of students.			
1b. Plans for monitoring and assessing student learning	Designs various, ongoing assessments to measure the learning objectives of the lesson.	Designs ongoing assessments to measure the learning objectives of the lesson.	Attempts to design assessments that measure some of the learning objectives of the lesson.	Does not design assessments that measure the learning objectives of the lesson, or relies solely on district assessments.
	Plans opportunities for student reflection during the learning process.			

Domain 1: Planning & Preparation (continued)				
Essential Attributes	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
1c. Plans for student engagement and rigor	Incorporates relevant resources and strategies to promote creativity, critical thinking and problem-solving.	Incorporates relevant resources and strategies to promote creativity, critical thinking and/or problem-solving.	Incorporates relevant resources and/or strategies.	Incorporates limited resources and/or strategies.
	Considers student strengths to incorporate a student-centered approach that promotes higher-order thinking and discourse for further inquiry.	Incorporates some opportunities for student-centered activities that promote higher-order thinking and discourse.	Incorporates opportunities for student-centered activities that do not support higher- order thinking or discourse.	Plans for limited opportunities for student engagement and active learning.
	Designs lessons that align with district curriculum goals and objectives and District Improvement Plan in order to improve student performance.	Designs lessons that align with district curriculum goals and objectives	Designs lessons that partially align with district curriculum goals and objectives.	Designs lessons that do not align with district curriculum goals and objectives.
1d. Structures lessons to make connections to other content areas and to the real world.	Plans to include multiple resources that support students' learning and helps make connections within and among content areas.	Plans to include multiple resources that support students' learning and helps make connections to other content areas and to the real world.	Plans to provide opportunities for connections to other content areas or to the real world.	Does not plan to provide opportunities for connections to other content areas or to the real world.
	Plans to promote student inquiry of how the content relates to the real world.			

Domain 2: Instruction				
Essential Attributes	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
2a Promotes discourse	Poses questions and prompts to promote higher-order thinking, scaffold learning, and engage all students in active discourse.	Poses questions and prompts to scaffold learning and provide opportunities for engagement of all students.	Poses questions that may lead to student learning and does not provide opportunities for engagement of all students.	Poses questions that require a passive response and fail to scaffold student learning.
	Uses techniques to ensure that all students actively participate in discourse and are continuously engaged.	Uses techniques to engage most students in discourse throughout lessons.	Uses techniques to promote engagement in discourse which are not consistently observed.	Use of techniques that do not allow opportunities for student discourse.
2b. Communicates for learning	Uses multiple methods of communication to provide specific feedback that is constructive and enhances student performance.	Provides feedback that is both constructive and enhances student performance.	Provides general feedback that is not constructive.	Provides little or no feedback for work or performance.
	Communication provides opportunities for reflective learning and self-monitoring.	Communication encourages reflective learning.	Communication does not encourage reflective learning.	Communication causes students to disengage.

Domain 2: Instruction (continued)				
Essential Attributes	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
2c. Implements structured lessons	Communicates and references goals and objectives to students throughout the lesson.	Communicates goals and objectives to students.	Goals and objectives are unclear to students.	Does not communicate goals and objectives to students
	Uses instructional strategies to differentiate, which includes the use of flexible grouping, targeted levels of assignments, and/or modified content and materials.	Uses instructional strategies to differentiate.	Uses instructional strategies for differentiation that are inconsistent or lack specificity.	Does not use strategies for differentiation.
	Uses assessment strategies to monitor and adjust instruction throughout the lesson.	Uses assessment strategies to monitor and adjust instruction.	Attempts to use assessments to adjust instruction.	Does not use assessment to monitor and adjust instruction.
	Implements all essential components of a cohesive lesson from initiation through closure.	Implements some essential components of a cohesive lesson from initiation through closure.	Partially implements components of a cohesive lesson.	Does not implement a cohesive lesson.

Domain 3: Classroom Climate				
Essential Attributes	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
3a. Creates an environment of mutual respect for all	Creates an environment in which sensitivity to cultures, interests and levels of development is consistently evident.	Creates an environment in which sensitivity to cultures and levels of development is evident.	Creates an environment in which sensitivity to cultures and levels of development is somewhat evident.	Does not create an environment that demonstrates sensitivity to cultures and levels of development.
	Establishes a community in which productivity, risk taking and learning are consistently evident and ongoing.	Establishes a community in which productivity, risk taking and learning are evident.	Establishes a community in which productivity, risk taking and learning are inconsistently evident.	Does not establish a community in which productivity, risk taking and learning are evident.
	Establishes a community in which student strengths are identified and fostered			
	Supports students in becoming role models for treating others with respect.			
	Consistently facilitates peer social interactions and relationships			

Domain 3: Classroom Climate (continued)				
Essential Attributes	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
3b. Fosters appropriate standards of behavior	Consistently communicates models and reinforces positive behavioral and high academic expectations for all students.	Communicates and reinforces behavioral and academic expectations for all students.	Inconsistently Communicates behavioral and academic expectations for students	Does not communicate behavioral and academic expectations.
	Redirects student behavior and enforces appropriate consequences consistently and effectively.	Redirects student behavior and enforces appropriate consequences.	Redirects student behavior and enforces appropriate consequences inconsistently.	Does not redirect student behavior or enforce appropriate consequences.
	Consistently and effectively promotes and supports positive behaviors aligned with school-wide PBIS.	Promotes and supports positive behaviors aligned with school-wide PBIS.	Inconsistently promotes and supports positive behaviors aligned with school-wide PBIS.	Does not promote or support positive behaviors aligned with school-wide PBIS.
3c. Creates a safe, supportive, and orderly environment	Consistently manages established routines and transitions to maximize instructional minutes based on student need.	Manages established routines and transitions to maximize instructional minutes.	Inconsistently manages established routines and transitions to maximize instructional minutes.	Does not manage established routines and transitions to maximize instructional minutes.
	Consistently and effectively facilitates student ownership of implementation of routines and procedures.	Facilitates student ownership of implementation of routines and procedures.	Inconsistently facilitates student ownership of implementation of routines and procedures.	Does not facilitate student ownership of implementation of routines and procedures.
	Provides organized materials which are easily accessible to students.	Provides organized and accessible materials.	Provides materials but there are no established procedures for their access or use.	Does not make necessary materials readily available.

Domain 4: Professionalism				
Essential Attributes	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
4a. Engages in continuous professional growth	Consistently reflects on teaching practices as prompted by overall student performance and/or evaluator's suggestion.	Reflects on teaching practices as prompted by overall student performance and/or evaluator's suggestion.	Inconsistently reflects on teaching practices as prompted by overall student performance and/or evaluator's suggestion.	No evidence of reflection on teaching practices.
	Takes active role in the evaluation for instructional improvement and continued professional growth.	Takes active role in the evaluation process for instructional improvement.	Takes a passive role in the evaluation process and is minimally responsive to evaluator feedback.	Takes a passive role in the evaluation process and is non-responsive to evaluator feedback.
	Consistently takes an active role in professional growth, both in learning and sharing with colleagues, to impact instruction and meet the needs of all students.	Takes an active role in professional growth, both in learning and sharing with colleagues to impact instruction and meet the needs of all students.	Rarely takes an active role in professional growth, both in learning and sharing with colleagues to impact instruction and meet the needs of all students.	Does not take an active role in professional growth.

Domain 4: Professionalism (continued)				
Essential Attributes	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
4b. Engages in professional collaboration with colleagues	Actively works with colleagues to develop and sustain both grade-level/course-level improvements as well as contributes to broader school improvement.	Actively works with colleagues to develop and sustain both grade level/course level improvements.	Minimal effort is made to work with colleagues to develop and sustain improvement.	No effort is made to work with colleagues to develop and sustain improvement.
	Actively promotes and engages in collaboration to meet student needs and contribute to a positive school climate.	Collaborates with colleagues to meet student needs and contribute to a positive school climate.	Participates with colleagues and contributes to school climate as required	Does not collaborate with colleagues to meet student needs.
4c. Fosters family engagement in school	Ongoing communication occurs with families about the instructional program and individual student progress in a culturally appropriate and respectful manner.	Communication occurs with families about the instructional program and individual student progress in a culturally appropriate and respectful manner.	Minimal communication occurs with families about the instructional program and individual student progress in a culturally appropriate and respectful manner.	No communication occurs with families.
4d. Demonstrates professionalism	Demonstrates and consistently models professional conduct in compliance with the CT Code of Professional Responsibility.	Demonstrates consistent compliance with the CT Code of Professional Responsibility.	Demonstrates minimal compliance with the CT Code of Professional Responsibility.	Does not comply with the CT Code of Professional Responsibility.

Manchester Public Schools
Pride in Excellence

Appendix B
Alignment of Manchester Professional Educator Performance and Practice Continuum to Connecticut's Common Core of Teaching

CCT Domain	Teacher Performance Standard	MPS Domain and Attribute
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	**3a**
1b	Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students	**3b**
1c	Maximizing instructional time by effectively managing routines and transitions	**3c**
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	**1c**
2b	Planning instruction to cognitively engage students in the content	**1c**
2c	Selecting appropriate assessment strategies to monitor student progress	**1b**
Domain 3	**Instruction for Active Learning**	
3a	Implementing instructional content for learning	**2c**
3b	Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies	**2a, 2c**
3c	Assessing student learning, providing feedback to students and adjusting instruction	**2b, 2c**
Domain 4	**Professional Responsibilities and Teacher leadership**	
4a	Engaging in continuous professional learning to impact instruction and student learning	**4a**
4b	Collaborating to develop and sustain a professional learning environment to student learning	**4b**
4c	Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning	**4c**

Manchester Public Schools

Professional Educator Performance and Practice Continuum

School Social Worker Performance, Practice, and Professional Growth Standards

Overview of Domains and Indicators

Domain	Indicators
1: Professional Responsibilities	A: Conducts self as a professional in accordance with CT Code of Professional Responsibility for educators B: Prioritizes continuous professional learning to impact service delivery and student growth C: Understands individual student needs and rights, and complies with all legal requirements D: Communicates and collaborates with colleagues and families to develop and sustain a positive school climate in order to support student learning
2. Learning/Support Environment	A: Promotes a positive school climate that is responsive and respectful of individual needs and backgrounds B: Promotes student engagement and shared responsibility for learning process C: Outlines clear social expectations for self and students D: Creates and implements behavioral expectations that support the learning environment and/or student growth
3. Planning and Preparation	A: Demonstrates knowledge of child and adolescent development B: Demonstrates an understanding of family customs, cultures, and beliefs and their impact on student success C: Understands and complies with all Special Education laws, district policies and procedures D. Uses available assessments and evaluations to develop student programming
4. Direct Services/Instruction	A: Provides intervention or instruction that promotes student learning and development B: Maintains communication and rapport with students, families, and outside agencies C: Monitors and adjusts services to enhance student functioning D: Communicates expectations and provides feedback to all students to improve their engagement in the learning environment

Domain 1: Professional Responsibilities				
Performance Levels	**4**	**3**	**2**	**1**
	Exemplary Practice	**Effective Practice**	**Developing Practice**	**Below Standard Practice**
Indicators				
A. Conducts self as professional in accordance with CT Code of Professional Responsibility for educators	*In addition to characteristics of effective practice:* Social worker is responsible for demonstrating the highest ideals of professionalism and social work code of ethics demonstrated by appropriate and timely communication with all stakeholders.	Social worker consistently ensures the highest ethical standards. Social worker consistently models respect for all members of the school community.	Social worker occasionally ensures the highest ethical standards. Social worker occasionally models respect for all members of the school community	Social worker rarely ensures the highest ethical standards. Social worker rarely models respect for all members of the school community.
B. Prioritizes continuous professional growth to impact student learning	*In addition to characteristics of effective practice:* Social worker actively seeks professional learning opportunities. Social worker shares learning and resources with their colleagues.	Social worker consistently participates actively in professional learning opportunities. Social worker consistently utilizes supervisor feedback. Social worker consistently applies professional learning to improve instruction, engage students, and self-evaluate his/her own practices.	Social worker occasionally participates *actively* in professional learning opportunities. Social worker occasionally utilizes supervisor feedback. Social worker occasionally applies professional learning to improve instruction, engages students, and self-evaluates his/her own practices.	Social worker rarely participates *actively* in professional learning opportunities. Social worker rarely accepts or applies supervisor feedback. Social worker rarely applies professional learning to improve instruction, engages students, and self-evaluates his/her own practices.
C. Understands individual	*In addition to characteristics of effective practice:*	Social worker consistently maintains the confidentiality of information concerning	Social worker occasionally maintains the confidentiality of	Social worker rarely maintains the confidentiality of

student needs and rights and complies with all legal requirements	Social worker actively pursues resources to enhance individual student learning and/or contributes ideas towards the IEP, 504 or other accommodation plans.	students and dispenses such information only when prescribed or directed by federal or state law or professional practice. Social worker consistently reads and reviews a student's IEP, 504 plan, or other accommodation plans and modifies and accommodates as necessary.	information concerning students and dispenses such information only when prescribed or directed by federal or state law or professional practice. Social worker occasionally reads and reviews a student's IEP/504 plan, or other accommodation plan and modifies and accommodates as necessary.	information concerning students and dispenses such information only when prescribed or directed by federal or state law or professional practice. Social worker rarely reads and reviews a student's IEP/504 plan, or other accommodation plan and modifies and accommodates as necessary.
D. Communicates and collaborates with colleagues and families to develop and sustain a positive school climate in order to support student learning	*In addition to characteristics of effective practice:* Social worker participates in activities to address bias, negative, or disrespectful attitudes or practices in the school community. Social worker is aware of the code of ethics, including confidentiality, and actively and consistently communicates information as appropriate in a timely manner with colleagues and families on student progress.	Social worker consistently utilizes a variety of communication methods to inform and involve families of the educational program. Social worker consistently develops collaborative relationships and makes a contribution to the professional community. Social worker consistently challenges and practices in the school that impede the school's ability to serve all students.	Social worker occasionally utilizes methods of communication to inform families of the educational program. Social worker occasionally develops collaborative relationships and makes a contribution to the professional community. Social worker occasionally challenges and practices in the school that impede the school's ability to serve all students.	Social worker rarely utilizes methods of communication to inform families of the educational process. Social worker rarely develops collaborative relationships and makes a contribution to the professional community. Social worker rarely challenges and rejects biased, negative, or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.

Domain 2: Learning/Support Environment				
Performance Levels	**4**	**3**	**2**	**1**
	Exemplary Practice	**Effective Practice**	**Developing Practice**	**Below Standard Practice**
Indicators				
A. Promotes a positive school climate that is responsive and respectful of individual needs and backgrounds	*In addition to the characteristics of effective practices* Social worker supports students in becoming role models for treating others with respect.	Social worker consistently promotes high academic and behavioral expectations for all students. Social worker creates and sustains an environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels. Social worker consistently establishes a positive rapport with students and builds a trusting, supportive relationship.	Social worker occasionally promotes academic and behavioral expectations for students. Social worker creates an environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels. Social worker occasionally establishes a positive rapport with students or builds a trusting, supportive relationship.	Social worker rarely promotes academic and behavioral expectations for students. Social worker rarely creates an environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels. Social worker rarely establishes a positive rapport with students or builds a trusting, supportive relationship.
B. Promotes student engagement and shared responsibility for learning process	*In addition to the characteristics of effective practice* Social worker consistently uses and supports appropriate strategies to assist students as they reflect on and evaluate their own	Social worker consistently provides students with strategies and opportunities to set and monitor their own learning goals. Social worker consistently uses appropriate strategies and supports to	Social worker occasionally provides students with strategies and opportunities to set and monitor their own learning goals. Social worker occasionally uses appropriate strategies and supports to engage	Social worker rarely provides students with strategies and opportunities to set and monitor their own learning goals. Social worker rarely uses appropriate strategies and supports to engage or re-engage students in learning activities.

	learning process and progress.	engage or re-engage students in learning activities. Social worker consistently fosters a welcoming environment where students engage in positive student/student and student/Social worker discourse.	or re-engage students in learning activities. Social worker occasionally fosters a welcoming environment where students engage in positive student/student and student/Social worker discourse.	Social worker rarely fosters a welcoming environment where students engage in positive student/student and student/Social worker discourse.
C. Outlines clear social expectations for self and students	*In addition to the characteristics of effective practices* Social worker provides evidence of explicit instruction, modeling, and reinforcement of social skills.	Social worker consistently demonstrates evidence of explicit instruction, modeling, and reinforcement of social skills. Social worker consistently provides opportunities for individual students to self-reflect on social/emotional skills.	Social worker occasionally demonstrates evidence of explicit instruction, modeling, and reinforcement of social skills. Social worker occasionally provides opportunities for individual students to self reflect on social/emotional skills.	Social worker rarely demonstrates evidence of explicit instruction, modeling, and reinforcement of social skills. Social worker rarely provides opportunities for individual students to self reflect on social/emotional skills.
D. Creates and implements behavioral expectations that support the learning environment and/or student growth	*In addition to the characteristics of effective practices* Social worker creates an environment, which promotes and rewards student persistence to complete learning objectives.	Social worker consistently shows evidence of on-going participation in establishing goals and decision-making. Social worker consistently provides opportunities for student participation in inquiry, self-monitoring, and self-evaluation.	Social worker occasionally shows evidence of on-going participation in establishing goals and decision-making. Social worker occasionally provides opportunities for student participation in inquiry, self-monitoring, and self-evaluation.	Social worker rarely shows evidence of on-going participation in establishing goals and decision-making. Social worker rarely provides opportunities for student participation in inquiry, self-monitoring, and self-evaluation.

Domain 3: Planning and Preparation				
Performance Levels	**4**	**3**	**2**	**1**
	Exemplary Practice	**Effective Practice**	**Developing Practice**	**Below Standard Practice**
Indicators				
A. Demonstrates knowledge of child and adolescent development	*In addition to the characteristics of effective practice:* Social worker plans for ongoing opportunities for students to build and apply conceptual understanding of strategies and resources to support social/emotional functioning that will generalize to the world around them.	Social worker consistently plans for instruction that reflects knowledge of child and adolescent development. Social worker consistently plans for instruction that includes strategies and resources to support social/emotional functioning in the school environment.	Social worker occasionally plans for instruction that reflects knowledge of child and adolescent development. Social worker occasionally plans for instruction that includes strategies and resources to support social/emotional functioning in the school environment.	Social worker rarely plans for instruction that reflects knowledge of child and adolescent development. Social worker rarely plans for instruction that includes strategies and resources to support social/emotional functioning in the school environment.
B. Demonstrates an understanding of family customs, cultures, and beliefs and their impact on student success	*In addition to the characteristics of effective practice:* Social worker applies knowledge of family customs, cultures, and beliefs to provide appropriate interventions to assist in students' academic success. Social worker consistently plans to incorporate multiple strategies that accommodate all levels	Social worker consistently uses previous data, background knowledge, student interests, and student needs to plan for counseling/instruction. Social worker consistently plans for differentiation that includes the use of flexible grouping and/or targeted levels of counseling/instruction, and resources. Social worker consistently plans to incorporate strategies that	Social worker occasionally uses previous data, background knowledge, student interests, and student needs to plan for counseling/instruction. Social worker occasionally develops plans based on the collective learning needs/strengths of the students. Social worker occasionally plans to incorporate strategies	Social worker rarely uses previous data, background knowledge, student interests, and student needs to plan for counseling/instruction. Social worker rarely develops plans based on the learning needs/strengths of students. Social worker rarely plans to incorporate strategies that

	of learning and learning styles.	appropriately challenge students.	that appropriately challenge students.	appropriately challenge students.
C. Understands and complies with all Special Education laws, district policies and procedures	*In addition to the characteristics of effective practice:* Social worker actively pursues resources to enhance their understanding of Special Education laws, district policies and procedures.	Social worker consistently reads and reviews Special Education laws, district policies, and procedures.	Social worker occasionally reads and reviews Special Education laws, district policies, and procedures.	Social worker rarely reads and reviews Special Education laws, district policies, and procedures.
D. Uses available assessments and evaluations to develop student programming	*In addition to characteristics of effective practice:* Social worker consistently applies a comprehensive system of monitoring social/emotional functioning.	Social worker consistently uses available assessments and evaluations to develop student programming. Social worker consistently monitors student learning, growth, and progress toward accessing their education in the general education setting.	Social worker occasionally uses available assessments and evaluations to develop student programming. Social worker occasionally monitors student learning, growth, and progress toward accessing their education in the general education setting.	Social worker rarely uses available assessments and evaluations to develop student programming. Social worker rarely monitors student learning, growth, and progress toward accessing their education in the general education setting.

