# ORANGE PUBLIC SCHOOLS

# TEACHER EVALUATION PLAN

**Written: October 2012 - March 2013**
**Adopted by Board of Education: April 8, 2013**
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This Plan is available under the Teacher Resources tab on the District's webpage at **www.oess.org**.
Forms are to be accessed through each teacher's unique account with *TalentEd Perform*, the district's selected utility platform for Evaluation. Teachers should take great care, per the signed RAUT, to protect their user names and passwords to this account.

Forms in this PLAN are included for identification and reference purposes ONLY. Users should *neither* print and handwrite *nor* copy/paste the forms found within this document. Forms must be accessed through *TalentEd Perform.*

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## APPENDIX

# Introduction

The Orange Public Schools' Teacher Evaluation Plan, hereafter called The Plan, covers all certified persons represented by the Orange Teachers' League (OTL). The evaluation process is based on these foundations: the Common Core of Teaching, Orange Board of Education Goals, district and school goals, the Connecticut SEED Document, and a significant body of research.

## Our Mission

The Orange Elementary School District recognizes that the education of each child is the shared responsibility of every member of our community.

Our goal is to inspire and empower each student to achieve academic excellence, embrace social and individual responsibility, and lead with integrity. We believe all individuals should be valued and treated with respect.

We are committed to:
- Providing powerful academic challenges
- Respecting individual and community values
- Nurturing personal growth
- Taking pride in our children and celebrating their successes
- Promoting school and community spirit
- Enhancing lifelong learning through technology
- Believing all children deserve a childhood
- Creatively, confidently building the future

Together we will make a difference.

> Becoming an expert teacher is not an inborn gift bestowed upon a chosen few, but a journey through a challenging, rose-filled and often thorny garden that requires constant focus and attention.

# TEACHER EVALUATION COMMITTEE

**October 2012 – June 2015** (Unless stated otherwise)

## Chairs

Lynn K. McMullin, Superintendent (October 2012 – December 2014)
Michael Nast, Interim Superintendent (January 2015 – July 2015)
Patti Moffett, Orange Teachers League President (Policy Sub-Committee Chair)

## Administrative Representatives

Colleen Murray, Director of Curriculum and Instruction
               (Best Practices Sub-Committee Chair)
Michael Gray, Principal Race Brook School (Rubrics Sub-Committee)

## District

Pamela Loh (Rubrics Sub-Committee)
Rosemary Slowik (Policy Sub-Committee)
Marty Deren, CEA Representative (October 2012 – December 2014)
Michael Breen, CEA Representative (January 2015)

## Mary L. Tracy

Kerry Wetmore (Rubrics Sub-Committee)


## Peck Place School

Patti Moffett, Orange Teachers League President (Policy Sub-Committee Chair)

## Turkey Hill School

Tricia Lasto (Best Practices Sub-Committee)

## Race Brook School

Kelly Michel (Policy Committee)
Kristen Boken (Best Practices Sub-Committee)


The Teacher Evaluation Committee met during the 2012 – 2013 school year to write this plan:  September 25, November 27, January 29, February 26, and March 26 for 3 hours, from 4:00 – 7:00 p.m.  In addition, several members met for additional sub-committee work, as noted above.  Revisions made in 2014 and 2015.

# Overview

Excellent schools begin with great school leaders and teachers. The importance of highly-skilled educators is beyond dispute, as a strong body of evidence now confirms what parents, students, teachers, and administrators have long known: effective teachers are one of the most important school-level factors in student learning and effective leadership is an essential component of any successful school.

The Orange Public Schools is committed to raising the overall quality of our schools' teachers and administrators. To meet this goal, a committee of dedicated professionals met to consider all of Connecticut's new evaluation requirements and guidelines as outlined in the 2012 SEED documents and to draft a new approach which best meets Orange's unique needs.

Educator evaluation is the cornerstone of this approach and the new Plan will contribute to the improvement of our schools.  High-quality evaluations are necessary for the individualized professional development and support that every educator needs.  Evaluations will also identify our professional strengths and provide new professional opportunities, bring greater accountability and transparency to our classrooms, and instill our community with even greater confidence in our schools.

Ultimately, however, this Plan will lead to improved achievement and success for all students.

## DESIGN PRINCIPLES

**Use multiple, standards-based measures of performance**

An evaluation plan that uses multiple sources of information and evidence results in a fair, accurate, and comprehensive picture of each teacher's performance. The new Plan defines four categories of teacher performance: student learning (45%), teacher performance and practice (40%), parent feedback (10%) and student feedback (5%).

> Even the best teacher dreams of becoming better.

**Promote professional judgment and consistency**

Assessing a teacher's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how teachers interact with students, and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages.   At the same time, teachers' ratings should depend on their performance, not on their evaluators' biases.  Accordingly, this Plan aims to minimize the variance among our school leaders' evaluations of classroom practice and support fairness and consistency within and across the Orange elementary schools.

**Foster dialogue about student learning**

This Plan hinges on both the inherent values of self-evaluation and of the professional conversations among teachers and administrators. The dialogue in the new plan occurs more frequently and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.

**Encourage feedback and professional development to support teacher growth**

Novice and veteran teachers alike deserve detailed, constructive feedback and professional development tailored to the individual needs of their classrooms and students. The Plan promotes a shared language of excellence to which professional development, coaching, and feedback can align to improve practice.

## EVALUATION CATEGORIES AND FOCUS AREAS

The Plan consists of multiple measures to paint an accurate and comprehensive picture of each teacher's performance. All Orange's teachers will be evaluated in four categories, which are grouped into two major focus areas as shown in the visual representation (Figure 1) below.

The <u>four categories</u> are:

1. Observation of Teacher Performance (40% of final evaluation)
2. Parent Feedback (10% of final evaluation)
3. Student Growth (45% of final evaluation)
4. Student Feedback (5% of final evaluation)

Observation of Teacher Performance (40%) and Parent Feedback (10%) are then combined into the first focus area which is Teacher Practice. Student Growth (45%) and Student Feedback (5%) are combined into the second focus area which is Student Outcomes.



Figure 1
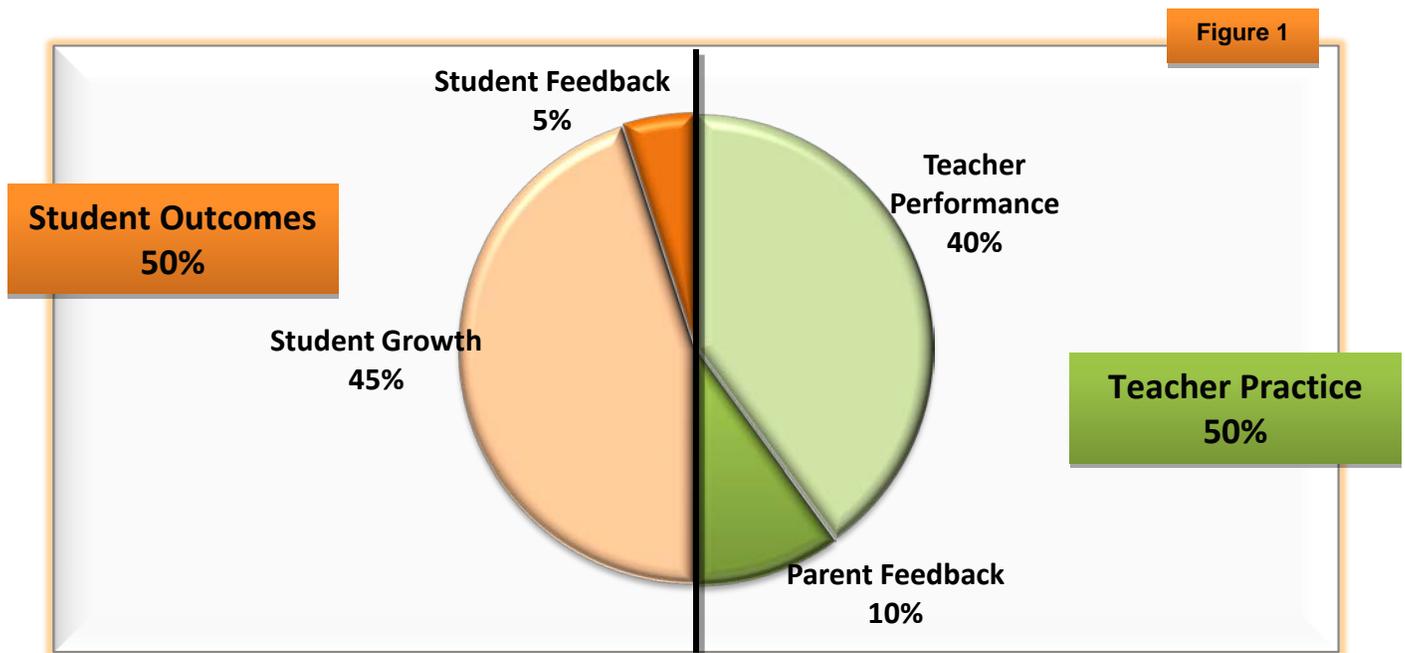
## DEFINITION OF CATEGORIES

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**The two Teacher Practice Indicators are Teacher Performance (40%) and Parent Feedback (10%)**