Domain 4: Services/Instruction

Performance Levels	**4**	**3**	**2**	**1**
	Exemplary Practice	**Effective Practice**	**Developing Practice**	**Below Standard Practice**
Indicators				
A. Provides intervention or instruction that promotes student	*In addition to the characteristics of effective practice:* Social worker clearly and consistently develops	Social worker clearly and consistently communicates the purpose for social work services, the learning/behavioral	Social worker occasionally communicates the purpose for social work services, the learning/behavioral expectations, directions,	Social worker rarely communicates the purpose of the lesson, the learning/behavioral expectations, directions,

learning and development	appropriate interventions based on individual student needs.	expectations, directions, and procedures to students. Social worker presents information in a variety of formats (verbal, written, visual and/or electronic communication).	and procedures to students. Social worker presents information in a limited number of formats.	and procedures to students. Social worker presents information in a singular format.
B. Maintains communication and rapport with students, families, and outside agencies	*In addition to the characteristics of effective practice:*	Social worker consistently maintains timely communication evidence with students, families, and outside agencies. Social worker consistently uses a variety of communication techniques (i.e. mail, email, fax, phone log, home visits).	Social worker occasionally maintains timely communication evidence with students, families, and outside agencies. Social worker occasionally uses a variety of communication techniques (i.e. mail, email, fax, phone log, home visits).	Social worker rarely maintains timely communication evidence with students, families, and outside agencies. Social worker rarely uses a variety of communication techniques (i.e. mail, email, fax, phone log, home visits).
C. Monitors and adjusts services to enhance student functioning	*In addition to the characteristics of effective practice:* Social worker consistently supports and promotes services to enhance student functioning.	Social worker consistently collects data to monitor student progress and creates/adjusts counseling sessions to address areas of concern/improvement.	Social worker occasionally collects data to monitor student progress and creates/adjusts counseling sessions to address areas of concern/improvement.	Social worker rarely collects data to monitor student progress and creates/adjusts counseling sessions to address areas of concern/improvement.
D. Communicates expectations and provides feedback to all students to improve their engagement in the learning environment	*In addition to the characteristics of effective practice:* Feedback is consistently of high quality and requires students to extend their thinking. Social worker provides students opportunities	Social worker consistently provides accurate, timely, and specific feedback to students about their progress toward their goals and strategies for improvement. Social worker consistently engages students and	Social worker occasionally provides accurate, timely, and specific feedback to students about their progress toward their goals and strategies for improvement. Social worker occasionally engages students and	Social worker rarely provides accurate, timely, and specific feedback to students about their progress toward their goals and strategies for improvement. Social worker rarely engages students in meaningful discussion.

	to incorporate feedback to reflect on behavioral/emotional issues that affect academic success.	allows for appropriate student reflection.	allows for appropriate student reflection.	

Manchester Public Schools

Professional Educator Performance and Practice Continuum

School Psychologist Performance, Practice, and Professional Growth Standards

Overview of Domains and Indicators

Domain	Indicators
1: Professional Responsibilities	A: Conducts self as a professional in accordance with CT State Department of Education Guidelines for the Practice of School Psychology B: Prioritizes continuous professional growth C: Understands individual student needs and rights and complies with all legal requirements D: Utilizes assessment results to analyze student performance for decision making related to eligibility for services E: Communicates and collaborate with colleagues and families to develop and sustain a positive school climate
2: Service Environment	A: Promotes a positive climate that is responsive and respectful B: Establishes rapport with students and promotes student engagement C: Sets clear expectations for self and students D: Establishes appropriate standards of behavior for students
3: Planning and Preparation	A: Conducts file reviews for the purpose of compiling comprehensive educational history B: Communicate with school staff and parents regarding current levels of performance C: Collects and analyzes student progress through the use of data D: Write accurate, comprehensive and clear reports E: Strategically coordinates meetings in adherence with mandated federal, state and district timelines F: Utilizes empirically supported psycho-educational and/or behavioral assessment measures that are appropriate to student needs
4: Consultation & Collaboration	A: Engages in consultation and collaboration with school staff B: Engages in consultation and collaboration with parents and families

Domain 1: Professional Environment				
Performance Levels	**4**	**3**	**2**	**1**
	Exemplary Practice	**Effective Practice**	**Developing Practice**	**Below Standard Practice**
Indicators				
A: Conducts self as a professional in accordance with CT State Department of Education Guidelines for the Practice of School Psychology	*In addition to characteristics of effective practice:* School Psychologist is responsible for demonstrating the highest ideals of professionalism evidenced by his/her commitment to students, the profession, the community and families.	School Psychologist consistently ensures the highest ethical standards. School Psychologist consistently models respect for all members of the school community.	School Psychologist occasionally ensures the highest ethical standards. School Psychologist occasionally models respect for all members of the school community.	School Psychologist rarely ensures the highest ethical standards. School Psychologist rarely models respect for all members of the school community.
B: Prioritizes continuous professional growth	*In addition to characteristics of effective practice:* School Psychologist actively seeks outs professional learning opportunities. School Psychologist shares learning and resources with their colleagues and staff.	School Psychologist consistently participates actively in professional learning opportunities. School Psychologist consistently utilizes supervisor feedback. School Psychologist consistently applies professional learning to improve planning, preparation, consolation, collaboration and assessment.	School Psychologist occasionally participates *actively* in professional learning opportunities. School Psychologist occasionally utilizes supervisor feedback. School Psychologist occasionally applies professional learning to improve planning, preparation, consultation, collaboration and assessment.	School Psychologist rarely participates *actively* in professional learning opportunities. School Psychologist rarely accepts or applies supervisor feedback. School Psychologist rarely applies professional learning to improve instruction, engages students, and self-evaluates his/her own practices.
C: Understands individual student needs and rights and complies with all legal requirements	*In addition to characteristics of effective practice:* School Psychologist actively pursues resources to enhance individual student learning and/or contributes ideas towards the IEP, 504 or other accommodation plans.	School Psychologist consistently maintains the confidentiality of information concerning students and dispenses such information only when prescribed or directed by federal or state law or professional practice.	School Psychologist occasionally maintains the confidentiality of information concerning students and dispenses such information only when prescribed or directed by federal or state law or professional practice.	School Psychologist rarely maintains the confidentiality of information concerning students and dispenses such information only when prescribed or directed by federal or state law or

		School Psychologist consistently reads and reviews a student's IEP, 504 plan, or other accommodation plans to recommend modifications and accommodations as necessary.	School Psychologist occasionally reads and reviews a student's IEP/504 plan, or other accommodation plans to recommend modifications and accommodations as necessary.	professional practice. School Psychologist rarely reads and reviews a student's IEP/504 plan, or other accommodation plans to recommend modifications and accommodations as necessary.
D: Utilizes assessment results to analyze student performance for decision making related to eligibility for services	*In addition to the characteristics of effective practices:* School Psychologist always integrates assessment results with classroom performance in order to make highly informed decisions regarding student eligibility with regard to best practices.	School Psychologist consistently integrates assessment results with classroom performance in order to make informed decisions regarding student eligibility.	School Psychologist occasionally integrates assessment results with classroom performance in order to make informed decisions regarding student eligibility.	School Psychologist rarely integrates assessment results with classroom performance in order to make informed decisions regarding student eligibility.
E: Communicates and collaborate with colleagues and families to develop and sustain a positive school climate	*In addition to characteristics of effective practice:* School Psychologist facilitates or actively participates in school-wide activities to address bias, negative, or disrespectful attitudes or practices in the school community. School Psychologist communicates with families about student progress and offers guidance with school readiness.	School Psychologist consistently utilizes a variety of communication methods to inform and involve families of the educational program. School Psychologist consistently develops collaborative relationships and makes a contribution to the professional community. School Psychologist consistently challenges practices in the school that impede the school's ability to serve all students.	School Psychologist occasionally utilizes methods of communication to inform families of the educational program. School Psychologist occasionally develops collaborative relationships and makes a contribution to the professional community. School Psychologist occasionally challenges practices in the school that impede the school's ability to serve all students.	School Psychologist rarely utilizes methods of communication to inform families of the educational process. School Psychologist rarely develops collaborative relationships and makes a contribution to the professional community. School Psychologist rarely challenges practices in the school that impede the school's ability to serve all students.

Domain 2: Service Environment				
Performance Levels	**4**	**3**	**2**	**1**
	Exemplary Practice	**Effective Practice**	**Developing Practice**	**Below Standard Practice**
Indicators				
A: Promotes a positive climate that is responsive and respectful	*In addition to the characteristics of effective practices:* School Psychologist supports students in becoming role models for treating others with respect.	School Psychologist consistently promotes high academic and behavioral expectations for all students. School Psychologist contributes to a school environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels. School Psychologist consistently establishes a positive rapport with students and builds a trusting, supportive relationship.	School Psychologist occasionally promotes academic and behavioral expectations for students. School Psychologist contributes to a school environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels. School Psychologist occasionally establishes a positive rapport with students or builds a trusting, supportive relationship.	School Psychologist rarely promotes academic and behavioral expectations for students. School Psychologist rarely contributes to a school environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels. School Psychologist rarely establishes a positive rapport with students or builds a trusting, supportive relationship.
B: Establishes rapport with students and promotes student engagement	*In addition to the characteristics of effective practices:* School Psychologist promotes student self-reflection and self-awareness so that the student can develop meaningful social and academic relationships (examples could include, self advocacy, social skills, etc.).	School Psychologist consistently uses appropriate strategies and supports to engage students in the educational environment. School Psychologist consistently fosters a welcoming environment and establishes relationships that promote student engagement in the learning environment.	School Psychologist occasionally uses appropriate strategies and supports to engage students in the educational environment. School Psychologist occasionally fosters a welcoming environment and establishes relationships that promote student engagement in the learning environment.	School Psychologist rarely uses appropriate strategies and supports to engage students in the educational environment. School Psychologist rarely fosters a welcoming environment and establishes relationships that promote student engagement in the learning environment.
	In addition to the characteristics of effective practices:	School Psychologist consistently demonstrates evidence of collaborative practices	School Psychologist occasionally demonstrates evidence of collaborative	School Psychologist rarely demonstrates evidence of collaborative practices

C: Sets clear expectations for self and students	School Psychologist exhibits evidence of the application of new learning to case management.	to support reinforcement of appropriate social skills.	practices to support reinforcement of appropriate social skills.	to support reinforcement of appropriate social skills.
D: Establishes appropriate standards of behavior for students	*In addition to the characteristics of effective practices:* School Psychologist supports staff and collaborates with families and outside agencies to help individual students to generalize appropriate behaviors outside of the school environment. School Psychologist provides guidance to staff to promote student use of: - self-regulation - conflict-resolution - problem-solving in support of social skills and ethical and responsible behavior.	School Psychologist consistently provides guidance to establish clear behavior expectations and consequences for individual students as needed. School Psychologist consistently monitors/adjusts behavior expectations/ management that supports the student in the school environment.	School Psychologist occasionally provides guidance to establish clear behavior expectations and consequences for individual students as needed. School Psychologist occasionally monitors/adjusts behavior expectations/ management that supports the student in the school environment.	School Psychologist rarely provides guidance to establish clear behavior expectations and consequences for individual students as needed. School Psychologist rarely monitors/adjusts behavior expectations/ management that supports the student in the school environment.

Domain 3: Planning and Preparation				
Performance Levels	**4**	**3**	**2**	**1**
	Exemplary Practice	**Effective Practice**	**Developing Practice**	**Below Standard Practice**
Indicators				
A: Conducts file reviews for the purpose of compiling comprehensive educational history	*In addition to the characteristics of effective practices:* School Psychologist integrates information and provides insight from student's educational history for the purpose of appropriate instructional planning.	School Psychologist consistently completes a review of general education and special education records as a component of educational planning and evaluations.	School Psychologist occasionally completes a review of general education and special education records as a component of educational planning and evaluations.	School Psychologist rarely completes a review of general education and special education records as a component of educational planning and evaluations.
	In addition to the characteristics of effective practices:	School Psychologist consistently communicates with	School Psychologist occasionally communicates with	School Psychologist rarely communicates with appropriate school

B: Communicate with school staff and parents regarding current levels of performance	School Psychologist always communicates with appropriate school staff and parents regarding student functioning and current levels of performance. School Psychologist always seeks feedback from appropriate school staff and parents regarding student functioning and current levels of performance. Communication and feedback is drawn from multiple sources of information and presented in a positive and supportive way.	appropriate school staff and parents regarding student functioning and current levels of performance. School Psychologist consistently seeks feedback from appropriate school staff and parents regarding student functioning and current levels of performance.	appropriate school staff and parents regarding student functioning and current levels of performance. School Psychologist occasionally seeks feedback from appropriate school staff and parents regarding student functioning and current levels of performance.	staff and parents regarding student functioning and current levels of performance. School Psychologist rarely seeks feedback from appropriate school staff and parents regarding student functioning and current levels of performance.
C: Collects and analyzes student progress through the use of data	*In addition to the characteristics of effective practices:* School Psychologist identifies trends and guides classroom evaluations and benchmarks.	School Psychologist consistently draws appropriate conclusions from a thorough analysis of a variety of assessment data to inform instruction and improve student learning.	School Psychologist occasionally draws appropriate conclusions from a thorough analysis of a variety of assessment data to inform instruction and improve student learning.	School Psychologist rarely draws appropriate conclusions from a thorough analysis of a variety of assessment data to inform instruction and improve student learning.
D: Write accurate, comprehensive and clear reports	*In addition to the characteristics of effective practices:* School Psychologist provides additional recommendations and insights for parents to use at home to reinforce learning and school readiness.	School Psychologist consistently writes evaluations reports that clearly and accurately convey student strengths and weaknesses and provides strategies that appropriately help student access and progress within the learning environment.	School Psychologist occasionally writes evaluations reports that clearly and accurately convey student strengths and weaknesses and provides strategies that appropriately help student access and progress within the learning environment.	School Psychologist rarely writes evaluations reports that clearly and accurately convey student strengths and weaknesses and provides strategies that appropriately help student access and progress within the learning environment.
E: Utilizes empirically supported psycho-educational and/or behavioral assessment measures that are appropriate to student needs	*In addition to the characteristics of effective practices:* School psychologist uses assessment measures and shares resources with colleagues.	School Psychologist consistently uses assessment measures that are valid, reliable, and address referral concerns.	School Psychologist occasionally uses assessment measures that are valid, reliable, and address referral concerns.	School Psychologist rarely uses assessment measures that are valid, reliable, and address referral concerns.

Domain 4: Consultation and Collaboration				
Performance Levels	**4**	**3**	**2**	**1**
	Exemplary Practice	**Effective Practice**	**Developing Practice**	**Below Standard Practice**
Indicators				
A: Engages in consultation and collaboration with school staff	*In addition to the characteristics of effective practices:* Assists with the development and/or delivery of staff professional development on collaboration and consultation; and/or Provides mentoring and coaching to colleagues regarding consultation stratifies; and/or Applies knowledge in innovative ways to assist students, schools, and/or corporation. For example, designing a process for collaborative team meetings.	School Psychologist consistently engages in consultation and collaboration with school staff in a manner that meets the expectations of the role/school(s).	School Psychologist occasionally engages in consultation and collaboration with school staff in a manner that meets the expectations of the role/school(s).	School Psychologist rarely engages in consultation and collaboration with school staff in a manner that meets the expectations of the role/school(s).
B: Engages in consultation and collaboration with parents and families	*In addition to the characteristics of effective practices:* Assists with the development and/or delivery of staff professional development on collaboration and consultations; and/or Provides mentoring and coaching to colleagues regarding consultation strategies; and/or Applies knowledge in innovative ways to assist	School Psychologist consistently engages in consultation and collaboration with parents and families in a manner that meets the expectations of the role/school(s).	School Psychologist occasionally engages in consultation and collaboration with parents and families in a manner that meets the expectations of the role/school(s).	School Psychologist rarely engages in consultation and collaboration with parents and families in a manner that meets the expectations of the role/school(s).

	students and families; and/or Conducts and/or assists with parent education sessions and trainings.			

Manchester Public Schools

Professional Educator Performance and Practice Continuum

Speech Language Pathologist Performance, Practice, and Professional Growth Standards

Overview of Domains and Indicators

Domain	Indicators
1: Professional Responsibilities	A: Conducts self as a professional in accordance with CT State Department of Education Guidelines for the Practice of School Speech Language Pathology B: Prioritizes continuous professional growth C: Understands individual student needs and rights and complies with all legal requirements D: Uses assessment results to analyze student performance for decision-making related to eligibility and dismissal from services E: Communicates and collaborate with colleagues and families to develop and sustain a positive school climate
2: Learning Environment	A: Promotes a positive class climate that is responsive and respectful B: Promotes student engagement by using instructional language that is consistent with the student's level of comprehension. C: Sets clear expectations and promotes generalization as an outcome of intervention D: Constructs culturally, linguistically, and developmentally appropriate learning activities E: Establishes appropriate standards of behavior for students F: Provides sufficient and effective learning opportunities
3: Planning and Preparation	A: Selects and defends intervention strategies using evidence-based practice and theory related to the populations served B: Matches students' needs for services with the appropriate intervention models and makes appropriate learning modifications C: Clearly defines objectives for all students that are aligned with the IEP, curriculum and district learning standards D: Uses data collection systems that are meaningful and measure progress related to the general education curriculum and the student's disability E: Develops and utilizes individualized education plans to inform instructional practices
4: Instruction	A: Communicates expectations to all students B: Uses purposeful instructional strategies C: Engages all students in learning tasks D: Uses technology and digital resources to enhance learning E: Provides feedback to all students to improve their performance F: Monitors and adjusts instruction to enhance student learning G: Provides students and families with evaluation reports and progress reports that comply with state, federal and district mandates

Domain 1: Professional Responsibilities - Speech and Language				
Performance Levels	**4**	**3**	**2**	**1**
	Exemplary Practice	**Effective Practice**	**Developing Practice**	**Below Standard Practice**
Indicators				
A. Conducts self as professional in accordance with CT Code of Professional Responsibility for educators and ASHA Code of Ethics	*In addition to characteristics of effective practice:* SLP is responsible for demonstrating the highest ideals of professionalism evidenced by his/her commitment to students, the profession, the community and families.	SLP consistently ensures the highest ethical standards. SLP consistently models respect for all members of the school community.	SLP occasionally ensures the highest ethical standards. SLP occasionally models respect for all members of the school community.	SLP rarely ensures the highest ethical standards. SLP rarely models respect for all members of the school community.
B. Prioritizes continuous professional growth to impact instruction and student learning	*In addition to characteristics of effective practice:* SLP actively seeks outs professional learning opportunities. SLP shares learning and resources with their colleagues.	SLP consistently participates actively in professional learning opportunities. SLP consistently utilizes supervisor feedback. SLP consistently applies professional learning to improve instruction, engage students, and self-evaluate his/her own practices.	SLP occasionally participates *actively* in professional learning opportunities. SLP occasionally utilizes supervisor feedback. SLP occasionally applies professional learning to improve instruction, engages students, and self-evaluates his/her own practices.	SLP rarely participates *actively* in professional learning opportunities. SLP rarely accepts or applies supervisor feedback. SLP rarely applies professional learning to improve instruction, engages students, and self-evaluates his/her own practices.
C. Understands individual student needs and rights and complies with all legal requirements	*In addition to characteristics of effective practice:* SLP actively pursues resources to enhance individual student learning and/or contributes ideas towards the IEP, 504 or other accommodation plans.	SLP consistently maintains the confidentiality of information concerning students and dispenses such information only when prescribed or directed by federal or state law or professional practice. SLP consistently reads and reviews a student's IEP, 504 plan or other	SLP occasionally maintains the confidentiality of information concerning students and dispenses such information only when prescribed or directed by federal or state law or professional practice. SLP occasionally reads and reviews a	SLP rarely maintains the confidentiality of information concerning students and dispenses such information only when prescribed or directed by federal or state law or professional practice.

		accommodation plans and modifies and accommodates as necessary.	student's IEP/504 plan or other accommodation plan and modifies and accommodates as necessary.	SLP rarely reads and reviews a student's IEP/504 plan, or other accommodation plan and modifies and accommodates as necessary.
D. Uses assessment results to analyze student performance for decision-making related to eligibility and dismissal from services	*In addition to characteristics of effective practice:* SLP uses and reports State of CT criteria and evaluative data to design and modify instruction along a continuum of services.	SLP consistently uses State of CT eligibility and dismissal criteria.	SLP occasionally uses State of CT eligibility and dismissal criteria.	SLP rarely uses State of CT eligibility and dismissal criteria.
E. Communicates and collaborates with colleagues and families to develop and sustain a positive school climate in order to support student learning	*In addition to characteristics of effective practice:* SLP facilitates or actively participates in school-wide activities to address bias, negative, or disrespectful attitudes or practices in the school community. SLP communicates with families on positive student progress as well as negative.	SLP consistently utilizes a variety of communication methods to inform and involve families of the educational program. SLP consistently develops collaborative relationships and makes a contribution to the professional community. SLP consistently challenges and practices in the school that impede the school's ability to serve all students.	SLP occasionally utilizes methods of communication to inform families of the educational program. SLP occasionally develops collaborative relationships and makes a contribution to the professional community. SLP occasionally challenges and practices in the school that impede the school's ability to serve all students.	SLP rarely utilizes methods of communication to inform families of the educational process. SLP rarely develops collaborative relationships and makes a contribution to the professional community. SLP challenges practices in the school that impede the school's ability to serve all students.