## Teacher Performance

In Orange, a combination of self-evaluation, goal-setting to improve practice, and classroom observations will be used to evaluate the teacher's knowledge and application of a complex set of skills and competencies. The Plan includes four rubrics, based on the work of Danielson and Marshall, and a classroom observation form aligned to the rubrics.

## Parent Feedback

Involvement of parents in the education of their children is a key factor in successful schools. Each school will collect and analyze feedback from parents in a variety of achievement and environment-related categories and use the data to set a collaborative school-wide goal. Surveys must be reliable, representative, and anonymous. The data will be re-collected at the end of a specified period of time. Supervisors will then use their teachers' collective success and each teacher's individual professional contributions to the achievement of this goal when assessing this category.

**The two Student Outcomes Indicators are Student Growth (45%) and Student Feedback (5%)**

## Student Growth

Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. For student growth to be measured for teacher evaluation purposes, the teacher must analyze his/her own achievement data from the previous year's class, as well as the current level of achievement for his/her incoming students. Data analysis will lead to goal setting, and the ongoing collection of data, as well as the end-of-the year data, will become the measurement of success.

## Student Feedback

Student feedback will be used similarly to parent feedback in that each school will collect and analyze feedback in a variety of classroom and school environment-related categories and then use the data to set a collaborative school-wide goal. Teachers may also choose to use their own classroom data collections, depending upon their instructional goal in the Teacher Performance category. The same parameters for effective surveying apply.

# RUBRICS

Underlying Principle: The purpose of the four Teacher Performance Rubrics is to improve instruction which will result in increased student learning. The guiding assumptions in this process are:

- Every teacher believes instructional improvement is always desirable and possible
- Every teacher believes that excellent instruction is the foremost factor in each student achieving his/her highest potential.
- It is the professional community's responsibility to define clear performance and accountability measures for teaching, student learning, and professional responsibility.
- Fulfilling these three assumptions will promote a positive educational climate.

The four Teacher Evaluation Performance Rubrics (hereafter called "Rubrics") are the culmination of current research about exceptional teaching practices; and, through the use of specific indicators at each level of performance, they summarize these four domains of exceptional teaching:

| **Teacher Rubrics** | **Support Staff Rubrics** |
|---|---|
| 1. Planning for Active Learning | 1. Planning and Preparation |
| 2. The Classroom Environment | 2. Management |
| 3. Instruction for Active Learning | 3. Delivery of Services |
| 4. Professional Responsibilities and Teacher Leadership | 4. Professional Responsibilities |

Self-evaluation using the rubrics is a key component of the Plan, in that only highly reflective teachers can improve their instructional practice. Once yearly, in the spring, the principal and teacher will meet to compare and discuss their rubric evaluation results and to set goals for improvement for the following year.

**A Special Consideration Regarding the Rubrics**:
A teacher who 'Does Not Meet Standards' (i.e. receives 2's or 1's) in several of the indicators in a specific domain of the rubrics, while not considered ineffective overall, still needs assistance. The teacher will be assigned to a "Focused Intervention Improvement Plan" designed to support the teacher's growth in the specific areas of concern. The "Focused Intervention Plan Form" (similar to the Action Plan Form) will be used to guide the teacher and principal in developing the year's practice goals and the specific action steps to be undertaken.

More information about this special consideration can be found in the section defining "Effectiveness and Ineffectiveness."

> Effective teacher evaluation is a powerful combination of reflection, collaboration, and anticipated growth; and the teacher should be the lead in it.

## PERFORMANCE RATINGS OVERVIEW

Based on the Rubrics, and throughout all four of the categories, there are four ratings:

- **Exceeds Standards (4)**
- **Accomplished (3)**

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- **Needs Improvement (2)**
- **Does Not Meet Standards (1)**

Having four ratings allows supervisors and teachers to clearly distinguish between effective and ineffective teaching practices. Providing an exceptional rating, "**Exceeds Standards**," also provides an exemplary benchmark towards which even very good teachers can strive.

"**Accomplished**" is the *expected* standard for Orange teachers; it is a high standard, not a 'middle-of-the road' classification. Most teachers will fall within this rating. Thus, its indicators will be considered first, and the other ratings' indicators will be scored up or down *in relationship to this expected standard*. All teachers should strive for, and many will attain, at least some ratings of "**Exceeds Standards**," which represents the ideal -- a reachable, but truly exceptional goal.

## E. TIMELINE

**Orange Public Schools**

The following timeline (Figure 2) is comfortably familiar to most teachers in Orange.

- At the beginning of the year, all teachers will be fully-updated on any changes in the Teacher Evaluation Plan and Process or changes in the Plan's implementation. Training will also be provided in the use of the District's selected platform – *TalentEd Perform* – for those who need it.

- A full orientation will be provided only for teachers new to the district. Support materials, including exemplary samples of all four Goal areas, will be made available through the development of school and district libraries, district-developed resources.

- Professional Development through faculty workshops and collaboration meetings will be ongoing throughout the school year. Principals will continue to work together to coordinate these faculty workshops across the district.

- Every spring each teacher will complete a self-evaluation using the complete set of four Teacher Practice Rubrics which will be used for goal-setting in the following year. TalentEd's 'history' with archive the previous year's rubrics and goals for the teachers' and supervisors' ongoing reference.

- In addition to the following timeline, a supervisor may request a conference with the teacher, using the four Teacher Practice Rubrics, at any time areas of concern related to one or more of the rubrics become apparent.

- In Orange, it is intended that the new Teacher Evaluation Plan become an on-going process for positive school change. Principals should regularly address the features of the Plan, including professional development in specific areas of the rubrics. They should use the Plan to build collaboration and community around the Plan's various goal-setting requirements.

- For the first year of implementation, and as often as is deemed appropriate in subsequent years, Principals may use weekly faculty meeting time to develop and facilitate the components of the Teacher Evaluation Plan.

- In the Fall the Principal will hold several *workshop-style professional development sessions* with teachers (during scheduled faculty meeting time) to implement:

  - The previous year's data analysis and the writing of teachers' individual Student Learning Objectives

  - Writing of the school-wide Parent Feedback Goal and subsequent writing of the teachers' *individual* Parent Feedback Goal.

  - Writing of the school-wide Student Feedback Goal and subsequent writing of the teachers' *individual* Student Feedback Goal.

  - Review and discussions of the expectations detailed in the rubrics. The review of both the vocabulary and ideals outlined in the rubrics may be an ongoing topic of discussion throughout the school year.

  - Review of the teacher's practice goal, selected from the Rubric Review the previous spring.

- In January, the Principal will hold two or more *workshop-style professional development sessions* (during scheduled faculty meeting time) with teachers in which they will self-

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evaluate and reflect upon their individual goals and begin their mid-year reflections.

- In <u>Spring</u>, the Principal will hold two or more *workshop-style professional development sessions* (during scheduled faculty meeting time) with teachers to:

  o Evaluate <u>new</u> Parent and Student Feedback Survey data and use data to self-evaluate and reflect upon the schools' and teachers' individual goals in these two areas.

  o Analyze in-house data collections to self-evaluate and reflect upon the teachers' SLO goals

  o Assist teachers in their year-end paperwork.