Domain 2: Learning Environment- Speech and Language				
Performance Levels	**4**	**3**	**2**	**1**
	Exemplary Practice	**Effective Practice**	**Developing Practice**	**Below Standard Practice**
Indicators				
A. Promotes a positive class climate that is responsive and respectful	*In addition to the characteristics of effective practices* SLP supports students in becoming role models for treating others with respect.	SLP consistently promotes high academic and behavioral expectations for all students. SLP creates and sustains a classroom environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels. SLP consistently establishes a positive rapport with students and builds a trusting, supportive relationship.	SLP occasionally promotes academic and behavioral expectations for students. SLP creates a classroom environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels. SLP occasionally establishes a positive rapport with students or builds a trusting, supportive relationship.	SLP rarely promotes academic and behavioral expectations for students. SLP rarely creates a classroom environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels. SLP rarely establishes a positive rapport with students or builds a trusting, supportive relationship.
B. Promotes student engagement by using instructional language that is consistent with the student's level of comprehension.	*In addition to the characteristics of effective practice* SLP is able to model this as an exemplar of practice.	SLP consistently uses language that is commensurate with the student's ability. SLP consistently uses appropriate strategies and supports to engage or re-engage students in learning activities. SLP consistently fosters a welcoming environment where students engage in positive student/student and student/SLP discourse.	SLP's level of language is incongruent with the student's level of comprehension. SLP occasionally uses appropriate strategies and supports to engage or re-engage students in learning activities. SLP occasionally fosters a welcoming environment where students engage in positive student/student and student/SLP discourse.	SLP rarely uses language that is consistent with the student's level of comprehension. SLP rarely uses appropriate strategies and supports to engage or re-engage students in learning activities. SLP rarely fosters a welcoming environment where students engage in positive student/student and student/SLP discourse.

C. Sets clear expectations and promotes generalization as an outcome of SRBI intervention.	*In addition to the characteristics of effective practices* SLP provides evidence of explicit instruction, modeling, and reinforcement of speech and/or language skills in a variety of settings. SLP is able to model this as an exemplar of practice through inclusion lessons, co-teaching, or consultation with staff.	SLP consistently demonstrates evidence of explicit instruction, modeling, and reinforcement of speech and language skills.	SLP occasionally demonstrates evidence of explicit instruction, modeling, and reinforcement of speech and language skills.	SLP rarely demonstrates evidence of explicit instruction, modeling, and reinforcement of speech and language skills.
D. Constructs culturally, linguistically, and developmentally appropriate learning activities	*In addition to the characteristics of effective practices* SLP creates an environment that promotes and rewards student persistence to complete learning objectives	SLP consistently shows evidence of on-going student active participation. SLP consistently provides opportunities for student participation in learning, self-monitoring, and self-evaluation.	SLP occasionally shows evidence of on-going student participation. SLP occasionally provides opportunities for student participation in learning, self-monitoring, and self-evaluation.	SLP rarely shows evidence of on-going student participation. SLP rarely provides opportunities for student participation in learning, self-monitoring, and self-evaluation.
E. Establishes appropriate standards of behavior for students	*In addition to the characteristics of effective practices* SLP promotes appropriate student behavior that will support a productive learning environment. SLP promotes student use of social skills and ethical and responsible behavior.	SLP consistently establishes clear behavior expectations and consequences for the students. SLP consistently and actively monitors and establishes behavior that supports the learning environment.	SLP occasionally establishes clear behavior expectations and consequences for the students. SLP occasionally monitors actively and establishes behavior that supports the learning environment.	SLP rarely establishes clear behavior expectations and consequences for the students. SLP rarely monitors actively and establishes behavior that supports the learning environment.
F. Provides sufficient and effective learning opportunities		SLP consistently establishes classroom routines and procedures that are clear and evident.	SLP occasionally establishes classroom routines and procedures that are clear and evident.	SLP rarely establishes classroom routines and procedures that are clear and evident.

	In addition to the characteristics of effective practices SLP promotes an environment in which students seamlessly demonstrate independence, efficient routines, and transitions.	SLP consistently displays classroom routines and procedures that help to maximize instructional time.	SLP occasionally displays classroom routines and procedures that help to maximize instructional time.	SLP rarely displays classroom routines and procedures that help to maximize instructional time.

Domain 3: Planning and Preparation-Speech and Language				
Performance Levels	**4**	**3**	**2**	**1**
	Exemplary Practice	**Effective Practice**	**Developing Practice**	**Below Standard Practice**
Indicators				
A. Selects and defends SRBI intervention strategies using evidence-based practice and theory related to the populations served	*In addition to the characteristics of effective practice:* SLP incorporates academic, instruction, and curriculum into SRBI intervention strategies to achieve communication goals.	SLP consistently relates academic, instruction and curriculum into SRBI intervention strategies to achieve communication goals.	SLP occasionally relates academic, instruction and curriculum into SRBI intervention strategies to achieve communication goals.	SLP rarely relates academic, instruction and curriculum into SRBI intervention strategies to achieve communication goals.
B. Matches students' needs for services with the appropriate intervention models and makes appropriate learning modifications	*In addition to the characteristics of effective practice:* SLP consistently plans to incorporate multiple strategies that accommodate all levels of learning and learning styles.	SLP consistently accommodates students' unique learning styles by selecting and adapting materials and/or technology. SLP consistently plans for differentiation in small group instruction and demonstrates flexibility. SLP consistently plans to incorporate	SLP occasionally accommodates students' unique learning styles by selecting and adapting materials and/or technology. SLP occasionally develops plans based on the collective learning needs/strengths of the students. SLP occasionally plans to incorporate strategies	SLP rarely uses makes accommodations for students' unique learning styles. SLP rarely develops plans based on the learning needs/strengths of students. SLP rarely plans to incorporate strategies that appropriately challenge students.

		strategies that appropriately challenge students.	that appropriately challenge students.	
C. Clearly defines objectives for all students that are aligned with the IEP, curriculum and district learning standards	*In addition to the characteristics of effective practice:* SLP creates curriculum based intervention plans that include educationally relevant measurable long term goals and educationally relevant short term goals and/or benchmarks.	SLP consistently establishes clear student objectives, written with measurable outcomes. SLP consistently designs student objectives that reflect high expectations and rigor as defined by the CCSS, the curriculum, and/or the student's IEP.	SLP occasionally establishes clear student objectives, written with measurable outcomes. SLP occasionally designs student objectives that reflect high expectations and rigor as defined by the CCSS, the curriculum, and/or the student's IEP.	SLP rarely establishes clear student objectives, written with measurable outcomes. SLP rarely designs student objectives that reflect high expectations and rigor as defined by the CCSS, the curriculum, and/or the student's IEP.
D. Uses data collection systems that are meaningful and measure progress related to the general education curriculum and the student's disability	*In addition to the characteristics of effective practice:* SLP collects quantitative and qualitative data and uses the data to modify interventions.	SLP consistently collects qualitative and quantitative data. SLP consistently develops plans for student learning that are based on prior learning, sequential, logical and are based on student objectives.	SLP occasionally collects qualitative and quantitative data. SLP occasionally develops plans for student learning that are based on prior learning, sequential, logical and are based on student objectives.	SLP rarely collects qualitative and quantitative data. SLP rarely develops plans for student learning that are based on prior learning, sequential, logical and are based on student objectives.

Domain 4: Instruction- Speech and Language				
Performance Levels	**4**	**3**	**2**	**1**
	Exemplary Practice	**Effective Practice**	**Developing Practice**	**Below Standard Practice**
Indicators				
A. Communicates expectations to all students	*In addition to the characteristics of effective practice:* SLP anticipates and plans for possible student misunderstandings. SLP language is well-chosen academic	SLP clearly and consistently communicates the purpose of the lesson, the learning expectations, directions, and procedures to students. SLP presents information in a variety	SLP occasionally communicates the purpose of the lesson, the learning expectations, directions, and procedures to students. SLP presents information in a limited number of formats.	SLP rarely communicates the purpose of the lesson, the learning expectations, directions, and procedures to students.

	vocabulary that enriches the lesson.	of formats (verbal, written, visual and electronic communication).		SLP presents information in a singular format.
B. Uses purposeful instructional strategies	*In addition to the characteristics of effective practice:* SLP varies and scaffolds explicit strategies based on specific data on student learning. Strategies used consistently engage students to transfer critical thinking and problem-solving strategies to new or different content, applications, or contexts.	SLP consistently uses instructional strategies that address a variety of learning styles. SLP consistently selects instructional materials and strategies that are suitable for the instructional purpose.	SLP occasionally uses instructional strategies that address a variety of learning styles. SLP occasionally selects materials and strategies that are suitable for the instructional purpose.	SLP's instruction lacks variety and rarely meets the needs of learners. SLP rarely selects instructional materials and strategies that are suitable for the instructional purpose.
C. Engages all students in learning tasks	*In addition to the characteristics of effective practice:* Strategies used consistently engage students to transfer critical thinking and problem-solving strategies to new or different content, applications, or contexts.	SLP consistently creates learning opportunities that are relevant and rigorous. SLP's instruction consistently provides opportunities for the development of higher ordered thinking skills.	SLP occasionally creates learning opportunities that are relevant and rigorous. SLP's instruction provides occasional opportunities for analyzing, evaluating, and creating higher ordered thinking skills.	SLP rarely creates learning opportunities that are relevant and rigorous. SLP's instruction rarely provides opportunity to develop and apply critical-thinking and problem-solving skills.
D. Uses technology and digital resources to enhance learning	*In addition to the characteristics of effective practice:* SLP integrates technology into activities and	SLP consistently provides students with an appropriate variety of activities and formats that are cognitively challenging, and allows	SLP occasionally provides students with an appropriate variety of activities and formats that are cognitively challenging, and allows for	SLP rarely provides students with an appropriate variety of activities and formats that are cognitively challenging, and

	discussions that are of uniformly high quality and require students to make interdisciplinary connections.	for necessary skill targeting.	necessary skill targeting.	allows for necessary skill targeting.
E. Provides feedback to all students to improve their performance	*In addition to the characteristics of effective practice:* Feedback is consistently of high quality and requires students to extend their thinking. Students regularly incorporate feedback to improve their work.	SLP consistently provides accurate, timely, and specific feedback to students about the quality of their work and strategies for improvement.	SLP occasionally provides timely and specific feedback to students about the quality of their work and strategies for improvement.	SLP rarely provides timely and specific feedback to students about the quality of their work and strategies for improvement.
F. Monitors and adjusts instruction to enhance student learning	*In addition to the characteristics of effective practice:* SLP consistently solicits proof of learning during and between lessons in order to make adjustments to instructional methods for individual students and/or the whole group.	SLP consistently monitors for understanding and adjusts instruction accordingly.	SLP occasionally monitors for understanding and adjusts instruction accordingly.	SLP rarely monitors for understanding to inform instruction.
H. Provides students and families with evaluation reports and progress reports that comply with state, federal and district mandates	*In addition to characteristics of effective practice:* SLP provides reports in a timely and proactive manner that determine if there is a disability, it's level of severity, and the extent of its impact on learning.	SLP consistently communicates evaluation procedures to students prior to each assessment and consistently provides students with descriptive and timely feedback. SLP consistently engages students and families in improving student performance.	SLP occasionally communicates evaluation procedures to students prior to each assessment and occasionally provides students with descriptive and timely feedback. SLP occasionally communicates strategies to improve student performance.	SLP rarely communicates evaluation procedures to students prior to each assessment. SLP rarely provides feedback on student performance.

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Professional Educator Performance and Practice Continuum

Instructional Coaches Performance, Practice, and Professional Growth Standards

Planning and Preparation : Coach has knowledge of curriculum, school/district improvement plan and assessment

DOMAIN 1	Ineffective	Marginally Effective	Effective	Highly Effective
Demonstrating knowledge of the school's improvement plan and levels of educator skill in delivering that plan.	• The Instructional Coach demonstrates little or no knowledge of the school's improvement plan including the curriculum area. • The Instructional Coach demonstrates little or no knowledge as to educator skill in delivering that plan.	• The Instructional Coach demonstrates basic knowledge of the school's improvement plan including the curriculum area. • The Instructional Coach demonstrates basic knowledge as to educator skill in delivering that plan.	• The Instructional Coach demonstrates thorough knowledge of the school's improvement plan including the curriculum area. • The Instructional Coach demonstrates thorough knowledge as to educator skill in delivering that plan.	• The Instructional Coach is deeply familiar with the school's improvement plan including the curriculum area. • The Instructional Coach works to shape the future direction of the school's improvement plan and actively seeks information as to educator skill within the plan.
Demonstrating knowledge of resources, both within and beyond the school and community.	• The Instructional Coach demonstrates little or no knowledge of resources available in the school or district for educators to advance their skills.	• The Instructional Coach demonstrates basic knowledge of resources available in the school and district for educators to advance their skills.	• The Instructional Coach is fully aware of resources available in the school and district and in the larger professional community for educators to advance their skills.	• The Instructional Coach actively seeks out new resources from a wide range of sources to enrich educators' skills in implementing the school's improvement plan.
Planning the instructional support program, integrated with the overall school improvement plan.	• The Instructional Coach's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	• The Instructional Coach's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	• The Instructional Coach's plan is well designed to support educators in the improvement of their instructional skills.	• The Instructional Coach's plan is highly coherent, taking into account the competing demands of making presentations and consulting with educators, and has been developed following consultation with administrators and educators.

Delivery of Service : How the coach works with teachers that provides feedback, develops capacity, supports rigor and differentiation

DOMAIN 2	Ineffective	Marginally Effective	Effective	Highly Effective
Guiding educators through the cycle of continuous improvement in ways that build educator's capacity	• Coach demonstrates limited understanding of the instruction/service delivery improvement needs of educators.	• Coach demonstrates a broad sense of instruction/service delivery improvement needs, guiding educators through the cycle of continuous improvement.	• Coach demonstrates a solid sense of instruction/service delivery improvement needs, supporting independence regarding the cycle of continuous improvement.	• Coach conveys a deep sense of instruction/service delivery improvement needs, cultivating independence regarding the cycle of continuous improvement.
Using a variety of coaching and instruction/service delivery strategies to enable educators to construct meaning and apply new learning.	• Role of coach does not vary. Strategies do not consistently align with learner outcomes.	• Role of coach varies occasionally, but is not consistently aligned with learner learning outcomes. There is evidence of effective instruction/service delivery strategies but they are implemented with limited success.	• Role of coach varies consistently. Effective instruction/service delivery strategies aligned to learning outcomes are implemented.	• Role of coach varies consistently. Innovative instruction/service delivery strategies are implemented that promote risk-taking and allow educators to exceed expectations of the learning outcomes.
Engaging educators in reflective practice to continuously adjust and improve instruction/service delivery.	• Coach rarely supports educators in reflective practices that hinder their ability to adjust and improve instruction/service delivery.	• Coach inconsistently supports educators in reflective practices providing general feedback that may or may not enable them to adjust and improve instruction/service delivery.	• Coach supports educators in reflective practices providing specific feedback that enables them to adjust and improve instruction/service delivery.	• Coach fosters educators to independently reflect on practices by providing educators actionable feedback that enables them to adjust and improve instruction/service delivery.

Environment : Coach promotes engagement, independence, and collaboration through the establishment and maintenance of a positive learning community that motivates educators and students to take academic risks, challenge themselves, and claim ownership of their learning by:

DOMAIN 3	Ineffective	Marginally Effective	Effective	Highly Effective
Establishing clear procedures for teachers to gain access to instructional support.	• Coach establishes no procedures for learners to access instructional support.	• Coach establishes some procedures for learners to access instructional support.	• Coach establishes clear procedures for learners to use and gain access to instructional support.	• Coach ensures systematic procedures are in place for learners to use and gain access to instructional support.
Creating a collaborative climate that is responsive to and respectful of the learning needs of all students.	• Coach does not support a learning environment that is respectful of learners' cultural, social and/or developmental differences and/or does not address disrespectful behavior.	• Coach is inconsistent in supporting an environment that is respectful of learners' cultural, social and/or developmental differences where the physical setting may be safe, may be learner-centered, but is not always aligned with the learning task.	• Coach consistently supports a learning environment that is respectful of all learners' cultural, social and/or developmental differences where the organization of the physical space is safe, learner-centered and facilitates the learning task.	• Coach acknowledges and incorporates learners' cultural, social and developmental diversity to support learning opportunities; development of physical setting is conducive to varying learner and instructional needs.
Establishes a culture for ongoing instructional improvement that promotes engagement in and shared responsibility for the learning.	• Coach conveys the sense that the work of improving instruction is mandated, and is not important to learners' growth or school improvement; little or no investment into the task at hand.	• Coach assists learners in improving isolated instructional skills, but has few expectations for continued professional inquiry; compliance to the task is evident.	• Coach promotes a culture of professional inquiry in which learners seek assistance in improving their instructional skill; risk-taking within the learning community is evident.	• Coach establishes a culture of professional inquiry in which learners initiate projects to be undertaken with the support of the consultant/coach; risk-taking within the learning community is frequently evident.

Professionalism : Coaches maximize support for student and adult learning by exhibiting a high level of professionalism and commitment to continuous improvement and learning by:

DOMAIN 4	Ineffective	Marginally Effective	Effective	Highly Effective
Demonstrating respect and responsible behavior in all communications and interactions with stakeholders of the learning community	• Coach exhibits poor communication with stakeholders regarding instructional programs and student progress. Information to stakeholders is not shared in a timely, culturally sensitive and effective manner. Educator does not utilize available communication technology.	• Coach demonstrates inconsistent communication with stakeholders regarding instructional programs and student progress. Information to stakeholders is inconsistently available and use of available communication technology is not used on a regular basis.	• Coach consistently communicates with stakeholders regarding instructional programs and student progress. Information to stakeholders is conveyed in a timely, culturally sensitive and effective manner utilizing available communication technology.	• Coach is proactive and consistent with communication regarding student progress conveyed in a timely, culturally sensitive and effective manner utilizing available communication technology. Educator integrates new technology to more effectively communicate with teachers.
Participating in learning opportunities to enhance skills related to teaching and meeting the needs of all students.	• Coach engages in little or no professional learning to improve instructional practices to impact learner growth.	• Coach inconsistently participates in, facilitates, or implements new learning from district professional development; therefore there are limited improvements in instructional quality.	• Coach participates in, facilitates, and implements new learning from district professional development, educator's instructional capacity continues to grow and learner needs are met at high levels.	• Coach regularly assists in planning and/or leading professional development at the district level. Educator's instructional capacity/performance is exemplary; all learners make noticeable gains in their performance.
Demonstrating behaviors as defined in the Code of Professional Responsibility for Educators.	• Coach does not welcome feedback from evaluators and appropriate adjustments to practice are not made.	• Coach accepts feedback from evaluators and adjustments are made to improve instructional practice.	• Coach welcomes timely feedback and adjustments are made to improve instructional practice. Shares responsibility for grade-level and school wide activities during the school day.	• Coach welcomes and invites feedback from peers, evaluators, and students. Peers may also solicit feedback from this educator to improve their practice. Coach is a leader of the community during and after the school day.

Appendix C

Evaluation Forms

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Form A: Teacher Goals (Page 1 of 2)

School-Level Parent Feedback (10% of Summative Evaluation)

Teacher Name:		**Date:**
School:		
Grade:	**Subject:**	**School Year:**

School-Level Parent-Feedback Goal: (*Selected by school based on Parent Survey results)*
Teacher's Action Steps: *(Selected by teacher in consultation with the evaluator based on School-Level Parent-Feedback Goals. How will they help the meet the School-Level Parent-Feedback Goals?)*

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Form A: Teacher Goals (Page 2 of 2)

Category 3: Student Learning Measures (45% of Summative Evaluation)

Step One: Select Student Learning Objective(s)
Student Learning Objective(s)
Step Two: Create IAGDs
IAGD #1 ☐ **Standardized** ☐ **Non-Standardized** ☐ **Revised** **Revision Date:** **Assessment Title or Description** **Target level of performance** **Goal for students to achieve target level of performance**
Rationale for objective including relevant standards:
Baseline data used to set the IAGD:
Timeline/scoring plan for the indicators:
Interim assessments to monitor progress toward SLO(s) (optional)
Any training or support needed to help teacher meet SLO:
IAGD #2 ☐ **Standardized** ☐ **Non-Standardized** ☐ **Revised** **Revision Date:** **Assessment Title or Description** **Target level of performance** **Goal for students to achieve target level of performance**
Rationale for objective including relevant standards:
Baseline data used to set the IAGD:
Timeline/scoring plan for the indicators:
Interim assessments to monitor progress toward SLO(s) (optional)
Any training or support needed to help teacher meet SLO:

Signatures	
Teacher:	**Date:**
Evaluator:	**Date:**

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Form B: Guiding Questions For Formal Observation Pre-Conferences

Teacher Name:	Evaluator Name:	Pre-Conference Date

The observing administrator will meet with you prior to the observation. Please come to that pre-conference with this planning sheet completed.

Planning and Instruction:

1. What are the curriculum goals and lesson objective(s) and how will you communicate the lesson objective(s) to your students?

2. What resources and strategies will you use to promote student engagement and rigor?

3. What resources were used and instructional strategies developed to provide for differentiation in your lesson?

4. How will you monitor and assess student learning within the lesson?

5. How will you provide opportunities for students to make global connections?

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Form C: Guiding Questions for Formal Observation Post-Conference

Teacher Name:	Evaluator Name:	Post-Conference Date

After a formal observation, the administrator will meet with you to discuss the lesson observed. Please come to the post-conference prepared to discuss the lesson and your written reflections. Use the questions below to guide your reflection. You should also take to the post-conference samples of student work that will illustrate your reflections.

Lesson Outcomes

1. What were the highlights of your lesson? (i.e.: What went well? What did you enjoy?)

2. Did you meet all of your lesson objectives? How do you know?

3. How did you adapt your teaching based on student learning/performance during the lesson?

4. What did you learn from this lesson about your students as learners and about yourself as a teacher?

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Form D: Formal/Informal Observation Report (Page 1 of 2)

Evaluatee:		Date of Observation:
Formal Observation ☐ Informal Observation ☐		
Date of Pre-conference:	Grade Level:	Subject/Content Area:
Date of Post-conference:	No. of Students:	Total Time of Observation:
Evaluator:	School:	

Planning and Preparation

Rating				Attribute	Evidence
4	3	2	1		
				1a. Develops differentiated lessons	
				1b. Plans for monitoring and assessing student learning	
				1c. Plans for student engagement and rigor	
				1d. Structures lessons to facilitate student learning	

Instruction

Rating				Attribute	Evidence
4	3	2	1		
				2a. Promotes discourse	
				2b. Communicates for learning	
				2c. Implements structured lessons	

Form D: Formal/Informal Observation Report (Page 2 of 2)

Classroom Climate

Rating				Attribute	Evidence
4	3	2	1		
				3a. Creates an environment of mutual respect for all	
				3b. Fosters appropriate standards of behavior	
				3c. Creates a safe, supportive and orderly environment	

Professionalism

Rating				Attribute	Evidence
4	3	2	1		
				4a. Engages in continuous professional growth	
				4b. Engages in professional collaboration with colleagues	
				4c. Cultivates family engagement in school	
				4d. Demonstrates professionalism	

Prioritized Commendations/Recommendations:

Next steps and supports the teacher can pursue to improve practice

Timeframe for follow-up

Evaluator's Signature:_____ Date:_____

Evaluatee's Signature*:_____ Date:_____

* *The evaluatee's signature on the "Formal /Informal Observation Form" does not necessarily reflect approval, but only that the evaluatee has seen the document. An evaluatee's reply may be included as comments with their signature for this report or as an attachment to this report. This report will become part of the employee's record.*

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Form E: Review of Practice Report (Page 1 of 2)

Evaluatee:	Date of Review:
School:	Practice/Instruction Reviewed:
Evaluator:	School:

Planning and Preparation

Rating				Attribute	Evidence
4	3	2	1		
				1a. Develops differentiated lessons	
				1b. Plans for monitoring and assessing student learning	
				1c. Plans for student engagement and rigor	
				1d. Structures lessons to facilitate student learning	

Instruction

Rating				Attribute	Evidence
4	3	2	1		
				2a. Promotes discourse	
				2b. Communicates for learning	
				2c. Implements structured lessons	

Form E: Review of Practice Report (Page 2 of 2)

Classroom Climate

Rating				Attribute	Evidence
4	3	2	1		
				3a. Creates an environment of mutual respect for all	
				3b. Fosters appropriate standards of behavior	
				3c. Creates a safe, supportive and orderly environment	

Professionalism

Rating				Attribute	Evidence
4	3	2	1		
				4a. Engages in continuous professional growth	
				4b. Engages in professional collaboration with colleagues	
				4c. Cultivates family engagement in school	
				4d. Demonstrates professionalism	

Prioritized Commendations/Recommendations:

Next steps and supports the teacher can pursue to improve practice

Timeframe for follow-up

Evaluator's Signature:_____ Date:_____

Evaluatee's Signature*:_____ Date:_____

* *The evaluatee's signature on the "Review of Practice Form" does not necessarily reflect approval, but only that the evaluatee has seen the document. An evaluatee's reply may be included as comments with their signature for this report or as an attachment to this report. This report will become part of the employee's record.*

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Form F: Mid-Year Teacher Self-Assessment and Review (Page 1 of 2)

***Teacher**: Your portion of this form is to be completed two school days prior to the mid-year conference as a vehicle for discussion of progress towards goals.*

Teacher Name:		**Date:**
School:		
Grade:	**Subject:**	**School Year:**

Student Growth & Development (45% of Summative Evaluation)
Describe the results to date and provide evidence: *A. Provide your overall assessment of progress toward the objective to date* *B: Describe what you have done so far that produced these results* *C: Describe what you have learned and how you will use it going forward* *D: What professional learning and/or other support would help you to achieve your goals* *E: Describe any revisions to strategies and/or adjustments of student learning goals*

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Form F: Mid-Year Teacher Self-Assessment and Review (Page 2 of 2)

Teacher Practice and Performance (40% of Summative Evaluation)
Describe the results to date and provide evidence: *A Describe what you have learned and how you will use it going forward* *B: What professional learning and/or other support would be helpful to you?*

***Evaluator Comments**: (Formative* comments on evaluation components for which evidence has been gathered and analyzed, *explanation of any revisions or adjustments to the teacher's Student Learning Goals and/or Indicators of Academic Growth and Development,* actions the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas).

Signatures

Evaluator:	**Date:**
Teacher:	**Date:**

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Form G: End-of-Year Summative Teacher Self-Assessment (Page 1 of 2)

***Teacher**: You are to complete this form two school days prior to the end-of--year conference.*

Teacher Name:		**Date:**
School:		
Grade:	**Subject:**	**School Year:**

Teacher Student Learning Objective Rating (45% of Summative Evaluation)

Indicator of Academic Growth & Development #1: (22.5% of Summative Evaluation) **Assessment Title or Description** **Target level of performance** **Goal for % of students to achieve target level of performance** **Actual % of students achieving target level of performance** **Rating percentage (Actual %/Goal %)**			
Rating			
☐ Highly Effective (4) > 95% of Target	☐ Effective (3) 80% – 95% of Target	☐ Developing (2) 65% - 79% of Target	☐ Ineffective (1) <65% of Target
Indicator of Academic Growth & Development #2: (22.5% of Summative Evaluation) **Assessment Title or Description** **Target level of performance** **Goal for % of students to achieve target level of performance** **Actual % of students achieving target level of performance.** **Rating percentage (Actual %/Goal %)**			
Rating			
☐ Highly Effective (4) > 95% of Target	☐ Effective (3) 80% – 95% of Target	☐ Developing (2) 65% - 79% of Target	☐ Ineffective (1) <65% of Target

Whole School Student Learning Goal Rating (5% of Summative Evaluation)

Whole School Student Learning IAGD 1 (2.5% of Summative Evaluation) **Assessment Title or Description** **Target level of performance** **Goal for % of students to achieve target level of performance** **Actual % of students achieving target level of performance.** **Rating percentage (Actual %/Goal %)**			
Rating			
☐ Highly Effective (4) > 90% of Target	☐ Effective (3) 70% – 89% of Target	☐ Developing (2) 60% - 69% of Target	☐ Ineffective (1) <60% of Target
Whole School Student Learning IAGD 1 (2.5% of Summative Evaluation) **Assessment Title or Description** **Target level of performance** **Goal for % of students to achieve target level of performance** **Actual % of students achieving target level of performance.** **Rating percentage (Actual %/Goal %)**			
Rating			
☐ Highly Effective (4)	☐ Effective (3) 70% – 89% of Target	☐ Developing (2) 60% - 69% of Target	☐ Ineffective (1) <60% of Target

> 90% of Target			

Form G: End-of-Year Summative Teacher Self-Assessment (Page 2 of 2)

School Level Parent Feedback Rating (10% of Summative Evaluation)

School-Level Parent-Feedback Goal:			
School-Level Parent-Feedback results:			
Rating			
☐ Highly Effective (4.00) Exceeded objective	☐ Effective (3.00) Met objective	☐ Developing (2.00) Partially met objective	☐ Ineffective (1.00) Did not meet objective

Teacher Practice			
Observation of Teacher Practice & Performance (40% of Summative Evaluation)			
☐ Highly Effective (4)	☐ Effective (3)	☐ Developing (2)	☐ Ineffective (1)

Teacher Self-Assessment and Reflection

A: Describe what you did that produced the results
B: Describe what you have learned and how you will use it going forward.
C: What professional learning and/or other type of support would help you going forward.

Signature

Teacher: _____ **Date:** _____

Evaluator: _____ **Date:** _____

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Form H: End-of-Year Summative Teacher Evaluation Rating (Page 1 of 3)

Teacher Name:	Grade:	School Year:
School:	Subject:	Date:

Teacher Performance and Practice Summative Rating (40% of Summative Evaluation)

Domain 1: Planning & Preparation	Evaluator's Rating
1a. Develops differentiated lessons	
1b. Plans for monitoring and assessing student learning	
1c. Plans for student engagement and rigor	
1d. Structures lessons to facilitate student learning	
Average Domain Rating:	

Domain 2: Instruction	Evaluator's Rating
2a. Promotes discourse	
2b. Communicates for learning	
2c. Implements structured lessons	
Average Domain Rating:	

Domain 3: Classroom Climate	Evaluator's Rating
3a. Creates an environment of mutual respect for all	
3b. Fosters appropriate standards of behavior	
3c. Creates a safe, supportive, and orderly environment	
Average Domain Rating:	

Domain 4: Professionalism	Evaluator's Rating
4a. Engages in continuous professional growth	
4b. Engages in professional collaboration with colleagues	
4c. Cultivates family engagement in school	
4d. Demonstrates professionalism	
Average Domain Rating:	

Summative Rating for Performance and Practice

Domain	Rating (Avg)	Weighting	Weighted Score
1: Planning & Preparation		**25**	
2: Instruction		**25**	
3: Classroom Climate		**25**	
4: Professionalism		**25**	
Teacher Performance and Practice Summative Rating			

School Level Parent Feedback Rating (10% of Summative Evaluation)

School-Level Parent-Feedback Goal:			
School-Level Parent-Feedback results:			
Rating			
☐ Highly Effective (4.00) Exceeded the objective	☐ Effective (3.00) Met the objective	☐ Developing (2.00) Partially met the objective	☐ Ineffective (1.00) Did not meet the objective

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Form H: End-of-Year Summative Teacher Evaluation Rating Form (Page 2 of 3)

Teacher Name:	**Date:**

Student Learning Objective Rating (45% of Summative Evaluation)

Indicator of Academic Growth & Development #1: (22.5% of Summative Evaluation) **Assessment Title or Description** **Target level of performance** **Goal for % of students to achieve target level of performance** **Actual % of students achieving target level of performance** **Rating percentage (Actual %/Goal %)**			
Rating			
☐ Highly Effective (4) > 95% of Target	☐ Effective (3) 80% – 95% of Target	☐ Developing (2) 65% - 79% of Target	☐ Ineffective (1) <65% of Target
Indicator of Academic Growth & Development #2: (22.5% of Summative Evaluation) **Assessment Title or Description** **Target level of performance** **Goal for % of students to achieve target level of performance** **Actual % of students achieving target level of performance.** **Rating percentage (Actual %/Goal %)**			
Rating			
☐ Highly Effective (4) > 95% of Target	☐ Effective (3) 80% – 95% of Target	☐ Developing (2) 65% - 79% of Target	☐ Ineffective (1) <65% of Target

Whole School Student Learning Goal Rating (5% of Summative Evaluation)

Whole School Student Learning IAGD 1 (2.5% of Summative Evaluation) **Assessment Title or Description** **Target level of performance** **Goal for % of students to achieve target level of performance** **Actual % of students achieving target level of performance.** **Rating percentage (Actual %/Goal %)**			
Rating			
☐ Highly Effective (4) > 95% of Target	☐ Effective (3) 80% – 95% of Target	☐ Developing (2) 65% - 79% of Target	☐ Ineffective (1) <65% of Target
Whole School Student Learning IAGD 1 (2.5% of Summative Evaluation) **Assessment Title or Description** **Target level of performance** **Goal for % of students to achieve target level of performance** **Actual % of students achieving target level of performance.** **Rating percentage (Actual %/Goal %)**			
Rating			
☐ Highly Effective (4) > 95% of Target	☐ Effective (3) 80% – 95% of Target	☐ Developing (2) 65% - 79% of Target	☐ Ineffective (1) <65% of Target

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Form H: End-of-Year Summative Teacher Evaluation Rating Form (Page 3 of 3)

Teacher Name:	**Date:**

Teacher Practice Rating: (50% of Summative Evaluation)

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

Student Growth Outcome Rating: (50% of Summative Evaluation)

Component	Score	Percentage	Points
Student Growth and Development (IAGD #1)		**22.5%**	
Student Growth and Development (IAGD #2)		**22.5%**	
Whole School IAGD #1		**2.5%**	
Whole School IAGD #2		**2.5%**	
		Total Student Learning Goals Points	

Final Summative Rating Score	

Teacher Practice/Student Growth Indicator Points Final Summative Rating

☐ Highly Effective	☐ Effective	☐ Developing	☐ Ineffective
326- 400	251-325	176-250	100-175

Comments:
Target areas for Professional Growth:

Signatures

Teacher: _____ **Date:** _____

Evaluator: _____ **Date:** _____

* *The evaluatee's signature on the "End-of-Year Summative Teacher Evaluation Rating Form" does not necessarily reflect approval, but only that the evaluatee has seen the document. An evaluatee's reply may be included as comments with their signature for this report or as an attachment to this report. This report will become part of the employee's record.*

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Form I: Teacher Assistance Plan (Page 1 of 2)

Teacher Name:	**Date:**
School:	
Assignment:	**School Year:**

Identification of Concern: you will need to improve your performance on the standards listed. These standards are selected from the Teacher Effectiveness and Performance Evaluation Handbook, based on performance data gathered during observations, reviews of practices, and other professional contexts.

Targeted Areas for Growth (Identify Domain)	**Indicators of Success**	**Strategies to Implement/Resources Needed**	***Dates for Monitoring Progress***

Date of First Review (within the first 45 days of school): _____

Summary of results and discussion

____Recommendation made to continue TAP ____ Recommendation made to discontinue TAP

Manchester Public Schools
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Form I: Teacher Assistance Plan (Page 2 of 2)

Date of Second Review (within the first 90 days of school): _____

Summary of results and discussion

_____Recommendation made to continue TAP ____ Recommendation made to discontinue TAP

_____Recommendation made for non-renewal

Signatures

Teacher:	**Date:**
Evaluator:	**Date:**

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Dispute Resolution Form

The evaluatee must first submit the Dispute Resolution Form to the Director of Performance, Evaluation & Talent Development for initial review within five school days of the teacher receiving written notice from the evaluator about the disputed process. A Dispute Resolution Conference will be held within ten school days of the director receiving the Dispute Resolution Form. The director must respond in writing with the outcome of the dispute by the tenth day following the conference. The conference includes the evaluatee, evaluator, the collective bargaining representative and the director.