- In accordance with the timeline, the Principal will hold *workshop-style meetings* with teachers (during scheduled faculty meeting time) to implement these same components in a collaborative team style, allowing time for the writing and evaluating of goals throughout the year.

**TEACHER EVALUATION TIMELINE FOLLOWS**:

| Figure 2 | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June |
|---|---|---|---|---|---|---|---|---|---|---|---|
| New Teacher Orientation to Evaluation Plan (Professional Development) | X | | | | | | | | | | |
| Data distributed to teachers | X | | | | | | | | | | |
| School Faculty Meetings (set and review school-wide Parent Feedback Goal and school-wide Student Feedback Goal) | | X | X | | | X | | | | X | |
| Teacher writes Teacher Practice Goal, SLOs, individual Parent Feedback Goal, individual Student Feedback Goal | | X | X | | | | | | | | |
| Teachers and grade-level teams collect and analyze data and student work samples | | X | X | X | X | X | X | X | X | X | X |
| Teacher completes the mid-year self-evaluation form for all goals | | | | | | X | | | | | |
| Mid-Year Check-in with supervisor on goals | | | | | | | X | | | | |
| New Parent and Student Surveys administered by Principal | | | | | | | | | X | | |
| Teacher completes a self-evaluation using the four Rubrics for Teacher Practice | | | | | | | | | X | X | |
| School Faculty Meeting (discuss recent survey results and assess progress towards school-wide Parent Feedback Goal and school-wide Student Feedback Goal) | | | | | | | | | | X | |
| Teacher Completes the self-evaluation on ALL goals; prepares data and artifacts | | | | | | | | | | X | X |
| End-of-Year Check-in with supervisor on goals/results | | | | | | | | | | | X |

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# E. PROFFESIONAL DEVELOPMENT

The timeline above represents an extensive year-long overview of the professional development required for Orange to implement the Plan. Teachers and supervisors will discuss the Plan, its various components, its indicators and vocabulary as part of the school's ongoing improvement.

In Year One, this specific professional development about the Plan will take place through school-based workshops, held at least bi-weekly, and led by the Principal. Teachers and their principal will work together to define indicators, analyze survey data, writing school and individual goals, and manage the data in the districts' selected data-management tool. In subsequent years, this professional development will take place through the instructional modules in TEAM, and will be designed to include teachers new to the district, as well as teachers new to the profession.

Furthermore, the indicators of effective teaching found in the rubrics, as well as the needs determined through the analysis of student learning and the parent and student surveys, will form a *lens* through which all of the additional professional development initiatives will be undertaken by the district. This includes the implementation of the common core standards and the implementation of PBIS. In other words, because all effective school change happens *through* the ongoing learning and development of the people who work with children, the implementation of this Plan is to be embedded in, not separate from, implementation of other district-wide initiatives.

Team-level or school-level professional development will be differentiated to the needs of the grade-levels or subject areas of the teachers, in accordance with the school's data collections. Team-level and school-level professional development provided to all teachers *will not* be based on the developmental needs of an individual teacher.

**Professional Development for Teachers Scoring Below 'Accomplished'**

To the degree possible, the supervisor and/or complementary evaluator will assist a teacher who has been rated below 'Accomplished' by: providing specific, individualized coaching; by locating significant, relevant resources for the teacher's use; by providing relevant on-line professional development opportunities; and through ongoing feedback. A teacher's request for individual professional development on a district PD day must first take into consideration the district's and school's goals. Thus, the professional development requirement of a teacher falling below 'Accomplished' does not excuse the teacher from scheduled district-level or school-level PD.

To ensure that the Plan is implemented fairly across all four elementary schools, Orange will provide its Supervisors and Complementary Evaluator(s) with the state-required professional development in classroom observation, including training in norming, writing effective feedback, and eliminating bias. This will be accomplished either through a private contractor, state-provided training, or our RESC. This supervisory team will continue to meet in professional development sessions throughout the year to examine normed videos of classroom teachers, to discuss their assessment, and to role-play giving effective feedback. Norming and classroom observation will be a focus of the bi-weekly Administrative Team meetings. All Supervisors and the complementary evaluator(s) will become proficient as required by the State.

# F. CAREER DEVELOPMENT AND GROWTH

One significant offering of this Plan is the opportunity for career development and growth for teachers who score in the "Accomplished" and "Exemplary" ranges of evaluation. Rewarding accomplished performance identified through the evaluation process is a critical step in both building confidence in the evaluation system itself and in building the capacity of all teachers.

Examples of such opportunities include, but are not limited to:
- leading Professional Development or faculty workshops
- leading professional book discussion groups
- chairing data teams or school improvement teams
- undertaking research-based, school-supported initiatives for curriculum, instruction, or technology, etc.
- serving as the grade-level model workshop classroom for push-in professional development
- coaching peers, including peers who have remediation plans
- receiving TEAM training and mentoring early-career teachers
- undertaking focused professional development based on individual goals for continuous growth and development

[NOTE: Internships for 092 graduate-level degree programs, which teachers undertake of their own volition, may resemble, but are independent from, this Plan's evaluation-based career development and growth. Teachers undertaking 092 programs, who do not meet the requirements for "Accomplished" or above, may need to seek an internship elsewhere to complete their 092 requirements.]

# Part 1: Teacher Practice

Underlying Principle:  Accomplished teachers are continuous, self-reflective learners. They are relentless in their quest to find the right combination of instructional strategies, motivational techniques, and appropriate content to allow all students to excel. The Rubrics provide both teachers and administrators the opportunity to reflect upon performance patterns relative to the Orange Public Schools' Standards, to the Common Core of Teaching, and to quality research.   Each rubric is designed to provide teachers with a profile of their strengths as well as areas in which to set goals for improvement.

> "Classroom teaching is perhaps the most complex, most challenging, and most demanding, subtle, nuanced, rewarding, and yet frightening activity that our species has ever invented."

Effective implementation of the four Rubrics will accomplish the following:
1. Define, recognize, and reinforce exemplary teaching through specific indicators
2. Provide guided assistance in helping teachers individually and collectively identify next steps
3. Provide follow-up structures to support a teacher's areas of weakness.
4. Provide information to the principal and district about Professional Development needs.

Thus, for these principles to be enacted, the role of the Supervisor is an essential one. To that end, Orange's Principals and any additional complementary supervisors will be provided with a minimum of 18 hours of professional development in the spring and summer of 2013, and will engage in on-going professional development throughout every school year.  Supervisory professional development will focus on the underlying principles above and throughout this document, including, but not limited to: calibrating their classroom observation skills with other district supervisors; identifying effective vs. ineffective classroom techniques and instructional strategies; using data effectively to write SMART goals; providing effective and honest face-to-face and written feedback; distinguishing between objective and subjective evaluation and eliminating bias; providing special assistance; and using the district's management platform, *TalentEd Perform*.   Supervisors will be trained and deemed proficient.


## A. THE RUBRIC PROCESS

First, the teacher and supervisor will *both* complete the four Teacher Practice Rubrics independently by selecting one indicator for each letter in the rubric.  The indicator for each letter should be clicked in the correct column, thereby creating an easily recognizable visual pattern of outlined boxes.  If the principal is uncertain about the teacher's performance for a particular indicator, he/she should use the teacher's indicator.  Teachers may not leave indicators blank in their self-evaluations.

Then, in a private conference, the teacher and supervisor will meet to discuss areas of strength and areas for improvement.  The differences in their rubric evaluations and all areas in need of improvement (i.e. any ratings in the bottom two bands) should be discussed.   The supervisor and teacher should also discuss strategies for improvement.

The self-evaluation will take place each May and serve as both a factor in the teacher's summative evaluation for that year *and* as the vehicle for developing the following year's Teacher

Performance Goal(s) for the annual fall goal-setting conference.

If, in the evaluation process, the supervisor and teacher disagree about a specific qualifier in the rubric, the teacher may present evidence for the supervisor to consider and a follow-up conference will be held to review the evidence.  At that time, the supervisor's rubric findings may be changed.   If the teacher provides evidence, and the parties still disagree, _and the disputed qualifier changes the outcome in overall rubric evaluation_, the teacher may initiate dispute resolution.   If the teacher does not provide evidence, the supervisor's rating stands.

## B. THE OBSERVATION PROCESS

> "School leadership is about hiring great people and empowering them, and it requires a delicate balance between evaluation and encouragement."

Each teacher should be observed 3 or more times per year.  In June, 2015, tenured teachers rated as Accomplished or Exemplary will be blindly placed, by school, on a cycle within a three-year cycle (Cycle 1, Cycle 2, and Cycle 3) Teachers will rotate through the cycles in subsequent years. Newly tenured teachers will be assigned to a cycle in an effort to balance the number of teachers in each of the cycles. Observations will be conducted in accordance with the Guidelines in Figure 3. All observations should be followed by feedback, either verbal (e.g., a post-conference, a conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox) or both, _within two days of the observation_. The Observation Form, which is aligned to the rubrics, is an excellent tool for providing feedback, called "Talking Points."  Supervisors can use their discretion to decide the right number of observations for each teacher based on school and staff needs and in accordance with the Guidelines in Figure 3.

There is no distinction between Formal Observation and Informal Observation in this Plan.  The required form for this Plan is called "Classroom Observation Form" and is based on the same researched-based principles of effective teaching described in the rubrics.  Orange ascribes to the belief that teachers and supervisors alike should make themselves familiar with the rubrics and internalize the agreed-upon criteria for effective teaching. They should also recognize that trust and support result from what happens in the _post-observation_ conference. It is in _post_-conference, that the supervisor comes to understand the teacher's decision-making in the lesson, appreciates and identifies the productive teaching skills, and enables the teacher to grow in effectiveness. Therefore, 'traditional' pre-conferences are not required for most teachers in this Plan and should be replaced with other, district-wide accepted practices, such as collaborative lesson planning, data team meetings, instructional modeling, and so on, in which both the teacher and supervisor are participants.

The pre-conference form and the post-conference form, completed and submitted by the teacher, is required for Year 1 and Year 2 teachers and teachers with remediation action plans.  In addition, supervisors should at least three times a year meet with Year 1 and Year 2 teachers and teachers with remediation action plans to go over lesson planning expectations in a conference.  Supervisors may also regularly attend grade-level team meetings and use team discussions as a framework for later observations.

Observations from 10 – 40 or more minutes may occur at any time and will always be followed by verbal and/or written feedback, called "talking points."  Additionally, whenever the "Classroom Observation Form," or a portion of the Form, is completed, both the supervisor and teacher must sign-off in _TalentEd Perform_ to acknowledge the "Classroom Observation Form" was referenced.

Supervisors are not expected to provide an overall rating for each observation, but they should use observations to collect evidence for the summative assessment of both the Teacher Practice Rubrics and the individual's Teacher Practice Goal.  During observations, evaluators should note specific, evidence-based details about what the teacher and students said and did in the classroom.  The supervisor might record "[Teacher's name] asked, 'Which events led up to the Alaskan oil spill?' which is factual, rather than "[Teacher's name] asks good questions," which is judgmental.  Once the evidence has been recorded, the evaluator can align the evidence with the appropriate component(s) on the Classroom Observation Form and the Rubrics and *then* make a judgment about which performance level the evidence supports.

A Supervisor's evaluation of a teacher will also be based on observations of the teacher in the classroom, in the halls or on the playground, in PPTs, in conferences with parents, at Professional Development activities, at team meetings, at faculty meetings, and so on.  It may also be based on written lesson plans, teacher-created materials, samples of student work, data collections, and so on.

When used, classroom walk-through data collections (such as those collected through *eCove*) may have a dual purpose.  First, the data collected electronically may be used by a grade-level team or the whole school to document progress towards a shared instructional goal, (for example, school-wide data might document an increase in 'higher-order questioning' or a reduction in 'transitioning time'.)  In such cases, an individual teacher's data **should not** *be* reported out to the larger group without the teacher's permission.  Second, the individual teacher and supervisor may choose a specific electronic tool to support an *individualized* goal.   For example, the teacher might seek to improve a group of students' on-task behavior or to increase classroom engagement during discussions.  In this case, the individual data **should** be shared with the teacher, and the teacher may reference such data as evidence of improved performance.  Classroom walk-through data collection or individualized data collections may be performed by the Complementary Evaluator.

If, in the course of any classroom walk-throughs, *whenever* a supervisor sees a pattern of concern he/she would like to address with a teacher, the walk-through should be followed by a classroom observation with post-conference feedback.

It is understood that, at any time, without notice, a supervisor may observe any professional activity.

| Teacher Category | Observations |
| --- | --- |

| First and Second Year Novice Teachers | <ul><li>3 or more Classroom Observations</li><li>All of which include verbal and/or written feedback</li><li>3 of which include a pre-planning conversation</li><li>All of which include a post-conference with written feedback</li><li>2 of which are 30+ minutes</li></ul> |
| --- | --- |
| Teachers Who Do Not Meet Standards Teacher Improvement and Remediation Plan | <ul><li>6 or more Observations (within 120 days)</li><li>Address specific performance indicators, as outlined in the Special Assistance Plan</li><li>3 of which include a pre-planning conversation</li><li>All of which include a post-conference with written feedback</li><li>All of which are 30+ minutes</li></ul> |
| Teachers who are Accomplished or Above (Cycle 1) | <ul><li>3 or more Observations</li><li>1 of which must be 30+ minutes in the classroom</li><li>All of which include verbal and/or written feedback</li></ul> |
| Teachers who are Accomplished or Above (Cycle 2 and Cycle 3) | <ul><li>3 or more Observations</li><li>All of which include verbal and/or written feedback</li></ul> |

## THE OBSERVATION SCHEDULE

**Figure 3**

The following represents the **CLASSROOM OBSERVATION TOOL** and is accessed through *TalentEd Perform*.

NE means there was no evidence of this qualifier in this lesson.

| PLANNING ALIGNED TO STANDARDS | 4 | 3 | 2 | 1 | NE |
|---|---|---|---|---|---|
| Knew subject matter well. | | | | | |
| Lesson built on prior instruction. | | | | | |
| Lesson designed for measurable outcomes. | | | | | |
| Lesson provided opportunities for ongoing assessment aligned to objective. | | | | | |
| Lesson design was relevant, motivating, and engaging. | | | | | |
| Classroom resources were organized to support lesson. | | | | | |
| Differentiation was planned. | | | | | |

Talking Points:

| CLASSROOM ENVIRONMENT | 4 | 3 | 2 | 1 | NE |
|---|---|---|---|---|---|
| High expectations for all were evidenced. | | | | | |
| Teacher and students maintained a controlled, respectful climate. | | | | | |
| Evidence of students' responsibility and self-direction. | | | | | |
| Directions/routines were clear, concise, and achievable. | | | | | |
| Transitions were accomplished to protect instructional time. | | | | | |
| Teacher moved about room, used space well, made eye contact with students. | | | | | |
| Teacher reinforced students positively. | | | | | |
| Clarity, tone, and audibility were appropriate. | | | | | |
| Lesson was coherent, sequenced, smooth, and well-paced. | | | | | |
| Evidence of well-established behavioral standards. | | | | | |
| Student work is posted or published. | | | | | |

Talking Points:

| INSTRUCTION | 4 | 3 | 2 | 1 | NE |
|---|---|---|---|---|---|
| Lesson objective was posted and communicated. | | | | | |
| Examples were relevant and connected to students. | | | | | |
| Expectations for the quality of work were clear. | | | | | |
| Strategies, instructional resources, and media were engaging. | | | | | |
| Higher-level questioning and/or problem-solving were evident. | | | | | |
| Teacher was enthusiastic and dynamic. | | | | | |
| Teacher checked for understanding, monitored, and adjusted. | | | | | |
| Explanations and redirections were clear. | | | | | |
| Differentiation of instruction was evident. | | | | | |
| Evidence of gradual release of responsibility to students. | | | | | |
| Teacher provided clear and specific feedback. | | | | | |
| Closure was aligned to objective | | | | | |

Talking Points:

The following represents the **PROFESSIONAL OBSERVATION TOOL** and is accessed through *TalentEd Perform*.