<table>
<tr><td colspan="2">Teacher Name:</td><td>Date:</td></tr>
<tr><td colspan="3">School: Evaluator:</td></tr>
<tr><td>Grade Level:</td><td>Subject:</td><td>School Year:</td></tr>
<tr><td colspan="2">Disputed Area of Evaluation:

□ Goals and Objectives □ IAGDs

□ Evaluation Period □ Professional Development Plan

□ Summative Evaluation</td><td></td></tr>
<tr><td colspan="3">In the space below, please provide a brief overview of the evaluation process that is being disputed and the steps that have already been taken to resolve the dispute between Evaluatee and Evaluator:</td></tr>
</table>

Manchester Public Schools
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Appendix D
Teacher Evaluation Process Timeline

By September 15

- Complete Orientation to Evaluation Process
- Identify Whole School Parent Survey Goals (10%)
- Revise any IAGD rating and summative ratings from prior year as needed
- Principal shares his/her Whole School Learning Objectives and IAGDs (5%)

By November 15

- Complete goal setting conferences
- Set teacher's Action Steps for School-Level Parent Feedback Goal
- Set School Level Student Learning Objective(s) and two IAGDs
- Set Teachers Student Learning Objective(s) and two IAGDs
- **Form A: Teacher Goals** (teacher completes, administrator approves)

By February 28th (This date may be modified by the Teacher Evaluation Committee based on the district evaluation calendar)

- Complete Mid-year conferences
  Form F: Mid-Year Teacher Self-Assessment and Review (teacher completes 2 school days prior to midyear conference, administrator reviews with teacher at the conference, adds feedback, both sign)

By Last Day of May (This date may be modified based on the district evaluation calendar)

- The principal's summative ratings for the Whole School Student Learning Objectives and the school's parent feedback goal must be determined and shared with the teachers.

No later than 7 School Days before the Last Day of School

- **Form G: End-of-Year Summative Teacher Self-Assessment** (teacher completes)

No later than 5 School Days Before the Last Day of School

- **Form H: End-of-Year Summative Teacher Evaluation Rating** (administrator completes, teacher signs)

During school year

Formal Observations

- Pre-observation conference
  Form B Guiding Questions for Formal Observation Pre-conference (teacher completes)
- Conduct the observation
  Form D: Formal/Informal Observation Report (administrators prepares draft)
- Post-observation conference
  Form C: Guiding Questions for Formal Observation Post-Conference (teacher completes prior to conference)
  Form D: Formal/Informal Observation Report (administrator finalizes , teacher signs)

Informal Observations

- **Form D: Formal/Informal Observation Report** (administrator completes, teacher signs)

Reviews of Practice

- **Form E: Review of Practice Report** (administrator completes, teacher signs)

Administrator Effectiveness, Professional Learning, and Performance Evaluation Handbook

Manchester Public Schools
Manchester, CT

May 15, 2015

Manchester Public Schools

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MANCHESTER PUBLIC SCHOOLS

Manchester Administrator Effectiveness, Professional Learning, and Performance Evaluation Handbook

Manchester Public Schools Board of Education

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Manchester Public Schools
Administrator Effectiveness and Performance Evaluation Committee

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Karen Gray

Jill Krieger

Kevin Mack

Julie Martin-Beaulieu

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Tom Nicholas – Co-chair

Thayer Redman

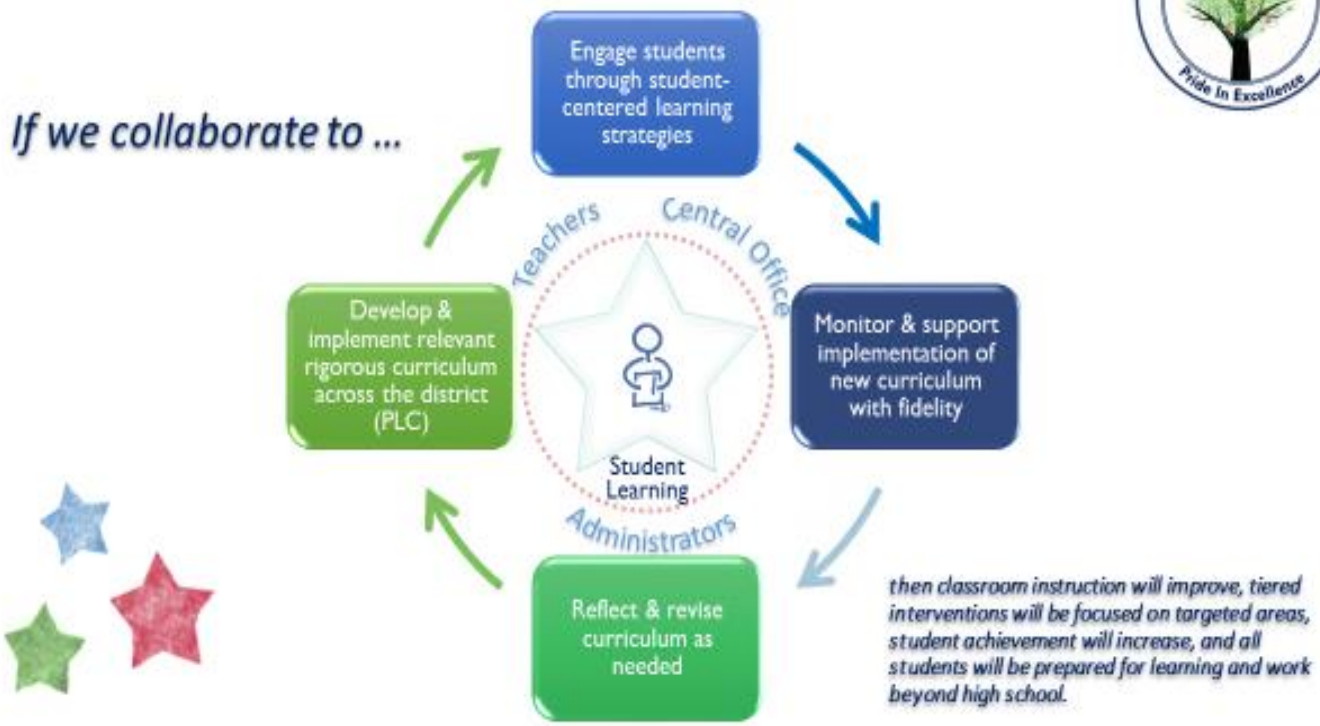
Kathleen Reynolds

Vonetta Romeo-Rivers – Co-Chair

Mission of the Manchester Public Schools

Manchester Public Schools will engage all students in the highest quality 21st century education preschool through graduation. Through an active partnership with students, school personnel, families and community, the Manchester Public Schools will create safe, inclusive schools where equity is the norm and excellence is the goal. All students will be prepared to be lifelong learners and contributing members of society.

Academics: Theory of Change



Introduction

A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness. To achieve Manchester's vision of implementing a collaborative and reflective administrator evaluation process, the goals of this evaluation system are:

- Ensuring the learning and growth for all students;
- Ensuring the learning and growth for all professionals;
- Ensuring evaluation cycles tied to professional development opportunities that encourage continuous learning through consistent, meaningful feedback from supervisors;
- Ensuring opportunities for peer to peer interaction, feedback and support.

Overview of Administrator Evaluation Process

Evaluation Components

The Manchester Public Schools administrator evaluation system defines administrator effectiveness in terms of four components, grouped into two major categories: Leadership Practice and Student Outcomes.

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

A. Observation of Leadership Performance and Practice **(40%)** as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards.
B. Stakeholder Feedback **(10%)** on leadership practice through surveys.

2. Student Outcomes: An evaluation of an administrator's contribution to student academic progress, at the school and classroom level. This category is comprised of two components:

A. Student Learning **(45%)** as determined by the school's success on whole school Student Learning Objectives (SLOs) as measured by two whole school IAGDs. One IAGD must use locally identified standardized assessments which may include NWEA MAP, NWEA MPG, DRA2, Science CMT, Science CAPT, and AP Exams. The other must measure non-tested subjects or grades. For high school administrators, the second IAGD must include the cohort and the extended graduation rate. Beginning in 2015-2016, the above measures will be weighted 22.5% and progress on the School Performance Index (SPI) will be weighted 22.5%.
B. Teacher Effectiveness **(5%)** as determined by an aggregation of teachers' success with respect to Student Learning Objectives (SLOs) as measured by each teacher's two IAGDs.

Scores from each of the four components will be combined to produce a summative performance rating in one of four performance levels:

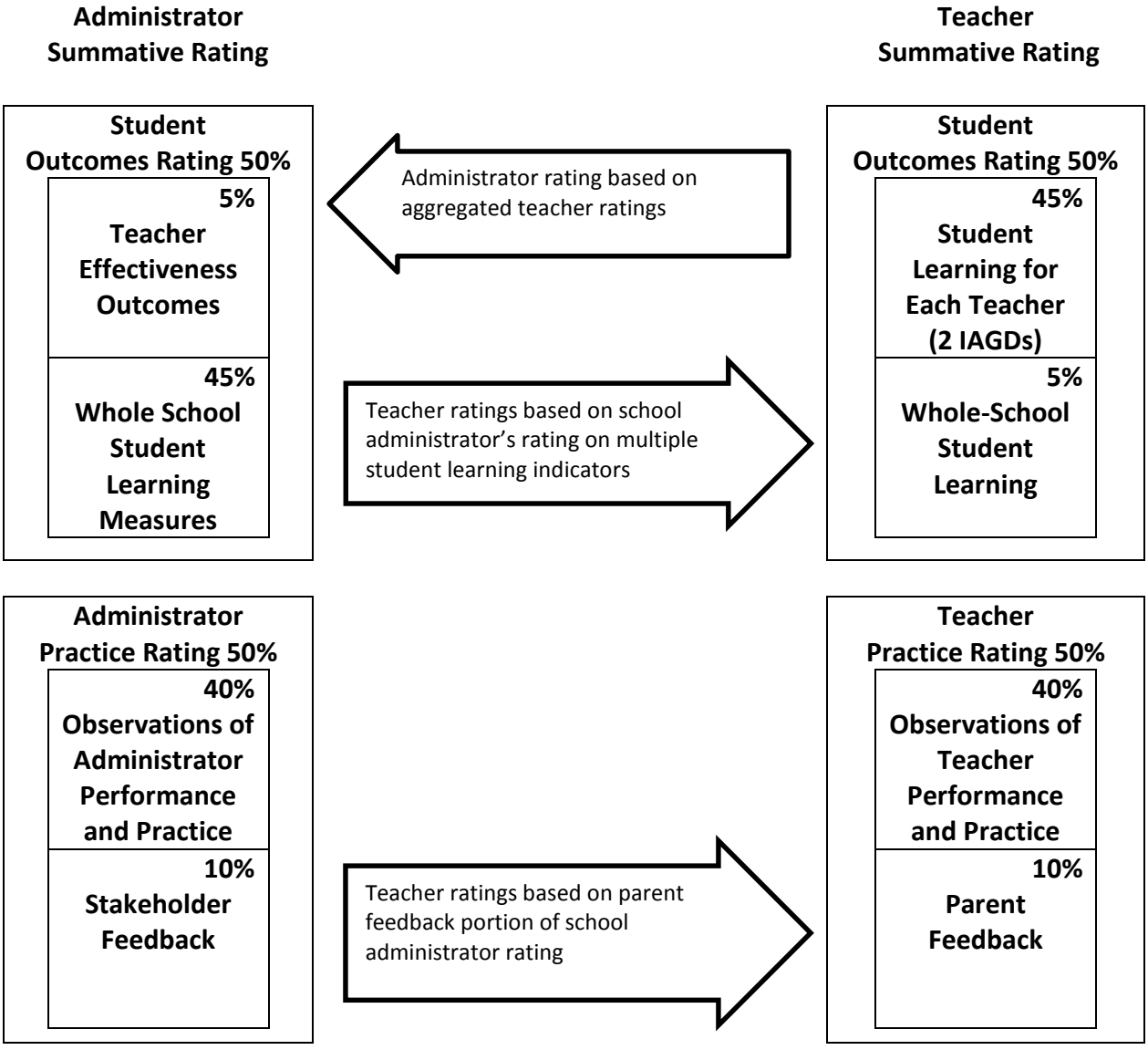
- Exemplary: Substantially exceeding indicators of performance
- Proficient: Meeting indicators of performance
- Developing: Meeting some indicators of performance but not others
- Ineffective: Not meeting indicators of performance

For the purpose of this document, the word "administrator" will constitute those individuals in positions requiring an administrative certification (092) including principals and assistant/associate principals. Individuals holding an (092) certification but whose primary role includes teaching students will be evaluated under the district's teacher evaluation system.

Common accountability and interactions between administrator and teacher evaluations

The structures of the administrator and teacher evaluation models reflect the shared responsibility between administrators and teachers. The graphic below illustrates the areas where administrator and teacher evaluations are based on common data. These interactions have the following impact on evaluation time-lines:

- Administrators must establish the schools' parent feedback objective before the teachers can create action steps to support the school's parent feedback objective.
- The principal's summative ratings must be determined for the whole school learning measures and on the school's parent feedback objective before the teachers' summative ratings are completed.
- All of the school's teachers must have received their summative Student Learning rating before the principal receive her/his summative teacher effectiveness rating.



Process and Timeline

The annual evaluation process includes the following steps and processes:

- Orientation and training program (**prior to September 15**)
- Establish whole school parent-feedback goal (**by September 15**)
- Goal setting and planning including selection of multiple measures of whole school learning (by **November 15**)
- Plan implementation and evidence collection
- Evaluation-based professional learning
- Midyear formative review (**by February 28**)
- Principals rating for whole school IAGDs and parent feedback goal (**by Last Day of May**)
- Self-assessment and submission of evidence documents (**by June 1**)
- End-of-year summative review (**June 30**)
- Dispute resolution process

During the school year, while the school improvement plan is being implemented, there are formal observations, informal visits, the collection of documents as evidence related to performance and practice, evaluation-based professional learning opportunities, and career development and professional growth for administrators. There are a minimum of two formal observations (four for all Assistant Principals and four for administrators new to the district, school, the profession, or who have received ratings of developing or below standard) with written feedback using Form B Observation of Practice.

Orientation and training program (prior to September 15)

Prior to the establishment of administrator evaluation goals, Manchester shall offer annual orientation to the administrator evaluation and support program to administrators whose performance is being evaluated and shall train administrators who are conducting performance evaluations. Administrators will be provided a copy of this document to include the rubric used for assessing administrator practice, the instruments to be used to gather feedback from staff, families, and/or students and their alignment to the rubric, and the process and calculation by which all evaluation elements will be integrated into an overall rating.

Establish whole school parent-feedback goal (by September 15).

Principals establish one whole school parent-feedback goal and share it with the school faculty.

Goal setting and planning (by November 15)

Essential to the goal setting process is the establishment of school improvement plans based on the district improvement plan. In order to prepare a school improvement plan, administrators should be provided with the following resources for their review:

- The district improvement plan
- The superintendent's student learning priorities for the year
- Prior student learning data
- Prior stakeholder survey data
- Any prior data on teacher effectiveness

The principal will advise all teachers of the school's Whole School Learning Measure objectives after they have been established in the principal's evaluation goals conference.

The administrator and the evaluator meet to discuss and agree on the evaluation goals. In the absence of agreement, the evaluator makes the final determination about performance targets. As part of the school improvement plan and/or goal setting process, administrators identify one stakeholder feedback goal and multiple measures of Whole-School Student Learning. Additional information about the Whole School SLOs and IAGDs may be found in the section on Student Learning Measures later in this document. In addition, the population of teachers is identified that will form the basis of the administrator's teacher effectiveness rating. If the school improvement plan establishes student learning outcomes with specific and measurable learning targets, it is not necessary to create separate SLOs and IAGDs for the administrator evaluation process.

Plan implementation and evidence collection.

As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator's practice. For the evaluator, this must include at least two formal school site visits. Informal school site visits are encouraged. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence, and offer opportunities for ongoing feedback and dialogue.

Evaluation-based Professional Learning

Manchester shall provide professional learning opportunities for administrators, pursuant to subsection (b) of Sec. 10-220a of the 2012 Supplement (C.G.S.), based on the individual or group of individuals' needs that are identified through the evaluation process. These learning opportunities shall be clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observation of professional practice or the results of stakeholder feedback include the provision of useful and timely feedback and improvement opportunities.

Mid-year formative review (by February 28)

Midway through the school year, preferably when interim student assessment data are available for review, there is to be formal check-in to review progress. In preparation for meeting:

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

The administrator and evaluator have explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and practice. The meeting is also an opportunity to surface any changes in the context (e.g., a large influx of new students) that could influence accomplishment of outcome goals; goals may be changed at this point.

Ratings for whole school learning measures and parent feedback goals (by Last Day in May)

The summative rating of the principal must be determined by last day in May for the whole school learning measures and on the school's parent feedback goal. These ratings must be shared with the school's teachers to be incorporated into the teacher's summative ratings.

Self-assessment and submission of evidence documents (by June 1)

In the spring, the administrator takes an opportunity to assess his/her practice on all elements of the *Manchester Common Core of Leading.* For each element, the administrator determines whether he/she:

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

The administrator submits the self-assessment accompanied by the documents they have assembled related to their performance and practice in support of their summative evaluation across all performance expectations of the Manchester Common Core of Leading.

End-of-year summative review (June 30)

The administrator and evaluator meet in the late spring to discuss the administrator's self-assessment and all evidence collected over the course of the year. While a formal rating follows this meeting, it is recommended that evaluators use the meeting as an opportunity to convey strengths, growth areas and their probable rating. After the meeting, the evaluator assigns a rating based on all available evidence. The rating on the whole school learning SLOs must occur in May so the rating is available for inclusion in teacher evaluations. Administrator summative ratings must be completed by **June 30**.

If state test data may have a significant impact on a final rating, the final rating may be revised by **September 15th** of the following school year.

Dispute resolution process

If at any time in the evaluation process, the evaluator and administrator cannot agree on objectives, measures, performance targets, the evaluation period, feedback, or the professional development plan, the superintendent will make the final decision.

Administrator Evaluation Components

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

A. Leadership Performance and Practice (40%)

Forty percent (40%) of an administrator's evaluation shall be based on ratings of administrator performance and practice based on observation and evidence collection related to leadership practice and performance as articulated in *the Manchester Common Core of Leading.* Each administrator's performance and practice rating shall be based on the following observations and evidence:

- Two Planned Formal School-Site Observations of practice (four for all Assistant Principals and four for administrators new to the district, school, the profession, or who have received ratings of developing or below standard) (with written feedback using Form B Observation of Practice)
- Informal observations which may include brief observations of leadership practice (e.g. staff meetings, professional development, parent or student interactions); school-based instructional rounds; classroom walkthroughs; Board of Education meetings; Community Outreach; PPT meetings; school wide functions (with written feedback using Form B: Observation of Practice)
- All administrators will collect and share with the evaluator documents related to their performance and practice in support of their summative evaluation across all performance expectations of the Manchester Common Core of Leading. The administrators will be able to indicate the performance expectations, elements and indicators supported by each document. These documents may include:
  - School Improvement Plan
  - Faculty Meeting Agendas
  - Evidence of teacher professional development
  - Evidence of the administrator's own professional growth plan
  - Evidence of professional relationships
  - Administrator's reflections
  - School-Based Walkthrough documents including Problem of Practice
  - Timely and effective teacher evaluation documents
  - Self-evaluation
  - Survey results
  - Student achievement

The Manchester's Administrator Effectiveness and Performance Evaluation Committee created *the Manchester Common Core of Leading* based on a review of the Leader Evaluation Rubric in the *2013 SEED Handbook: Connecticut's System for Educator Evaluation and Development.* Appendix A shows the full rubric that will be used for all ratings of administrator performance and practice. In rating administrators against the rubric, the evaluator must identify a performance rating with written evidence to support the rating for each leadership standard; further, the evaluator must identify the strengths and growth areas of the administrator. Evaluators will be provided with training focused on the language of the rubric and its use in practice.

For central office administrators, the use of the district rubric is not required. The evaluator may generate ratings from evidence collected directly from the Common Core of Leading: Connecticut School Leadership Standards.

Manchester Public Schools will use the following structure to weight the six (6) Performance Expectations of the Manchester Common Core of Leading. These weightings will be reviewed at the goal setting conference.

Performance Expectations	**Weight** Principals MRA Director Assistant Principals Bentley Director Director Medical Careers	**Weight** Dir. Teaching /Learning Dir. Perf, Eval, &Talent Dev./Family and Community Partnership, Adult Ed. Coordinator Technology Supervisor Dir. School Counseling Special Ed. Supervisors Athletic Director Coord. Voc. Services
Vision, Mission, and Goals	20%	10%
Teaching and Learning	45%	50%
Organizational Systems and Safety	10%	5%
Families and Stakeholders	15%	25%
Ethics and Integrity	5%	5%
The Education System	5%	5%
Total		

B. Stakeholder Feedback (10%)

Ten percent (10%) of an administrator's summative rating shall be based on feedback from stakeholders on areas of administrator and/or school practice as described in the Connecticut Leadership Standards. Each administrator will identify one stakeholder feedback goal based on improvement over time. For school-based administrators, stakeholders solicited for feedback must include teachers and parents, but may include other stakeholders (other staff, community members, students, etc.). Central office administrators are rated based on feedback from the stakeholders whom the administrator directly serves. The population to provide stakeholder feedback for each administrator will be identified in writing during the fall goals conference.

Manchester Public Schools has elected to use data from School Climate surveys. Climate Surveys will be used by the district to assess and/or establish targets for improvement in leadership practice.

Surveys will be conducted at the district level and disaggregated at the school level. Parent surveys will be administered in a way that allows parents to feel comfortable providing feedback. Surveys will be confidential, and survey responses will not be tied to parents' names. Parent surveys will be administered every spring and trends will be analyzed from year-to-year. The district will ensure the survey is valid (that is, it measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time).

For any student response that may be collected:

- All student surveys must be administered during the school day;
- Any primary level student survey should be read to students to ensure understanding, and
- Student will be given 15 minutes to complete the survey.

Assessment of performance in Stakeholder Feedback will use the following rubric based on review of parent and teacher survey data as it relates to the goal established during the Goal Setting Conference.

Exceeded Goal	Met Goal	Partial Improvement	No Improvement
Exemplary Practice (4)	**Proficient Practice (3)**	**Developing Practice (2)**	**Ineffective Practice (1)**

Example: Target is to increase the rating on Parent Communication survey questions from 45% to 55% rating at effective. A 50% rating at effective (a 5% change) would constitute a ***Developing*** rating. If 55% rated the administrator as effective on Parent Communication survey questions, the goal would have been met and the rating would be proficient.

The following rubric will be used to assign a rating to the school's teachers on the school-level parent feedback goal.

Rating for the School's Teachers			
Highly Effective (4.00) Exceeded the objective	Effective (3.00) Met the objective	Developing (2.00) Partially met the objective	Ineffective (1.00) Did not meet the objective

2. Student Outcomes: An evaluation of an administrator's contribution to student academic progress, at the school and classroom level. This category is comprised of two components:

A: Student Learning (45%)

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

State measures of student learning (22.5%): The state will compute a School Performance Index (SPI) for each school using an average of student performance in all tested grades and subjects. The goal for all Connecticut schools is to achieve an SPI rating of 88, which indicates that on average all students are at the 'target' level. Each school will have two SPI goals:

1. School Performance Index (SPI) progress – changes from baseline in student achievement on Connecticut's standardized assessments.
2. SPI progress for student subgroups – changes from baseline in student achievement for subgroups on Connecticut's standardized assessments.

Locally-determined assessments of student learning (22.5%): The administrator's evaluation is based on locally determined measures of student learning including:

1. One assessment of student learning that also assessed by state administered assessments. Examples of such assessments may include NWEA MAP, NWEA MPG, DRA2, Science CMT, Science CAPT, and AP Exams.
2. One assessment that measures student outcomes for subjects and/or grades not measured by state-administered assessments.

Locally determined measures are selected using the following criteria:

- Alignment with performance targets identified in the District and/or School Improvement Plan.
- Relevant to the student population served by the administrator's school or district.
- Alignment with applicable Common Core State Standards and Connecticut learning standards.

- High school administrators must include the cohort and the extended graduation rate. Predictive indicators of graduation rates may include but are 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.
- Administrators serving in district roles, districts shall rate performance based on results in the group of schools, group of students, or subject area most relevant to the administrator's job responsibilities, or on district-wide student learning results.
- When setting targets or objectives, the superintendent or designee must include a review of relevant student characteristics (e.g., mobility, attendance, demographic and learning characteristics). The evaluator and administrator must also discuss the professional resources appropriate to supporting the administrator in meeting the performance targets.
- The State Department of Education has established a school classification system to support schools in the analysis and design of performance targets. Schools should determine their classification and refer to resources provided by CSDE as they develop their Indicators of Academic Growth and Development. The classifications are Excelling, Progressing, Transitioning, and Turnaround. For administrators assigned to a school in "review" or "turnaround" status, indicators will align with the performance targets set in the school's mandated improvement plan.

If the school improvement plan establishes student learning outcomes with specific and measurable learning targets, it is not necessary to create separate SLOs and IAGDs for the administrator evaluation process.

Administrator Role	SLO 1	SLO 2
Elementary or Middle School Principal	Non-tested subjects or grades	If available, one of the SLOs must be based on locally identified standardized assessments. Otherwise, broad discretion
Elementary or Middle School Assistant Principal	Non-tested subjects or grades	If available, one of the SLOs must be based on locally identified standardized assessments. Otherwise, broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant principal being evaluated.
High School Principal	Graduation Rates (meets the non-tested grades or subjects requirement)	If available, one of the SLOs must be based on locally identified standardized assessments. Otherwise , broad discretion
High School Assistant Principal	Graduation Rates (meets the non-tested grades or subjects requirement)	If available, one of the SLOs must be based on locally identified standardized assessments. Otherwise, broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant principal being evaluated.
District Administrator	If available, one of the SLOs must be based on locally identified standardized assessments. Otherwise, indicators may be based on results in the group of schools, group of students or subject area most relevant to the administrator's job responsibilities, or on district-wide student learning results. (meets the non-tested grades or subjects requirement)	

For each SLO, the administrator must identify the Indicator of Academic Growth and Development (IAGD) that will demonstrate whether the SLO was met. Each IAGD must clearly identify:

1. The population of students to be assessed.
2. The name of the assessment or measurement to provide evidence of student learning.
3. The score that defines the targeted performance level.
4. Proportion of students projected to achieve the targeted performance level.

Example Student Learning Objectives and Indicators of Student Growth and Development.

Grade Level	SLO / IAGD
2nd Grade	There will be a 15% increase in students meeting the math and reading grade level norm or NWEA growth target from Fall to Winter.
Middle School Science	78% of students will attain proficient or higher on the science inquiry strand of the CMT in May.
High School	9th grade students will accumulate sufficient credits to be in good standing as sophomores by June.
Central Office Administrator	The percentage of grade 3 students in all elementary schools reading at or above grade level will improve from 78% to 85%.

Each SLO will be scored using the following rubric:

Exemplary 4	Proficient 3	Developing 2	Ineffective 1
At least 90% of projected proportion of students met the IAGD target.	At least 70% of projected proportion of students met the IAGD target.	At least 60% of projected proportion of students met the IAGD target.	Less than 60% of projected proportion of students met the IAGD target.

B. Teacher Effectiveness Outcomes (5%)

Five percent (5%) of an administrator's summative rating shall be based on teacher effectiveness outcomes as measured by the percentage of teachers who are rated highly effective or effective on the Student Learning Objectives (SLOs) outlined in their performance evaluations.

The teacher effectiveness rating of principals shall be based on the teachers that have a home base in their school. The teacher effectiveness rating for assistant principals, district administrators, and non-school based administrators shall be based on the teachers they are responsible for evaluating. If an administrator's job duties do not include teacher evaluation, then the teacher effectiveness rating for the school or district shall apply to the administrator. The group of teacher upon which the administrator's teacher effectiveness rating will be based shall be identified on the administrators goals form.

An administrator's assessment of teacher effectiveness is based on the following rubric:

Exemplary (4)	**Proficient (3)**	**Developing (2)**	**Ineffective (1)**
81-100% of teacher IAGD ratings are *highly effective(4) or effective (3)*	61-80% of teacher IAGD ratings are *highly effective(4) or effective (3)*	41-60% of teacher IAGD ratings are *highly effective(4) or effective (3)*	0-40% of teacher IAGD ratings are *highly effective(4) or effective (3)*

Career Development and Professional Growth

Professional learning opportunities for Manchester's administrators will be linked to their school improvement plan, which will highlight the school's work within the areas of academics, culture and climate, and talent development. Various quantitative and qualitative measures will be used to garner evidence of successes and challenges and ultimately pinpointing rich professional learning opportunities.

Through their Professional Growth Planning, administrators can adapt their own professional development after receiving feedback and guidance from their direct supervisor.

Professional Growth Options include, but are not limited to the following:

A. **Peer Coaching** – The peer coaching option includes the participation of two or more administrators to practice peer support through a collegial approach to the observation and review of learning situations in the

classroom. This option requires participation in a training component designed to assist in observation, feedback, and communications techniques.

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

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

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

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

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.

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

Aggregate and Summative Scoring

Overview of summative scoring process

The process for determining summative evaluation ratings has three steps:

Step 1: Determine the **Summative Leadership Practice Rating** based on the Summative Performance and Practice rating (40%) and Stakeholder Feedback rating (10%)

Step 2: Determine the **Summative Student Outcomes Rating** based on the IAGD #1 rating (22.5%), IAGD #2 rating (22.5%), and Teacher Effectiveness rating (10%).

Step 3: Determine the **Overall Summative Rating** using the ***Summative Rating Matrix*** found on the next page

Step 1: Summative Leadership Practice Rating

Summative Performance and Practice rating (40%)

The evaluator completes the Summative Performance and Practice Rating on the first two pages of Form F. These ratings consider the formal and informal observations of performance and practice and the documentation submitted as evidence toward the achievement of goals. These rating are weighted according to the values given on 13.

Stakeholder Feedback Rating (10%)

The Stakeholder Feedback rating is determined in May on Form D Whole school Goals Rating using the rubric below. This rating is entered onto the third page of Form F.

Exceeded Goal	**Met Goal**	**Partial Improvement**	**No Improvement**
Exemplary Practice (4)	**Proficient Practice (3)**	**Developing Practice (2)**	**Ineffective Practice (1)**

Summative Leadership Practice Rating (50%)

The weighted scores of the two components are added to produce a combined score for Summative Leadership Practice. The rating is assigned using the rubric below.

Summative Score	3.51 – 4.0	2.5 – 3.5	1.5 – 2.49	1- 1.49
Final Rating	**Exemplary**	**Proficient**	**Developing**	**Below Standard**

Step 2: Summative Student Outcomes Rating

IAGD #1 Rating (22.5%) and IAGD #2 Rating (22.5%)

The IAGD ratings are each determined in May on Form D Whole school Goals Rating using the rubric below. These ratings are entered onto the forth page of Form F.

Exemplary 4	Proficient 3	Developing 2	Ineffective 1
At least 90% of projected number of students met the IAGD target.	At least 70% of projected number of students met the IAGD target.	At least 60% of projected number of students met the IAGD target.	Less than 60% of project-ed number of students met the IAGD target.

Teacher Effectiveness Rating (5%)

The teacher effectiveness rating is determined on Form F by computing the average of both IAGD ratings for all the teachers in the group of teachers identified on Form A: Administrator Goals. The rating is determined using the rubric below.

Exemplary (4)	Proficient (3)	Developing (2)	Ineffective (1)
81-100% of teacher IAGD ratings are *highly effective(4) or effective (3)*	61-80% of teacher IAGD ratings are *highly effective(4) or effective (3)*	41-60% of teacher IAGD ratings are *highly effective(4) or effective (3)*	0-40% of teacher IAGD ratings are *highly effective(4) or effective (3)*

Summative Student Outcomes Rating (50%)

The weighted scores of the three components are added to produce a combined score for Summative Student Outcomes. The rating is assigned using the rubric below.

Summative Score	3.51 – 4.0	2.5 – 3.5	1.5 – 2.49	1- 1.49
Final Rating	**Exemplary**	**Proficient**	**Developing**	**Below Standard**

Step 3: Overall Summative Rating

The Overall Summative Rating combines the Summative Leadership Practice Rating and Summative Student Outcomes Rating using the following matrix. If the two categories are highly discrepant (e.g., a rating of 4 for practice and a rating of 1 for outcomes), then the supervisor should examine the data and gather additional information in order to make a final rating.

	Summative Rating Matrix	*Overall Leadership Practice Rating*			
		Exemplary	**Proficient**	**Developing**	**Ineffective**
Overall Student Outcomes Rating	**Exemplary**	**Rate Exemplary**	**Rate Exemplary**	**Rate Proficient**	***Gather further information***
	Proficient	**Rate Exemplary**	**Rate Proficient**	**Rate Proficient**	**Rate Developing**
	Developing	**Rate Proficient**	**Rate Proficient**	**Rate Developing**	**Rate Developing**
	Ineffective	***Gather further information***	**Rate Developing**	**Rate Developing**	**Rate Ineffective**

Definition of Effectiveness and Ineffectiveness

Novice administrators shall generally be deemed effective if they receive 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 they receive at least two sequential developing ratings or one below standard rating at any time.

Individual Administrator Improvement and Remediation Plans

Manchester Public Schools will create plans of individual improvement and/or remediation for principals whose performance level is ***developing or ineffective***. These plans will be collaboratively developed with the administrator and his or her exclusive bargaining representative (see Form D). The plan must:

- Identify resources, support and other strategies to be provided to the administrator to address documented deficiencies;
- Indicate a timeline for implementing such resources, support or other strategies in the course of the same year that the plan is issued; and
- Include indicators of success, including a summative rating of proficient or better at the conclusion of the improvement or remediation plan.

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

Administrator Support Plan Procedures

1. If the summative performance of an administrator is rated proficient, 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.
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 two-person support team. This team will consist of an administrator selected by the evaluatee and an administrator 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.
8. The Administrator Support Plan will be implemented by the evaluator working in conjunction with the administrator. Both parties are responsible for taking appropriate and timely measures in an effort to effect an improvement in the administrator's professional practice.
9. If an improvement is not evident after stated estimation of time (see Step 7) additional action may be taken to either intensify support or begin action in support of dismissal.

Training for Evaluators of Administrators

- The district began training all administrators during the 2013-2014 school year using videos of various grade level and content area teachers. Administrators viewed videos, scripted evidence, and took part in small and large group discussions regarding the use of our rubric and evidence to support scores. During the 2014 – 2015 school year, all MPS administrators engaged in a Learning Walk Series at all schools across the district aimed at calibrating scoring practices and providing meaningful feedback.
- For the 2015-2016 school year the district will continue this training plan for administrators that focuses on gathering quality evidence and building a culture of reflective coaching for all. This culture will be established by having teams of administrators visiting schools on a regular basis. Developing a habit of visiting classrooms regularly and debriefing after each visit will allow administrators to place evidence that has been observed and gathered into context. Each team will utilize our rubric and begin looking at various domains of the rubric, such as highly-effective instruction, to pinpoint feedback and look for trends that will inform professional learning opportunities at the teacher, grade and school level.

Evaluation Reporting, Audit, and Validation

- The superintendent shall report the status of administrator evaluations to the board of education on or before July first of each year.
- Not later than June thirtieth of each year, the superintendent shall report to the Commissioner of Education the status of the implementation of administrator evaluations, including the frequency of evaluations, aggregate evaluation ratings, the number of administrators who have not been evaluated and other requirements as determined by the Department of Education.
- At the request of the district or an employee, the State Department of Education or a third-party entity approved by the SDE will audit the evaluation components that are combined to determine an individual's summative rating in the event that such components are significantly dissimilar (i.e. include both exemplary and below standard ratings) to determine a final summative rating.
- The State Department of Education or a third-party designated by the SDE will audit evaluations ratings of exemplary and below standard to validate such exemplary or below standard ratings by selecting ten districts at random annually and reviewing evaluation evidence files for a minimum of two educators rated exemplary and two educators rated below standard in those districts selected at random, including at least one administrator rated exemplary and at least one administrator rated below standard per district selected.

Appendix

Appendix A - Manchester Review of Common Core of Leading

Expectations, Elements, and Indicators

Vision Mission and Goal

Teaching and Learning

Organizational Systems and Safety

Families and Stakeholders

Ethics and Integrity

The Education System

Appendix B - Forms

Form A: Administrator Goals

Form B: Midyear Conference

Form C: Observation of Administrator Practice

Form D: Whole school Goals Rating

Form E: Administrator Practice Self-Evaluation and Documentation

Form F: Summative Evaluation

Form G: Administrator Support Plan

Appendix A - Manchester Common Core of Leading

The Manchester's Administrator Effectiveness and Performance Evaluation Committee created the Manchester Common Core of Leading based on a review of the Leader Evaluation Rubric in the 2013 SEED Handbook*: Connecticut's System for Educator Evaluation and Development.* This rubric will be used for all ratings of administrator performance and practice.

Performance Expectation 1: Vision, Mission and Goals

Element 1A: High Expectations for All and Shared Commitments to Implement and Sustain the Vision, Mission and Goal

1A1. Uses information and analysis to shape support vision, mission and goals

1A2. Aligns vision, mission, and goals to policies

1A3. Diverse perspectives, collaboration and effective learning

1A4 .Promotes shared understandings of vision, mission, and goals to guide decisions & evaluation of outcomes

Element 1B: Continuous Improvement toward the Vision, Mission and Goals

1B1. Analyzes data to identify needs and gaps between outcomes and goals

1B2. Uses data and collaborates to design, assess and change programs

1B3. Identifies and addresses barriers to achieving goals

1B4. Seeks and aligns resources

Performance Expectation 2: Teaching and Learning

Element 2A: Strong Professional Culture

2A1. Works to create a professional culture to close the achievement gap.

2A2. Supports and evaluates professional development

2A3. Fosters inquiry and collaboration for improvement

2A4. Supports teacher reflection and leadership

2A5. Provides feedback to improve instruction

Element 2B: Curriculum and Instruction

2B1. Aligns curriculum, instruction and assessment to standards built into the curriculum

2B2. Improves instruction for the diverse needs of all students

2B3. Provides resources and opportunities for extended learning for students beyond the classroom

2B4. Supports the success of faculty and students as global citizens

2B5. Promotes the use of technology to enhance and support student learning

Element 2C: Assessment and Accountability

2C1. Uses multiple sources of information to improve instruction

2C2. Staff evaluation

2C3. Communicates progress

Performance Expectation 3: Organizational Systems and Safety

Element 3A: Welfare and Safety of Students, Faculty and Staff

3A1. Safety and security plan

3A2. Positive school climate for learning

3A3. Community behavior standards for learning

Element 3B: Operational Systems

3B1. Evaluate and improve school operational systems and procedures

3B2. Safe physical plant

3B3.Data systems to inform practice

3B4.Equipment and technology for learning

Element 3C: Fiscal and Human Resources

3C1. Aligns resources to goals

3C2. Recruits and retains staff

Performance Expectation 4: Families and Stakeholders

Element 4A: Collaboration with Families and Community Members

4A1. Accesses and coordinates family and community resources

4A2. Engages families in decisions

4A3. Communicates effectively with families and community

Element 4B: Community Interests and Needs

4B1. Understands and accommodates diverse student and community needs

4B2. Capitalizes on diversity

4B3. Collaborates with community programs

Element 4C: Community Resources:

4C1. Collaborates with community agencies, businesses, and other organizations

4C2. Develops relationships with community agencies, businesses, and other organizations

Performance Expectation 5: Ethics and Integrity

Element 5A: Ethical and Legal Standards of the Profession

5A1. Professional responsibility

5A2. Ethics and integrity

5A3. Equity and social justice

5A4. Rights and confidentiality

Element 5B: Personal Values and Beliefs

5B1. Respects the dignity and worth of each individual

5B2. Models respect for diversity and equitable practices

5B3. Advocates for mission, vision and goals

5B4. Ensures a positive learning environment

Element 5C: High Standards for Self and Others

5C1. Lifelong learning

5C2. Support of professional learning

5C3. Allocates resources equitably

5C4. Promotes appropriate use of technology

Performance Expectation 6: The Education System

Element 6A: Professional Influence

6A1. Promotes discussion within the school community to improve public understanding about current educational laws, policies and regulations

6A2. Builds relationships with stakeholders and policymakers

6A3. Advocates for equity, access and adequacy of student resources in the community

Element 6B: The Educational Policy Environment

6B1. Accurately communicate educational performance

6B2. Uphold laws and influences educational policies and regulations

Element 6C: Policy Engagement

6C1. Advocates for public policies to support the present and future educational needs of students

6C2. Promotes public policies to ensure appropriate, adequate and equitable human and fiscal resources

6C3. Collaborates with leaders to inform planning, policies and programs

Manchester Public Schools

LEADER EVALUATION RUBRIC

Performance Expectation 1: Vision, Mission and Goals

Education leader 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 1A: High Expectations for All and Shared Commitments to Implement and Sustain the Vision, Mission and Goal

Leaders ensure that the creation of the vision, mission and goals establishes high expectations for all students and staff. 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	Exemplary	Proficient	Developing	Ineffective
1A1. Uses information and analysis to shape vision, mission and goals	Uses a wide-range of data including local, state, national data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.	Uses varied relevant sources of information district data and analyzes data about current practices and outcomes to shape a vision, mission and goals.	Uses some district data to set goals for students Supports a vision and mission based on basic data and analysis.	Relies on their own knowledge and assumptions to support school-wide vision, mission and goals.
1A2. Aligns vision, mission, and goals to policies	Builds the capacity of all staff to ensure the vision, mission and goals are aligned to district, state and federal policies.	Aligns the vision, mission and goals of the school to district, state and federal policies.	Establishes school vision, mission and goals that are partially aligned to district and state priorities.	Does not align the school's vision, mission and goals to district, state or federal policies.