## Professional Feedback

| Teacher: | Date: |
|---|---|
| School: | Time: |
| Supervisor: | |
| Professional Responsibility Observed: (i.e. Open House, 504 Meeting, PPT, Parent Conference, Team/Grade Level Meeting, Faculty Meeting, Professional Development, Playground Supervision, etc. | |
| **Talking Points**: | |
| **Teacher Response (optional):** | |
| Teacher Signature | Date: |
| Supervisor Signature | Date: |

NOT FOR USE

◀ BACK

The following represents the **OPTIONAL PRE- OBSERVATION TOOL** and is accessed through *TalentEd Perform*. The form is optional for the majority of teachers, but required for all new teachers and teachers on remediation action plans.

## Optional Pre-Observation FORM for Teacher/Supervisor Use

**[To be completed by** Teacher **for the POST-observation conference with mentor/complementary evaluator/supervisor.]**

Teacher:                                                              Date:

School:                                                               Grade Level/Subject:

Mentor/Supervisor:

What is the purpose (learning target) of my lesson?

Why is it important for students to learn this?

How does this lesson link to student's prior knowledge?

Which students required differentiation and what strategies will I use for them?

How will I assess students have learned?

| Lesson segments or steps: | Comments: (what materials, resources, arrangements, discussion questions, assessment tools, strategies, etc.) |
|---|---|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |

The following represents the **OPTIONAL POST- OBSERVATION TOOL** and is accessed through *TalentEd Perform*. The form is optional for the majority of teachers, but required for all new teachers and teachers on remediation action plans.

## Optional Post-Observation FORM for Teacher/Supervisor Use

**[To be completed by <u>Teacher</u> for a post-observation conference with mentor/complementary evaluator /supervisor.]**

Staff Member:                                                    Date:

School:                                                              Grade Level/Subject:

Mentor:

1.  What was the best part of your lesson? Why?

2. What was supposed to happen during the lesson?

3.  What did happen?

4.  What accounts for the difference?

5.  How did you differentiate?

6. How will the students apply, assess, or communicate what they have learned?

7. How will the students know how close to your expectations their work is and what they can do to improve?

8.  What would you do differently next time?

## C. FEEDBACK

The goal of feedback is to help teachers grow as educators and become more effective with each and every one of their students. With this in mind, evaluators should be clear and direct after Classroom Observations, presenting their 'talking points' verbally and in writing in a way that is supportive and constructive.  In addition, mid-year and summative feedback should be specific and constructive and include:

- Specific evidence and ratings, where appropriate, on observed components of the Rubrics or of the Teacher's Performance Goal
- Prioritized commendations and recommendations for 'next steps' planning
- Redirection is the goals have been accomplished or have gone off-track
- Next steps and recommendations for supports the teacher can use to improve his/her practice
- A timeframe for follow up, if follow-up is expected/requested.

## D. RATINGS

Based on the rubrics, there are four ratings:

- **Exceeds Standards (4)**
- **Accomplished (3)**

---

- **Needs Improvement (2)**
- **Does Not Meet Standards (1)**

> The three questions that deserve million-dollar price tags are those we pose as teachers every day:
> Are my students experiencing the education I hope for them?
> How do I know?
> And, if some are not, what can I do?

"**Accomplished**" is the *expected* standard for Orange teachers; it is a high standard, not a 'middle-of-the road' classification.  Most teachers will fall within this rating.  Thus, its indicators will be considered first, and the other ratings' indicators will be scored up or down *in relationship to this expected standard*.  All teachers should strive for, and many will attain, at least some ratings of "**Exceeds Standards**," which represents the ideal -- a reachable, but truly exceptional goal.

For evaluation purposes, a final rating will be made for each of the four rubrics by adding the numeric value of each indicator and dividing by the total number of indicators (10) *for that rubric*.  This is necessary because the rubrics themselves are weighted.

When a teacher's rating in one or more of the rubrics falls below "Accomplished," a Special Assistance Plan for improvement must be put in place.  It is not necessary that a teacher be placed on "Needs Improvement" prior to being placed on "Does Not Meet Standards."

## Domain 1: Planning

**NOT FOR USE**

| | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| 1.a. Knowledge | Is expert in the subject area and up to date on authoritative research on child development and how students learn. | Knows the subject matter well and has a good grasp of child development and how students learn. | Is somewhat familiar with the subject and has a few ideas of ways students develop and learn. | Has little familiarity with the subject matter and few ideas on how to teach it and how students learn. |
| 1.b. Standards | Has a scope and sequence for the year that is tightly aligned with high standards and external assessments. | Plans the year so students will meet high standards and be ready for assessments. | Has done some thinking about how to cover high standards. | Plans lesson by lesson and has little familiarity with state standards. |
| 1.c. Lessons | Designs every lesson with clear, measurable goals closely aligned with standards and unit outcomes. | Designs lessons focused on measurable outcomes aligned with standards and unit goals. | Plans some lessons with consideration of standards and long-term goals. | Plans lessons aimed primarily at entertaining students, filling time, or covering topics of personal choice. |
| 1.d. Assessments | Prepares diagnostic, on-the-spot, interim, and summative assessments aligned to the lesson to monitor each student's learning. | Plans on-the-spot and ongoing assessments aligned to the lesson objective to measure each student's learning. | Assessment criteria are vague and assess the whole class, not individual students, and may be loosely aligned to the objective. | Rarely assesses students' progress, has no plan for assessments, or assessments have no alignment to lesson objectives. |
| 1.e. Anticipation | Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them. | Anticipates misconceptions that students might have and plans a strategy. | Has a hunch about one or two ways that students might become confused with the content. | Proceeds without considering misconceptions that students might have about the lesson. |
| 1.f. Monitoring | Works with colleagues to use pre- and interim assessment data, to fine tune unit and lesson planning, to re-teach and help struggling students. | Uses data from pre- and interim assessments to adjust teaching, re-teach, and follow up with struggling students. | Looks over students' work/assessments to see if there is anything that needs to be re-taught. | Administers assessments and moves on without analyzing them and following-up with students. |
| 1.g. Engagement | Designs highly-relevant lessons that utilize engaging strategies, resources, technology, and media. | Designs lessons that use strategies and resources likely to engage most students. | Plans lessons that will catch some students' interest. | Plans lessons with very little likelihood of motivating or involving students. |
| 1.h. Materials | Purposely designs lessons that use a highly-effective mix of quality, multicultural, learning materials and technology. | Designs lessons that use an appropriate mix of materials and technology. | Plans lessons that involve a mixture of good and mediocre learning materials; Rarely uses technology. | Plans lessons that rely mainly on mediocre materials and workbooks or worksheets. |
| 1.i. Differentiation | Designs lessons that address the needs of all levels of learners, including different styles and interests. | Designs lessons that target most learning needs, styles, and interests. | Plans lessons with considerations only to accommodate special needs students. | Plans lessons with no differentiation. |
| 1.j. Environment | Uses room arrangement, to provide access to materials and facilitate student collaboration; uses visual displays to maximize student learning. | Organizes classroom furniture, materials, and displays purposefully to support unit and lesson goals. | Some consideration is given to furniture arrangement and materials; has mostly decorative displays. | Has a conventional furniture arrangement, hard-to-access materials, and few wall displays. |
| | **X 4 =** | **X 3 =** | **X 2 =** | **X 1 =** |
| | **Total _____** | | **Total divided by 10 = _____** | |