Indicator	Exemplary	Proficient	Developing	Ineffective
1A3. Diverse perspectives, collaboration and effective learning	Actively advocates for high expectations with all stakeholders and builds staff capacity to implement a shared vision for high student achievement.	Incorporates diverse perspectives and collaborates with all stakeholders to develop a shared vision, mission and goals so that all students have equitable and effective learning opportunities.	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.	Provides limited opportunities for stakeholder involvement in developing and implementing, the school's vision, mission and goals. Creates a vision, mission and goals that set low expectations for students.
1A4 . Promotes shared understandings of vision, mission, and goals to guide decisions & evaluation of outcomes	Engages and empower staff and other stakeholders to take responsibility for selecting and implementing effective improvement strategies and sustaining progress toward the vision, mission and goals.	Develops shared understandings, commitments and responsibilities with the school community and other stakeholders for the vision, mission and goals to guide decisions and evaluate actions and outcomes.	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.	Tells selected staff and stakeholders about decision making processes related to implementing and sustaining the vision, mission and goals.

Element 1B: 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	Exemplary	Proficient	Developing	Ineffective
1B1. Analyzes data to identify needs and gaps between outcomes and goals	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.	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.	Uses data to identify gaps between current outcomes and goals for some areas of school improvement.	Is unaware of the need to analyze data and information to assess progress toward student achievement goals and the vision and mission.
1B2. Uses data and collaborates to design, assess and change programs	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 through the School Improvement Plan.	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 through the School Improvement Plan.	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.	Is unaware of the need to use data, research or best practice to inform and shape programs and activities.
1B3. Identifies and addresses barriers to achieving goals	Focuses conversations, initiatives and plans to address 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 or develop staff.	Identifies and addresses barriers to achieving the vision, mission and goals.	Identifies barriers to the achievement of the school's vision, mission and goals on a situational level.	Does not proactively identify barriers to achieving the vision, mission and goals, or does not address identified barriers.

Indicator	Exemplary	Proficient	Developing	Ineffective
1B4. Seeks and aligns resources	Prioritizes the allocation of resources to be consistent with the school's vision, mission and goals.	Seeks and aligns resources to achieve the vision, mission and goals as articulated in the School Improvement Plan	Aligns resources to some initiatives related to the school's vision, mission and goals.	Is unaware of the need to seek or align resources necessary to sustain the school's vision, mission and goals.

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LEADER EVALUATION RUBRIC

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 2A: 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	Exemplary	Proficient	Developing	Ineffective
2A1. Works to create a professional culture to close the achievement gap	Regularly shares ongoing data on achievement gap 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.	Develops shared understanding and commitment to close achievement gaps so that all students achieve at their highest levels.	Uses student outcome data formulate an understanding of the achievement gap. Is developing a professional commitment to improvement for all students.	Is unaware what is required to close the achievement gap. Is working toward improvement for only some students.
2A2. Supports and evaluates professional development	Works with staff to provide job-embedded professional development and follow-up supports aligned to specific learning needs of staff and students. Collaborates with staff to monitor and evaluate the effectiveness of professional development based on student outcomes and the school and district improvement plans.	Provides supports and evaluates the effectiveness of professional development to broaden faculty teaching skills to meet the needs of all students.	Provides professional development that addresses some but not all faculty and student needs for improvement.	Provides professional development that is misaligned with faculty and student needs.

Indicator	Exemplary	Proficient	Developing	Ineffective
2A3. Fosters inquiry and collaboration for improvement	Develops processes for continuous inquiry with all staff that inspires others to seek opportunities for personal and professional growth. Builds a culture of candor, openness to new ideas and collaboration to improve instruction with all staff.	Promotes staff opportunities for personal and professional growth through continuous inquiry. Cultivates respect for diverse ideas and inspires others to collaborate to improve teaching and learning.	Models opportunities for self growth. Encourages staff collaboration and growth to improve teaching and learning.	Establishes most strategies and directions without staff collaboration and is rarely open to new ideas and strategies. Is seldom involved in faculty conversations to resolve student learning challenges.
2A4. Supports teacher reflection and leadership	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.	Provides support, time and resources to engage faculty in reflective practice that leads to evaluating and improving instruction and in pursuing leadership opportunities.	Recognizes the importance of teacher reflection and provides some opportunities for teachers to reflect on classroom practices and their leadership interests.	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.
2A5. Provides feedback to improve instruction	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.	Provides timely, accurate, specific and ongoing feedback and monitoring using data, assessments and evaluation methods that improve teaching and learning.	Provides sporadic feedback based on data, assessments, or evaluations. Monitors some teachers' practice for improvements based on feedback.	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.

Element 2B: 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	Exemplary	Proficient	Developing	Ineffective
2B1. Aligns curriculum, instruction and assessment to standards built into the curriculum	Builds the capacity of all staff to collaboratively develop, implement and evaluate curriculum and instruction that meets or exceeds state and national standards. Monitors and evaluates the alignment of all instructional processes.	Promotes a shared understanding of curriculum, the alignment of curriculum, assessment, and instruction. Ensures the development, implementation and evaluation of curriculum, instruction and assessment by aligning content standards, teaching, professional development and assessment methods.	Possesses an understanding of state and national standards. Promotes instruction and assessment methods that are loosely aligned to standards.	Is unaware of how to align curriculum standards with instruction and assessments.
2B2. Improves instruction for the diverse needs of all students	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.	Advocates evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations through data team practices.	Promotes evidence-based instructional practices that address the learning needs of some but not all student populations.	Ignores instructional strategies that do not meet the diverse learning needs of students. Is unaware how to analyze student progress using student data and work.
2B3. Provides resources and opportunities for extended learning for students beyond the classroom	Builds strong faculty commitment to extending learning beyond the classroom. Collaborates with faculty to attain necessary resources and provide students with ongoing support for extended learning beyond the classroom.	Provides students with access to instructional resources and support to extend their learning beyond the classroom.	Provides inconsistent support and resources for extending learning opportunities beyond the classroom.	Identifies only limited resources and supports for extending learning beyond the classroom.

Indicator	Exemplary	Proficient	Developing	Ineffective
2B4. Supports the success of faculty and students 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.	Assists faculty and students to continually develop the knowledge, skills and dispositions to live and succeed as global citizens.	Supports some staff and students in developing their understanding of the knowledge, skills and dispositions needed for success as global citizens.	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.
2B5. Promotes the use of technology to enhance and support student learning	Promotes the use of technological and digital resources, encouraging staff to embed resources into daily instruction that engage students in problem-solving and critical thinking activities. Provides on- going support to staff to help students analyze, interpret and communicate information in order to demonstrate and apply learning.	Provides guidance for teachers to access information through a variety of media formats in order to engage students in learning through the use of technology.	Acknowledges the importance of information through a variety of media formats.	Recognizes that technology can be used as a teacher tool to create worksheets, record student grades, allow for visual presentation of content.

Element 2C: 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	Exemplary	Proficient	Developing	Ineffective
2C1. Uses multiple sources of information to improve instruction	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.	Uses district and state assessments and multiple sources of information to analyze student performance, advance instructional accountability and improve teaching and learning.	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.	Monitors limited sources of student information and staff evaluation data. Does not connect information to school goals and/or instruction.
2C2. Staff evaluation	Provides additional evaluation activity, feedback, and support to promote the ongoing professional growth of the staff. Develops and supports individual staff learning plans and school improvement goals based on evaluations.	Implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement and accurately differentiates ratings.	Completes evaluations for all staff according to stated requirements. Uses some evaluation results to inform professional development.	Conducts occasional classroom observations for some staff. Does not connect evaluation results to professional development or school improvement goals.
2C3. Communicates progress	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.	Interprets data and communicates progress toward the vision, mission and goals for faculty and all other stakeholders.	Provides updates on student progress to faculty and families.	Provides limited information about student progress to faculty and families.

Manchester Public Schools

LEADER EVALUATION RUBRIC

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 3A: 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	Exemplary	Proficient	Developing	Ineffective
3A1. Safety and security plan	Continuously engages the school community in the development, implementation and evaluation of a comprehensive safety and security plan.	Develops, implements, and evaluates a comprehensive safety and security plan in collaboration with district, community and public safety responders.	Develops a safety and security plan and monitors its implementation. Creates minimal engagement with the community around safety plan.	Insufficiently plans for school safety and security.
3A2. Positive school climate for learning	Actively engages the staff and community to review and strengthen a positive school climate that supports and sustains learning, social/emotional safety and success for every member of the school community.	Advocates for, creates and supports collaboration that fosters a positive school climate which promotes the learning, and the social and emotional well-being, and safety of the school community.	Seeks input and discussion from school community members to build an understanding of school climate. Plans to develop a school climate focused on learning and social/ emotional safety.	Is unaware of the link between school climate and student learning. Acts alone in addressing school climate issues.
3A3. Community behavior standards for learning	Builds ownership for all staff, community and students to develop and monitor community standards for accountable student behavior. Students, staff and parents all hold themselves and each other accountable for following the established standards of behavior.	Involves families and the community in developing, implementing and monitoring community standards for accountable behavior to ensure student learning.	Develops and informs staff about community standards for accountable behavior. Monitors for implementation of established standards.	Uses own judgment to develop standard for behavior. Does not consistently implement or monitor norms for accountable behavior.

Element 3B: Operational Systems

Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

The Leader…

Indicator	Exemplary	Proficient	Developing	Ineffective
3B1. Evaluate and improve school operational systems and procedures	Plans ahead for learning needs and proactively creates improved school operational systems to support new instructional strategies.	Uses problem-solving skills and knowledge of operational planning to continuously evaluate and revise the operational systems.	Reviews existing school operations and systems processes and plans for their improvement to operational systems.	Ineffectively monitors school operational processes systems. Makes minimal improvements to the operational system.
3B2. Safe physical plant	Develops systems to maintain and improve the physical plant and rapidly resolve any identified safety issues.	Ensures a safe physical plant according to local, state and federal guidelines and legal requirements for safety.	Maintains minimum safety requirements and has no plan to evaluate the physical plant to ensure that its legal requirements for safety.	Maintains a physical plant that does not meet guidelines and legal requirements for safety.
3B3.Data systems to inform practice	Routinely gathers regular input from faculty on new communications or data systems that could improve practice.	Facilitates the development of communication and data systems that assure the accurate and timely exchange of information to inform instructional practice and school operations.	Uses communication and data systems to provide support to instructional practice and the operations of the school.	Uses existing data systems that provide inadequate information to inform instructional practice and the operations of the school.
3B4.Equipment and technology for learning	Develops capacity among the school community to acquire, maintain and ensure security of equipment and technology and to use technology to improve the teaching and learning environment.	Oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment.	Maintains existing technology and identifies new technology that supports learning.	Uses existing equipment and technology that ineffectively supports the teaching and learning environment.

Element 3C: Fiscal and Human Resources

Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

The Leader…

Indicator	Exemplary	Proficient	Developing	Ineffective
3C1. Aligns resources to goals	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.	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.	Develops and operates a budget within fiscal guidelines. Aligns resources to school goals and to strengthening professional practice.	Operates a budget that does not align with district or state guidelines. Allocates resources that are not aligned to school goals.
3C2. Recruits and retains staff	Involves all stakeholders in processes to recruit, select and support exemplary staff. Implements strategies and practices that successfully retain and develop effective staff in the school and district.	Implements practices to recruit support and retain highly qualified staff.	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.	Uses hiring processes that involve few recruiting sources. Provides limited support for early career teachers and has few strategies to retain teachers.

Manchester Public Schools

LEADER EVALUATION RUBRIC

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 4A: Collaboration with Families and Community Members

Leaders ensure the success of all students by collaborating with families and stakeholders.

The Leader…

Indicator	Exemplary	Proficient	Developing	Ineffective
4A1. Accesses and coordinates family and community resources	Consistently seeks and mobilizes family and community resources and support aligned to improving achievement for all students.	Coordinates the resources of schools, family members and the community to improve student achievement.	Reaches out to the broader community to access resources but are not consistently aligned to student learning.	Is unaware of how to accesses resources or support from families and the community.
4A2. Engages families in decisions	Engages families consistently in understanding and contributing to decisions about school-wide and student-specific learning needs.	Welcomes and engages all families in decision making to support their children's education.	Welcomes family involvement in some school decisions and events that support their children's education.	Provides limited opportunities for families to engage in educational decisions. Does not ensure that families feel welcome in the school environment.
4A3. Communicates effectively with families and community	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.	Uses a variety of strategies to engage in open communication with staff and families and community members.	Provides opportunities for families and community members to share input and concerns with the school.	Limits opportunities for families and community members to share input or concerns with the school.

Element 4B: 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	Exemplary	Proficient	Developing	Ineffective
4B1. Understands and accommodates diverse student and community needs	Collaborates with staff to meet the diverse needs of students and the community.	Understands and addresses the diverse needs of student and community needs and dynamics.	Collects information to understand diverse student and community needs. Provides some accommodations for diverse student and community needs.	Uses limited resources to understand diverse student needs. Demonstrates limited knowledge of community needs and dynamics.
4B2. Capitalizes on diversity	Integrates community diversity into multiple aspects of the educational program to meet the learning needs of all students.	Capitalizes on the diversity of the community as an asset to strengthen education.	Values community diversity. Develops some connections between community diversity and educational programs.	Demonstrates limited awareness of community diversity as an educational asset.
4B3. Collaborates with community programs	Builds and regularly reviews and strengthens partnerships with community programs to meet the diverse needs of all students.	Collaborates with community programs serving students with diverse needs.	Collaborates with community programs to meet some student learning needs.	Establishes limited collaboration with community programs that address few student learning needs.

Element 4C: Community Resources

Leaders maximize shared resources among schools, districts and communities in conjunction with other organizations and agencies that pro- vide critical resources for children and families.

The Leader…

Indicator	Exemplary	Proficient	Developing	Ineffective
4C1. Collaborates with community agencies, businesses, and other organizations	Proactively collaborates and empowers staff to identify and prioritize essential resources and services for children and families. Collaborates with community agencies to provide prioritized services and consistently evaluates service quality.	Collaborates with community agencies for health, social and other services that provide essential 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.	Provides limited or no access to community resources and services to children and families.
4C2. Develops relationships with community agencies, businesses, and other organizations	Collaborates with staff to assess and develop ongoing relationships with community agencies aligned to school needs.	Develops mutually beneficial relationships with community organizations and agencies to share school and community resources.	Develops relationships with community organizations and agencies.	Develops limited relationships with community agencies. Inconsistently meets the needs of the school community.

Manchester Public Schools

LEADER EVALUATION RUBRIC

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 5A: Ethical and Legal Standards of the Profession

Leaders demonstrate ethical and legal behavior.

The Leader…

Indicator	Exemplary	Proficient	Developing	Ineffective
5A1. Professional responsibility	Exhibits and promotes professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators and continuously communicates, clarifies and collaborates to ensure professional responsibilities for all educators.	Exhibits and promotes professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators.	Does not consistently exhibit or promote professional responsibility in accordance with the Connecticut Code of Professional Responsibility for Educators.	Does not exhibit or promote professional responsibility in accordance with the Connecticut Code of Professional Responsibility for Educators.
5A2. Ethics and integrity	Builds shared personal and professional ethical practices and integrity.	Models personal and professional ethics and integrity while encouraging others to the same standards.	Does not consistently demonstrate personal and professional ethical practices and integrity	Does not demonstrate personal and professional ethical practices and integrity.
5A3. Equity and social justice	Actively promotes and uses professional influence to ensure that all students have access to educational opportunities.	Uses professional influence to foster and sustain educational equity and social justice for all students and staff.	Earns respect and is building professional influence to foster educational equity and social justice for all students and staff.	Does not consistently promote educational equity and social justice for all students and staff.
5A4. Rights and confidentiality	Builds a shared commitment to protecting the rights of all students and stakeholders. Maintains confidentiality, as appropriate.	Protects the rights of students, families and staff and maintains confidentiality.	Does not consistently protect the rights of students, families and staff and/or maintain appropriate confidentiality.	Does not protect the rights of students, families and staff and/or maintain appropriate confidentiality.

Element 5B: 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	Exemplary	Proficient	Developing	Ineffective
5B1. Respects the dignity and worth of each individual	Promotes and demonstrates respect for the inherent dignity and worth of everyone.	Consistently demonstrates respect for the inherent dignity and worth of each individual.	Does not consistently treat everyone with respect.	Does not treat everyone with respect.
5B2. Models respect for diversity and equitable practices	Builds a shared commitment to and respect for diversity and equitable practices for all stakeholders.	Consistently demonstrates respect for diversity and equitable practices for all stakeholders.	Does not consistently demonstrate respect for diversity and equitable practices for all stakeholders	Does not demonstrate respect for diversity and equitable practices for all stakeholders.
5B3. Advocates for mission, vision and goals	Continuously engages the participation and support of all stakeholders towards the commitments stated in the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.	Demonstrates commitment stated in the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.	Advocates for the commitments stated in the school's vision, mission and goals.	Does not advocate for or act on commitments stated in the mission, vision and goals.
5B4. Ensures a positive learning environment	Anticipates and overcomes challenges and collaborates with others to ensure a positive learning environment.	Overcomes challenges and leads others to contribute to a positive learning environment.	Addresses some challenges or engages others to contribute to a positive learning environment.	Does not address challenges or contribute to a positive learning environment.