## Domain 2: Classroom Environment <span style="color:red">NOT FOR USE</span>

| | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| 2.a. Expectations | Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations. | Clearly communicates and consistently enforces high standards for student behavior. | Announces and posts classroom rules and punishments. | Comes up with ad hoc rules and punishments as events unfold during the year, or communicates expectation unclearly. |
| 2.b. Relationships | Shows warmth, caring, respect, and fairness for all students and builds strong relationships. | Is fair and respectful toward most students and builds positive relationships. | Is fair and respectful toward most students and builds positive relationships with a few. | Is sometimes unfair and disrespectful to the class; plays favorites. |
| 2.c. Respect | Wins all students' respect and creates a climate in which disruption of learning is unthinkable. | Commands respect and refuses to tolerate disruption. | Wins the respect of some students but there are regular disruptions in the classroom. | Is not respected by students; the classroom is frequently chaotic and sometimes dangerous. |
| 2.d. Recognition | Frequently posts students' work with rubrics and publicly celebrates progress to motivate effort. | Regularly posts students' work to make visible their progress with respect to standards. | Posts some excellent student work as an example to others. | Posts only a few samples of student work or none at all. |
| 2.e. Responsibility | Leads all students to be self-disciplined, take responsibility for their actions, and have a strong sense of efficacy. | Develops students' self-discipline and teaches them to take responsibility for their own actions. | Tries to get students to be responsible for their actions, but many lack self-discipline. | Is unsuccessful in fostering self-discipline in students; students are dependent on the teacher to behave. |
| 2.f. Repertoire | Has a highly-effective discipline repertoire and captures and holds students' attention without disruption to learning. | Has a repertoire of discipline "moves" and can capture and maintain students' attention. | Has a limited disciplinary repertoire and students are frequently not paying attention. | Has few discipline skills and constantly struggles to get students' attention. |
| 2.g. Efficacy | Maximizes coherence, momentum, and transitions so that every minute of classroom time produces learning. | Maintains academic learning time through coherence, lesson momentum, and smooth transitions. | Sometimes loses and or gives-up teaching time due to lack of clarity, interruptions, and inefficient transitions. | Loses a great deal of instructional time due to confusion, lack of planning, interruptions, and ragged transitions. |
| 2.h. Prevention | Is alert, poised, dynamic, and self-assured and foresees virtually all discipline problems before they occur. | Has a confident, dynamic presence and quickly intervenes and redirects discipline problems. | Tries to prevent discipline problems but they frequently escalate; relies on outside assistance. | Is unsuccessful at preventing discipline problems, and they frequently escalate into administrative concerns. |
| 2.i. Incentives | Gets students to buy into a highly effective system of incentives linked to intrinsic rewards. | Gets students to buy into a highly effective system of incentives linked to extrinsic rewards. | Uses extrinsic rewards in an attempt to get students to cooperate and comply. | Extrinsic rewards are given out, but unearned. |
| 2.j. Communication | Consistently communicates the established learning and behavior expectations and references those expectations in communications with parents. | Gives parents clear expectations for student learning and behavior for the year. | References a list of classroom rules for behavior on an as-needed basis. | Doesn't inform parents about expectations. |
| | X 4 = | X 3 = | X 2 = | X 1 = |

Total _____    Total divided by 10 = _____

**Domain 3: Instruction**

| | **4** | **3** | **2** | **1** |
|---|---|---|---|---|
| 3.a. Goals | Shows students exactly what's expected by modeling essential questions, goals, rubrics, and exemplars. | Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals/target. | Tells students what to do without conveying a purpose. | Begins lessons without giving students a clear sense of what to do. |
| 3.b. Clarity | Always presents material clearly and explicitly, with well-chosen examples and vivid language. | Often uses clear explanations, appropriate language, and examples to present material. | Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate. | Often presents material in a confusing way, using language that is inappropriate. |
| 3.c. Questioning | Poses high-level questions requiring students to analyze, synthesize, and evaluate. | Poses high-level questions to foster thinking and/or discussion. | Poses questions that elicit common knowledge or simple recall | Poses questions with yes/no answers or no answer required; or answers own questions. |
| 3.d. Engagement | Gets all students highly involved in focused work in which they are active problem-solvers; hooks each students' interest; and helps each student make real-world connections. | Has students actively think about, discuss, and use the ideas and skills being taught; presents or discusses real-world connections. | Attempts to get students actively involved but some students are disengaged; is only sometimes successful in making the subject interesting or relating real-world connections. | Mostly lectures to passive students or has them plod through textbooks and worksheets; doesn't hook students' interest or make connections to their lives. |
| 3.e. Differentiation | Orchestrates highly effective strategies, materials, and groupings to successfully skillfully differentiate and scaffold for all students. | Uses effective strategies, materials, and groupings to accommodate most students' learning needs. | Uses a limited range of classroom strategies with mixed success in accommodating students with learning deficits. | Uses only one or two teaching strategies and types of materials and fails to reach most students. |
| 3.f. Academic Rigor | Seizes an opportunity to build on the lesson, seamlessly adjusting activities for individual students who access information quickly. | Uses effective, on-the-spot strategies to enrich an activity for students who access the information easily. | Directs the activities to the 'middle' and adjusts for students who access information easily by assigning 'more of the same.' | Directs the activities to the 'middle' with no adjustments. |
| 3.g. Feedback | Consistently provides feedback to students in a variety of formats that the student can access in a timely fashion for goal-setting and real-time learning. | Provides timely verbal or written feedback which describes strengths and weaknesses and includes suggestions for improvements. | Students sometimes receive verbal or written feedback, but it is inconsistent, untimely, and/or does not guide improvement. | Feedback is non-existent, general, or provided as letter/number/symbol feedback, and is not timely. |
| 3.h. Student Self-Assessment | Has students set ambitious goals, self-assess, and take responsibility for improving their own performance. | Has students set goals, and self-assess to know where they stand academically. | Urges students to look over their work to see where they had trouble. | Allows students to move on without assessing and improving problems in their work. |
| 3.i. Teachable Moments | Deftly adapts lessons to incorporate teachable moments and correct misunderstandings in students' prior knowledge. | Flexibly changes the lesson to take advantage of teachable moments and correct misconceptions in prior knowledge. | Sometimes doesn't take advantage of teachable moments or correct misconceptions in prior knowledge. | Is rigid and inflexible with lesson plans |
| 3.j. Application / Assessment | Consistently assesses; has students summarize what they learn and apply it in a new context; assigns highly-engaging homework;. | Leads students to sum up what they have learned and apply it using a different example; assigns appropriate homework. | Sometimes brings closure to lessons; assigns homework, but rarely follows-up. | End lessons without closure or application; homework is often unrelated and unaccounted for. |
| | **X 4 =** | **X 3 =** | **X 2 =** | **X 1 =** |
| | **Total** _____ | | **Total divided by 10 =** _____ | |

◄BACK

## Domain 4: Professionalism and Leadership

| | **4** | **3** | **2** | **1** |
|---|---|---|---|---|
| 4.a. Respect | Shows great sensitivity and respect for family and community culture, values, and beliefs. | Communicates respectfully with parents and is sensitive to different families' cultures and values. | Tries to be sensitive to the culture and beliefs of students' families but sometimes lacks sensitivity. | Is often insensitive to or unaware of the culture and beliefs of students' families. |
| 4.b. Responsiveness | Deals immediately and successfully with parent concerns and makes parents feel welcome any time. Makes sure parents hear positive news first and immediately flags any problems. | Responds promptly to parent concerns and makes parents feel welcome. Promptly tells parents of behavior and learning problems, makes suggestions, and also updates parents on good news. | Is slow to respond to some parent concerns or comes across as unwelcoming. Tells parents about problems their children are having but rarely makes suggestions or mentions positive news. | Does not respond to parent concerns or makes parents feel unwelcome in the classroom. Seldom informs parents of concerns or positive news about their children. |
| 4.c. Reliability | Completes paperwork conscientiously and punctually; keeps meticulous records. | Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records. | Occasionally skips paperwork, makes errors in records, and misses paperwork deadlines. | Frequently skips paperwork, makes errors in records, and misses deadlines. |
| 4.d. Support | Makes sure that students who need specialized diagnosis receive support services immediately. | Refers students for specialized diagnosis and support services when necessary. | Sometimes doesn't refer students for support services, and/or refers students who don't need it. | Often fails to refer students for support services or refers students who do not need them. |
| 4.e. Presentation | Presents as a consummate professional and always observes appropriate boundaries. | Demonstrates professional demeanor and maintains appropriate boundaries. | Occasionally acts and/or dresses unprofessionally and/or violates boundaries. | Regularly acts and/or dresses unprofessionally and/or violates boundaries. |
| 4.f. Judgment | Is invariably ethical, honest, and forthright; uses impeccable judgment and respects confidentiality. | Is ethical and forthright, uses good judgment, and maintains confidentiality with student records. | Sometimes uses questionable judgment, is less than completely honest, and/or discloses confidential information. | Is frequently unethical, dishonest, uses poor judgment, and/or discloses confidential information. |
| 4.g. Leadership | Frequently contributes valuable expertise and instills in others a desire to improve student results. | Is a positive team player; contributes expertise and time to the overall mission of the school. | Occasionally suggests an idea aimed at improving the school. | Rarely, if ever, contributes ideas that might help improve the school. |
| 4.h. Openness | Actively seeks out feedback and suggestions and uses them to improve performance. | Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. | Is somewhat defensive or passively listens to feedback and suggestions. | Is very defensive about criticism and resistant to change. |
| 4.i. Collaboration | Is a leader in helping to plan lessons, units, and assessments; in sharing materials and ideas; in analyzing student work samples; in suggesting curriculum revisions. | Collaborates with colleagues to plan units, lessons, and assessments; to share teaching ideas and analyze student work. | Meets with colleagues to 'show and tell' lessons and discuss students who are struggling without offering suggestions | In meetings with colleagues, conversation lacks any educational substance. |
| 4.j. Growth | Actively seeks new ideas and engages in action research to find, effectively implement, and model what works best for colleagues. | Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well. | Can occasionally be persuaded to try out new classroom practices. | Is not open to ideas for improving teaching and learning. |
| | **X 4 =** | **X 3 =** | **X 2 =** | **X 1 =** |
| | **Total _____   Total divided by 10 = _____** | | | |