Element 5C: 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	Exemplary	Proficient	Developing	Ineffective
5C1. Lifelong learning	Models reflection and continuous growth by publicly sharing their own learning process based on research and best practices and its relationship to organizational improvement.	Models, reflects on and builds capacity for lifelong learning through understanding of research and best practices.	Recognizes the importance of personal learning needs of self and others. Uses some research and best practices for professional growth for self and others.	Does not engage in or seek personal professional learning opportunities for self and others.
5C2. Support of professional learning	Supports and collaboratively uses differentiated professional development strategies to strengthen curriculum, instruction based on an analysis of assessed and observed data.	Supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction, and assessment.	Supports professional development that is primarily related to curriculum and instructional needs.	Does not consistently support and use professional development to strengthen curriculum, instruction and assessment.
5C3. Allocates resources equitably	Actively seeks and allocates resources to equitably build, sustain and strengthen a high level of school performance.	Allocates resources equitably to sustain and strengthen a high level of school performance.	Allocates resources to sustain and strengthen some school performance.	Does not equitably use resources to sustain and strengthen school performance.
5C4. Promotes appropriate use of technology	Is highly skilled at understanding, modeling and guiding the legal, social and ethical use of technology among all members of the school community.	Promotes the legal, social and ethical use of technology among all members of the school community.	Demonstrates a limited understanding of the legal, social and ethical implications for its use.	Does not demonstrate an understanding of the legal, social and ethical implications for its use.

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LEADER EVALUATION RUBRIC

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 6A: Professional Influence

Leaders improve the broader, social, cultural, economic, legal and political contexts of education for all students and families.

The Leader…

Indicator	Exemplary	Proficient	Developing	Ineffective
6A1. Promotes discussion within the school community to improve public understanding about current educational laws, policies and regulations	Actively communicates and engages the school community in dialogue about educational issues that may lead to proactive change within and beyond his/her own school.	Promotes discussion and communicates effectively within the school community about federal, state and local laws, policies and regulations affecting education.	Follows current education legislation and policies, and promotes some opportunities to share information with the school community.	Does not keep current on federal, state and local education laws, polices and regulations and has limited conversations about how they impact education.
6A2. Builds relationships with stakeholders and policymakers	Actively engages local, regional and/or national stakeholders and policymakers through local community meetings and state or national organizations, using various modes of communication.	Develops and maintains relationships with a range of stakeholders and policymakers to identify, understand, respond to and influence issues that affect education.	Maintains a professional but limited relationship with stakeholders and policymakers.	Takes few opportunities to build relationships with stakeholders in the community and policymakers.
6A3. Advocates for equity, access and adequacy of student resources in the community	Actively engages the school community to successfully and appropriately advocate for equal and adequate access to services and resources for all.	Advocates for equity, access and adequacy in providing for student needs using a variety of strategies to meet the goals of the school.	Is learning how to locate, acquire and access programs, services, or resources to promote equity and achieve school goals.	Possesses limited understanding and/ or ineffectively uses resources.

Element 6B: The Educational Policy Environment

Leaders uphold and contribute to policies and political support for excellence and equity in education.

The Leader…

Indicator	Exemplary	Proficient	Developing	Ineffective
6B1. Accurately communicate educational performance	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.	Collects, analyzes, evaluates and accurately communicates data about educational performance in a clear and timely way to gain support for policies that impact excellence and equity in education.	Reviews school growth measures and student data. Conducts basic data analyses and communicates data about educational performance.	Ineffectively communicates with members of the school and the community. Does not fully understand growth, trends and implications for improvement.
6B2. Uphold laws and influences educational policies and regulations	Works with district, state and/or national leaders to advocate for policies that support excellence and equity in education.	Upholds federal, state and local laws and promote policies and regulations in support of excellence and equity in education.	Upholds federal, state and local laws and seeks to engage in public discourse about policies and regulations to support education.	Does not consistently uphold laws, regulations and does not contribute to policies to support excellence and equity in education.

Element 6C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

The leader

Indicator	Exemplary	Proficient	Developing	Ineffective
6C1. Advocates for public policies to support the present and future educational needs of students	Is actively engaged in work that promotes equitable and appropriate policies to ensure that all children have an equal opportunity to learn.	Advocates for public policies and administrative procedures that provide for present and future needs of children to improve equity and excellence in education.	Communicates with the community about policies supports equity and excellence in education.	Does not advocate for policies and procedures to meet the needs of all students.
6C2. Promotes public policies to ensure appropriate, adequate and equitable human and fiscal resources	Is actively engaged with local, 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.	Promotes public policies that ensure appropriate, adequate and equitable human and fiscal resources to improve student learning.	Supports fiscal policies and guidelines that align resources to meet school goals and student needs. Equitably allocates within the school resources among faculty, staff and students.	Is unaware of policies that result in equitable resources to meets the needs of all students. Does not allocate resources appropriately, adequately, or equitably.
6C3. Collaborates with leaders to inform planning, policies and programs	Actively engages all stakeholders to proactively change local, district, state decisions affecting the improvement of teaching and learning. Is actively involved with local, state and national professional organizations in order to influence and advocate for legislation, policies and programs that improve education.	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.	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.	Demonstrates limited understanding or involvement with others to influence decisions affecting student learning inside or outside of own school or district.

Appendix C – Forms

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Pride in Excellence

Form A: Administrator Goals (page 1 of 2)
To be completed by November 15

Administrator:	**Evaluator:**
Assignment:	**Date:**

School/District Improvement Plan referenced

Review pages 15-17 for the required characteristics of SLOs and IAGDs

Student Learning Objective #1 (22.5%)
Student Learning Objective #1
IAGD #1 **Students Population Assessed** **Assessment Title or Description** **Target level of performance** **Goal for % of students to achieve target level of performance**
Student Learning Objective #2 (22.5%)
Student Learning Objective #2
IAGD #2 **Students Population Assessed** **Assessment Title or Description** **Target level of performance** **Goal for % of students to achieve target level of performance**

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Form A: Administrator Goals (page 1 of 2)

Teacher Effectiveness Measure (5%)	
Group of teachers to be basis of teacher effectiveness measurement	**Number of teachers in group**

Administrator's Stakeholder Feedback Objective (10%)
Population(s) to provide stakeholder feedback **Stakeholder feedback goal**
School Parent Feedback Objective **(Principals only from school improvement plan– basis of teacher evaluation)**
Parent feedback goal

Administrator Performance and Practice focus area (if any) :

Evaluator's Signature:_____ Date:_____

Evaluatee's Signature:_____ Date:_____

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Form B: Mid-Year Conference
To be completed by February 28

Administrator:	**Evaluator:**
Assignment:	**Date:**

Evidence of progress toward student learning objectives

Review of Performance and Practice observations

Any changes in conditions since the goals conference that may influence accomplishment of outcome goals or indicate a mid-year adjustment in goals.

Evaluator's Signature:_____ Date:_____

Evaluatee's Signature:_____ Date:_____

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Form C: Observation of Administrator Practice (Page 1 of 2)

Administrator:	**Evaluator:**
Assignment:	**Date:**

Manchester Common Core of Leading Expectations and Elements:

Performance Expectation 1 -Vision Mission and Goals					4	3	2	1
1A: High Expectations for All and Shared Commitment								
1B: Continuous Improvement toward Vision, Mission, Goals								
Wt Principals& APs :	20%	Wt Other Admin:	10%	Average Rating for Element:				
Evidence for areas of strength and development:								

Performance Expectation 2: Teaching and Learning					4	3	2	1
2A: Strong Professional Culture								
2B: Curriculum and Instruction								
2C: Assessment and Accountability								
Wt Principals& APs :	45%	Wt Other Admin:	50%	Average Rating for Element:				
Evidence for areas of strength and development:								

Performance Expectation 3: Organizational Systems and Safety					4	3	2	1
3A: Welfare and Safety of Students, Faculty and Staff								
3B: Operational Systems								
3C: Fiscal and Human Resources								
Wt Principals& APs :	10%	Wt Other Admin:	5%	Average Rating for Element:				
Evidence for areas of strength and development:								

Form C: Observation of Administrator Practice (Page 2 of 2)

Performance Expectation 4: Families and Stakeholders					4	3	2	1
4A: Collaboration with Families and Community								
4B: Community Interests and Needs								
4C: Community Resources								
Wt Principals& APs :	15%	Wt Other Admin:	25%	Average Rating for Element:				
Evidence for areas of strength and development:								

Performance Expectation 5: Ethics and Integrity					4	3	2	1
5A: Ethical and Legal Standards of the Profession								
5B: Personal Values and Beliefs								
5C: High Standards for Self and Others								
Wt Principals& APs :	5%	Wt Other Admin:	5%	Average Rating for Element:				
Evidence for areas of strength and development:								

Performance Expectation 6: The Education System					4	3	2	1
6A: Professional Influence								
6B: The Educational Policy Environment								
6C: Policy Engagement								
Wt Principals& APs :	5%	Wt Other Admin:	5%	Average Rating for Element:				
Evidence for areas of strength and development:								

Commendations/Recommendations:

Evaluator's Signature:_____ Date:_____

Evaluatee's Signature:_____ Date:_____

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Form D: Administrator Performance Self Evaluation and Documentation (Page 1 of 4)
Student Learning and Parent Feedback

Administrator:	**Evaluator:**
Assignment:	**Date:**

School Level Parent Feedback Rating
(10% of summative evaluation for the school's teachers)

School-Level Parent-Feedback goal:			
School-Level Parent-Feedback results:			
Rating for the School's Teachers			
Highly Effective (4.00) Exceeded the objective	Effective (3.00) Met the objective	Developing (2.00) Partially met the objective	Ineffective (1.00) Did not meet the objective

School Level Stakeholder (Faculty and Parents) Feedback Rating
(10% of Summative Evaluation for the School's Principal)

Administrator's Stakeholder-Feedback Goal(s):			
Administrator's Stakeholder-Feedback results:			
Rating			
Exceeded Goal	**Met Goal**	**Partial Improvement**	**No Improvement**
Exemplary Practice (4)	**Proficient Practice (3)**	**Developing Practice (2)**	**Ineffective Practice (1)**

Form D: Administrator Performance Self Evaluation and Documentation (Page 2 of 4

Whole school Student Learning Objective Rating: (22.5% of Summative Evaluation)

Indicator of Academic Growth & Development #1
Student population assessed
Assessment Title or Description
Target level of performance
Goal for % Students to achieve target level of performance
Actual % of students achieving target level of performance.
Rating percentage (Actual %/Goal %)

Rating			
Exemplary 4	**Proficient 3**	**Developing 2**	**Ineffective 1**
At least 90% of projected number of students met the IAGD target.	At least 70% of projected number of students met the IAGD target.	At least 60% of projected number of students met the IAGD target.	Less than 60% of project-ed number of students met the IAGD target.

Whole school Student Learning Objective Rating: (22.5% of Summative Evaluation)

Indicator of Academic Growth & Development #2
Student population assessed
Assessment Title or Description
Target level of performance
% Students to achieve target level of performance
Actual % of students achieving target level of performance.
Rating percentage (Actual %/Target %)

Rating			
Exemplary 4	**Proficient 3**	**Developing 2**	**Ineffective 1**
At least 90% of projected number of students met the IAGD target.	At least 70% of projected number of students met the IAGD target.	At least 60% of projected number of students met the IAGD target.	Less than 60% of project-ed number of students met the IAGD target.

Form D: Administrator Performance Self Evaluation and Documentation (Page 3 of 4)

Manchester Common Core of Leading Expectations and Elements:

Performance Expectation 1 -Vision Mission and Goals					4	3	2	1
1A: High Expectations for All and Shared Commitment								
1B: Continuous Improvement toward Vision, Mission, Goals								
Wt Principals& APs :	20%	Wt Other Admin:	10%	Average Rating for Element:				
Documents: submitted			Evidence:					

Performance Expectation 2: Teaching and Learning					4	3	2	1
2A: Strong Professional Culture								
2B: Curriculum and Instruction								
2C: Assessment and Accountability								
Wt Principals& APs :	45%	Wt Other Admin:	50%	Average Rating for Element:				
Documents submitted:			Evidence:					

Performance Expectation 3: Organizational Systems and Safety					4	3	2	1
3A: Welfare and Safety of Students, Faculty and Staff								
3B: Operational Systems								
3C: Fiscal and Human Resources								
Wt Principals& APs :	10%	Wt Other Admin:	5%	Average Rating for Element:				
Documents submitted:			Evidence:					

Performance Expectation 4: Families and Stakeholders					4	3	2	1
4A: Collaboration with Families and Community								
4B: Community Interests and Needs								
4C: Community Resources								
Wt Principals& APs :	15%	Wt Other Admin:	25%	Average Rating for Element:				
Documents: submitted			Evidence:					

Form D: Administrator Performance Self Evaluation and Documentation (Page 4 of 4)

Performance Expectation 5: Ethics and Integrity					4	3	2	1
5A: Ethical and Legal Standards of the Profession								
5B: Personal Values and Beliefs								
5C: High Standards for Self and Others								
Wt Principals& APs :	5%	Wt Other Admin:	5%	Average Rating for Element:				
Documents: submitted			Evidence:					

Performance Expectation 6: The Education System					4	3	2	1
6A: Professional Influence								
6B: The Educational Policy Environment								
6C: Policy Engagement								
Wt Principals& APs :	5%	Wt Other Admin:	5%	Average Rating for Element:				
Documents: submitted			Evidence:					

Evaluatee Reflection

Evaluatee's Signature:_____ Date:_____

Evaluator's Signature:_____ Date:_____

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Form E: Summative Evaluation (Page 1 of 4)

Due June 30

Administrator:	**Evaluator:**
Assignment:	**Date:**

Summative Performance and Practice Ratings

Performance Expectation 1 -Vision Mission and Goals					4	3	2	1
1A: High Expectations for All and Shared Commitment								
1B: Continuous Improvement toward Vision, Mission, Goals								
Wt Principals& APs :	20%	Wt Other Admin:	10%	Average Rating for Element:				
Evidence for areas of strength and development:								

Performance Expectation 2: Teaching and Learning					4	3	2	1
2A: Strong Professional Culture								
2B: Curriculum and Instruction								
2C: Assessment and Accountability								
Wt Principals& APs :	45%	Wt Other Admin:	50%	Average Rating for Element:				
Evidence for areas of strength and development:								

Performance Expectation 3: Organizational Systems and Safety					4	3	2	1
3A: Welfare and Safety of Students, Faculty and Staff								
3B: Operational Systems								
3C: Fiscal and Human Resources								
Wt Principals& APs :	10%	Wt Other Admin:	5%	Average Rating for Element:				
Evidence for areas of strength and development:								

Form E: Summative Evaluation (Page 2 of 4)

Performance Expectation 4: Families and Stakeholders					4	3	2	1
4A: Collaboration with Families and Community								
4B: Community Interests and Needs								
4C: Community Resources								
Wt Principals& APs :	15%	Wt Other Admin:	25%	Average Rating for Element:				
Evidence for areas of strength and development:								

Performance Expectation 5: Ethics and Integrity					4	3	2	1
5A: Ethical and Legal Standards of the Profession								
5B: Personal Values and Beliefs								
5C: High Standards for Self and Others								
Wt Principals& APs :	5%	Wt Other Admin:	5%	Average Rating for Element:				
Evidence for areas of strength and development:								

Performance Expectation 6: The Education System					4	3	2	1
6A: Professional Influence								
6B: The Educational Policy Environment								
6C: Policy Engagement								
Wt Principals& APs :	5%	Wt Other Admin:	5%	Average Rating for Element:				
Evidence for areas of strength and development:								

Form E: Summative Evaluation (Page 3 of 4)

Leadership Performance and Practice Rating (40%)

Elements	Rating	Weight Principals and APs	Principals and APs Subtotals	Weigh Other Admin.	Other Admin Subtotals
1 -Vision Mission and Goals		X 20%		X 10%	
2: Teaching and Learning		X 45%		X 50%	
3: Organizational Systems and Safety		X 10%		X 5%	
4: Families and Stakeholders		X 15%		X 25%	
5: Ethics and Integrity		X 5%		X 5%	
6: The Education System		X 5%		X 5%	
Leadership Totals		100%		100%	

Teacher Effectiveness Rating (5%)

Group of teachers upon which the administrator's teacher effectiveness rating is based.

teachers in the group ____ x 2 = _____ Total number of teacher IAGD Ratings

# IAGD ratings of 4			
# IAGD ratings of 3		Total # of ratings of 4 or 3	
# IAGD ratings of 2		% Rated 4 or 3	
# IAGD ratings of 1			
Total			

Exemplary (4)	Proficient (3)	Developing (2)	Ineffective (1)
81-100% of teacher IAGDs rated *highly effective (4) or effective (3)*	61-80% of teacher IAGDs rated *highly effective (4) or effective (3)*	41-60% of teacher IAGDs rated *highly effective (4) or effective (3)*	0-40% of teacher IAGDs rated *highly effective (4) or effective (3)*

Summative Leadership Practice Rating

Leadership Practice Rating from above (40%)				X 0.80 =	
Stakeholder Feedback Rating from Form D (10%)				X 0.20 =	
				Leadership Rating Score	
				Leadership Rating Category using rubric below	
Summative Score	3.51 – 4.0	2.5 – 3.5	1.5 – 2.49	1- 1.49	
Final Rating	**Exemplary**	**Proficient**	**Developing**	**Below Standard**	

Form E: Summative Evaluation (Page 4 of 4)

Summative Student Outcomes Rating

IAGD #1 Rating from Form D (22.5%)			X 0.45 =	
IAGD #2 Rating from Form D (22.5%)			X 0.45 =	
Teacher Effectiveness Rating from this form (5%)			X 0.10 =	
			Leadership Rating Score	
			Leadership Rating Category using rubric below	
Summative Score	3.51 – 4.0	2.5 – 3.5	1.5 – 2.49	1- 1.49
Final Rating	**Exemplary**	**Proficient**	**Developing**	**Below Standard**

Overall Summative Rating (using matrix on Page 23)

Leadership Practice Rating	Student Outcomes Rating	Overall Rating

Evaluator's summary comments including commendations and recommendations:

Evaluatee's Signature:_____ Date:_____

Evaluator's Signature:_____ Date:_____

Manchester Public Schools

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Form 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 Local Administrator Association. All parties in attendance complete this form jointly.
1. Area(s) of Concern or Performance Standard(s) Not Effectively Addressed:
2. Statement of Concern: (cite evidence from on-going evaluation of performance as appropriate)
3. Strategies/Activities to Be Implemented to Address the Concern:
4. System of Support to Promote the Administrator's Success:
5. Timeline (length of plan in weeks, plus schedule for monitoring implementation/progress and the measurable outcomes expected):

_____	_____	_____
Superintendent/Evaluator	Administrator	Date
_____	_____	_____
Rep from Human Resources	Rep from Manchester School Administrators Association	Date

Copy to administrator, copy to evaluator's working file, original to Human Resources personnel file

Appendix C

Administrator Evaluation Process Timeline

By September 15

- Complete orientation and training program.
- Identify Whole-School Parent Feedback goal to inform the teacher evaluation process.

By November 15

- Principals create school improvement plans
- Complete goal setting conferences
- Identify whole school learning measures to inform the teacher evaluation process.
- **Form A: Administrator Goals** (administrator completes, evaluator signs)

During school year

- The administrator and the evaluator collect documents as evidence of the achievement of evaluation goals and/or effective practice.
- Formal observations (minimum of 2 for all administrators, 4 for all assistant principals and 4 for administrators new to the district, school, the profession, or who have received ratings of developing or below standard
  Form C: Observation of Administrator Practice (evaluator completes, administrator signs)
- Informal observations are encouraged
  Form C: Observation of Administrator Practice (evaluator completes, administrator signs)
- Evaluation based professional learning (professional learning opportunities provided to administrators clearly linked to the specific outcomes of the evaluation process.

By February 28

- Complete midyear formative review
  Form B: Mid-Year Conference (administrator completes prior to midyear conference, evaluator comments/signs)

By Last Day of May

- Rating determined for each school's parent feedback goal and whole school learning goals.

By June 1

- Administrators submit their completed self-evaluation and documents that provide evidence of the achievement of evaluation goals and/or effective performance and practice.
  Form D: Administrator Practice Self Evaluation and Documentation (administrator completes and submits to evaluator along with documents)

By June 30

- Complete the end-of-year summative review and the summative evaluation.
  Form E: Summative Evaluation (evaluator completes, administrator signs)