BACK

## RUBRIC: Curriculum Specialists: Math/Science and Language Arts

### Domain 1: Planning and Preparation

| Exceeds Standards | Accomplished | Needs Improvement | Does Not Meet Standards | **NOT FOR USE** |
|:---:|:---:|:---:|:---:|:---|
| **4** | **3** | **2** | **1** | |
| | | | | Keeps abreast of current research and developments in curriculum and instruction through reading, attending conferences, workshops, consortium, state and regional councils and assists the staff in incorporating research in classroom instruction. |
| | | | | Knows the subject matter well and has a good grasp of child development and how students learn. |
| | | | | Engages in long-term planning to achieve a balanced and articulated program through the elementary grades. |
| | | | | Collaborates with the Director of Curriculum, principal, and staff to develop integrated curriculum for the school and district. |
| | | | | Plans the scope and sequence so students will meet high standards and be ready for assessments. |
| | | | | Researches and models multi-disciplinary practices to improve learning opportunities for all students. |
| | | | | Works with all teachers to improve instruction. |
| | | | | Designs lessons for tiered students focused on measurable outcomes aligned with students' needs, Common Core Standards, and goals. |
| | | | | Plans on-the-spot and ongoing assessments to measure each student's learning. |
| | | | | Uses data from interim assessments to adjust teaching, re-teach, and follow-up with struggling students. |
| | | | | **X 4 =**     **X 3 =**     **X 2 =**     **X 1 =** |
| | | | | **Total _____     Total divided by 10 = _____** |

## RUBRIC: Curriculum Specialists: Math/Science and Language Arts

### Domain 2: Management

| Exceeds Standards | Accomplished | Needs Improvement | Does Not Meet Standards | NOT FOR USE |
|---|---|---|---|---|
| **4** | **3** | **2** | **1** | |
| | | | | Coordinates the ongoing development, implementation, evaluation, and revision of the school's curriculum, instruction, and tiered intervention. |
| | | | | Assists the Principal and Director of Curriculum in the development and administration of the budget for the school and district. |
| | | | | Assists teachers and the Library Media Specialist in selecting and organizing materials to support the curriculum and student needs. |
| | | | | Assists in training support staff in instruction, tiered interventions, support systems, data collection, and methodologies. |
| | | | | Works with The Director of Curriculum, the Library Media Specialists, Principal, and classroom teachers in the application of technology in instruction and support. |
| | | | | Assists teachers in implementing a procedure for systematic maintenance of student progress records, data collection, work samples, and portfolios from Kindergarten to Grade 6 by collecting data. |
| | | | | Co-chairs or Chairs grade-level meetings, professional development workshops, or committees as necessary. |
| | | | | Assists in designing tiered instructional programs for the support staff's implementation. |
| | | | | Evaluates support staff, providing opportunities for their self-evaluation, and helps determine goals for improvement. |
| | | | | Inventories, manages, replaces, and selects materials appropriate to the needs of students and the instructional goals of the school. |
| | X 4 = | X 3 = | X 2 = | X 1 = |
| | **Total** _____    **Total divided by 10 =** _____ | | | |

## RUBRIC: Curriculum Specialists: Math/Science and Language Arts

| **Domain 3: Delivery of Services** | | | | |
|---|---|---|---|---|
| Exceeds Standards | Accomplished | Needs Improvement | Does Not Meet Standards | **NOT FOR USE** |
| **4** | **3** | **2** | **1** | |
| | | | | Assists the school staff in developing strategies for different learning styles or problems. |
| | | | | Observes students during classroom instruction in order to monitor and adjust the classroom curriculum and their individual support programs. |
| | | | | Is a leader among teachers in increasing student learning and strengthening school climate. |
| | | | | Regularly shares and analyzes data, provides expertise, and contributes ideas when meeting with classroom teachers and grade level teams. |
| | | | | Provides ongoing curriculum support and staff development, including but not limited to, demonstrations, modeled lessons, and skill-related workshops. |
| | | | | Participates in the development of Individual Education Plans and in Child Study and Planning and Placement Teams when learning issues are apparent. |
| | | | | Assists in designing tiered instructional programs for the support staff's implementation. |
| | | | | Provides effective direct instruction to students based on current data, using in-house universal screening tools, district assessments, intervention reports, and input from teachers, as applicable. |
| | | | | Gives students a clear sense of purpose by appropriately explaining their current level of achievement, helping them to identify and use their strengths, and developing with them their goals/targets. |
| | | | | When working with both students and staff, uses clear explanations, appropriate language, and relevant examples. |
| | **X 4 =** | **X 3 =** | **X 2 =** | **X 1 =** |
| | **Total _____** | | **Total divided by 10 = _____** | |

## RUBRIC: Curriculum Specialists: Math/Science and Language Arts

### Domain 4: Professional Responsibilities

| Exceeds Standards | Accomplished | Needs Improvement | Does Not Meet Standards | NOT FOR USE |
|---|---|---|---|---|
| 4 | 3 | 2 | 1 | |
| | | | | Communicates respectfully with students, parents, and staff and is sensitive to different families' cultures and values. |
| | | | | Responds promptly to parents' and staffs' concerns and makes individuals feel valued.  In the SRBI process, promptly and accurately communicates to parents their child's learning struggles and planned interventions; also makes suggestions and updates parents on good news, as appropriate. |
| | | | | Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records. |
| | | | | Refers students for specialized diagnosis and support services when necessary. |
| | | | | Demonstrates professional demeanor and maintains appropriate boundaries. |
| | | | | Is ethical and forthright, uses good judgment, and maintains confidentiality with student records. |
| | | | | Is a positive team player; contributes expertise and time to the overall mission of the school. |
| | | | | Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. |
| | | | | Collaborates positively with and among colleagues, the Director of Curriculum, the Principal, the BOE, the RESC, and the State agencies as required; reflects a positive image for the district in public. |
| | | | | Seeks out and brings back effective teaching ideas from out-of-district colleagues, workshops, and other sources and implements them well in-district. |
| | X 4 = | X 3 = | X 2 = | X 1 = |
| | Total _____        Total divided by 10 =  _____ | | | |

**RUBRIC: Library Media Specialists**

| Domain 1: Planning and Preparation | | | | |
|---|---|---|---|---|
| Exceeds Standards | Accomplished | Needs Improvement | Does Not Meet Standards | NOT FOR USE |
| 4 | 3 | 2 | 1 | |
| | | | | Keeps abreast of current research and developments in library media science through reading, attending conferences, workshops, consortium, state and regional councils and assists the staff in incorporating research in instruction and practice. |
| | | | | Keeps abreast of current trends in technology and sets goals for the future based on the skills, awareness, and access students will need to become 21st century learners. |
| | | | | Establishes yearly and long-term goals for the library media program aligned with the district's mission, goals, and objectives. |
| | | | | In coordination with the building principal or Director of Curriculum, writes and applies for grants as appropriate to support the library media goals. |
| | | | | Works to expand students' and teachers' knowledge of and access to library media materials and technologies. |
| | | | | Plans a scope and sequence of articulated K – 6 (or 1 – 6) curriculum so students will meet high standards and be ready for the benchmark assessments. |
| | | | | Researches and models multi-disciplinary practices to improve the library media learning opportunities for all students. |
| | | | | Designs library media lessons for Special Education and tiered students focused on measurable outcomes aligned with students' needs, Common Core Standards, and goals. |
| | | | | Plans on-the-spot and ongoing assessments to measure each student's learning in the library media program. |
| | | | | Advances the purposes of the library media program by recruiting and training parent and student volunteers for well-planned and strategic responsibilities. |
| | | | | X 4 =      X 3 =      X 2 =      X 1 = |
| | | | | Total _____     Total divided by 10 = _____ |

◄BACK

## RUBRIC: Library Media Specialists

| Domain 2: Management | | | | |
|---|---|---|---|---|
| Exceeds Standards | Accomplished | Needs Improvement | Does Not Meet Standards | **NOT FOR USE** |
| 4 | 3 | 2 | 1 | |
| | | | | Creates a friendly, welcoming, and open library media environment. |
| | | | | Administers the library media program, developing systems, policies, and procedures which ensure equitable and relevant access, efficiencies, services, and achievement. |
| | | | | Inventories, classifies, manages, replaces, and selects materials appropriate to the needs of students and the instructional goals of the school. |
| | | | | Selects, purchases, and shares with teachers and students library media resources and equipment which ensure the ongoing development and forward progress of the school's library media program. |
| | | | | Develops and administers the library media and technology budget for the school; contributes input to the district library media budget. |
| | | | | Assists teachers by selecting, purchasing, organizing, and communicating the appropriate materials to support their grade-level curricular needs and the common core standards. |
| | | | | In coordination with the building principal or Director of Curriculum, writes and applies for grants as appropriate to support the library media goals. |
| | | | | Maintains circulation and collection records, providing regular reports as requested; maintains and updates all related databases. |
| | | | | Works with the school staff in the development of a schedule for effective use of the library by all kinds of groups, (i.e. from full classes to small student groups) |
| | | | | Conducts an annual survey as a means of evaluating the library media program and its services and to provide a forum for faculty and students' input and suggestions. |
| | X 4 = | X 3 = | X 2 = | X 1 = |
| | Total _____     Total divided by 10 = _____ | | | |

**RUBRIC: Library Media Specialists**

| Domain 3: Delivery of Services | | | | |
|---|---|---|---|---|
| **Exceeds Standards** | **Accomplished** | **Needs Improvement** | **Does Not Meet Standards** | NOT FOR USE |
| **4** | **3** | **2** | **1** | |
| | | | | Assists the school staff in developing strategies for effective research and use of technologies for students with different learning styles or problems. |
| | | | | Plans and provides group and individual instruction in information resources, research strategies, and technologies, incorporating the use of information literacy skills. |
| | | | | Develops in students the attitudes, habits, analysis, and skills that will enable them to become lifelong readers, researchers, and learners. |
| | | | | Regularly shares, analyzes resources and new technologies, provides expertise, and contributes ideas when meeting with classroom teachers and grade level teams about their curriculum. |
| | | | | Demonstrates and models current, innovative methodologies and technologies for library media literacy. |
| | | | | Actively teaches and promotes reading and library use through such extended activities as storytelling, book-talks or book-clubs, displays, newsletters, promotional programs, and special events. |
| | | | | Develops bibliographies, displays, bulletin boards, etc. to support school themes, extend the classroom curriculum, and promote reading and literacy. |
| | | | | Provides effective direct instruction to students based on current data, using in-house universal screening tools, district assessments, intervention reports, and input from teachers, as applicable. |
| | | | | Provides staff development opportunities in the use of information resources in a variety of formats and in the integration of information literacy skills throughout the curriculum. |
| | | | | When working with both students and staff, uses clear explanations, appropriate language, and relevant examples. |
| | **X 4 =** | **X 3 =** | **X 2 =** | **X 1 =** |
| | **Total** _____ | | **Total divided by 10 =** _____ | |

## RUBRIC: Library Media Specialists

| | | | | Domain 4: Professional Responsibilities |
|---|---|---|---|---|
| Exceeds Standards | Accomplished | Needs Improvement | Does Not Meet Standards | **NOT FOR USE** |
| 4 | 3 | 2 | 1 | |
| | | | | Communicates respectfully with students, parents, and staff and is sensitive to different families' cultures and values. |
| | | | | Responds promptly to staffs' and students' needs and supports them with updated and related materials and resources. |
| | | | | Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records. |
| | | | | Is an instructional leader among teachers, parents, and students and works to enhance student achievement. |
| | | | | Demonstrates professional demeanor and maintains appropriate boundaries. |
| | | | | Is ethical and forthright, uses good judgment, and maintains confidentiality with student records. |
| | | | | Serves as the staff's and students' primary advisor on the ethics of copyright and intellectual freedom. |
| | | | | Is a positive team player; contributes expertise and time to the overall mission of the school. |
| | | | | Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. |
| | | | | Collaborates positively with and among colleagues, the Director of Curriculum, the Principal, the BOE, the RESC, and the State agencies as required; reflects a positive image for the district in public. |
| | | | | **X 4 =**     **X 3 =**     **X 2 =**     **X 1 =** |
| | | | | **Total** _____     **Total divided by 10 =** _____ |

BACK

## RUBRIC: ESL Specialist

### Domain 1: Planning and Preparation

| Exceeds Standards | Accomplished | Needs Improvement | Does Not Meet Standards | **NOT FOR USE** |
|---|---|---|---|---|
| 4 | 3 | 2 | 1 | |
| | | | | Keeps abreast of current legislation and research in ESL through reading, attending conferences, workshops, consortium, state and regional councils and assists the staff in incorporating legislation and research in practice. |
| | | | | Knows the subject matter well and has a good grasp of child development and how students learn. |
| | | | | Engages in long term planning to achieve a balanced and articulated program through the elementary grades. |
| | | | | Collaborates with the Director of Curriculum, administration, and staff to develop integrated curriculum for school and district |
| | | | | In coordination with the building principal or Director of Curriculum writes and applies for grants as appropriate to support ESL goals. |
| | | | | Works to expand students' and teachers' knowledge of an access to ESL strategies, techniques, and technologies. |
| | | | | Plans a scope and sequence of articulated K-6 curriculum so ELL students will meet high standards and be ready for the benchmark assessments. |
| | | | | Designs lessons for eligible ELL students focused on measurable outcomes aligned with Common Core, ELL Frameworks, and individual student needs. |
| | | | | Plans on-the-spot and ongoing assessments to measure each ELL student's learning. |
| | | | | Uses data from interim assessments to adjust teaching, reteach, and follow-up with struggling students. |
| | X 4 = | X 3 = | X 2 = | X 1 = |
| | Total _____     Total divided by 10 = _____ | | | |

## Domain 2: Management

**NOT FOR USE**

| Exceeds Standards | Accomplished | Needs Improvement | Does Not Meet Standards | |
|---|---|---|---|---|
| 4 | 3 | 2 | 1 | |
| | | | | Coordinates the ongoing development, implementation, evaluation, and revision of the school's curriculum, instruction, and tiered intervention. |
| | | | | Develops and adheres to process and procedures for progress monitoring and exit of ELLs. |
| | | | | Holds identification meetings with parents, teachers, and other support staff as needed to create an individualized language plan for each new ELL student. |
| | | | | Monitor students' proficiency levels by testing every Spring and report to the state database. |
| | | | | Coordinates standardized testing for ELLs as required. |
| | | | | Assesses yearly achievements in an annual meeting with parents, teachers, and other support staff as needed. |
| | | | | Inventories, manages, replaces, and selects materials appropriate to the needs of students and the instructional goals of the school. |
| | | | | Evaluates support staff, providing opportunities for their self-evaluation, and helps determine goals for improvement. |
| | | | | Co-chairs or chairs grade level meetings, professional development workshops, or committees as necessary. |
| | | | | Completes an annual report/summary for the Director of Curriculum/ Superintendent as a means of evaluating ESL program and services and to provide a forum for faculty and families' input and suggestions. |
| | | X 4 = | X 3 = | X 2 = | X 1 = |

**Total** _____     **Total divided by 10 = _____**

## RUBRIC: ESL Specialist

| Exceeds Standards | Accomplished | Needs Improvement | Does Not Meet Standards | Domain 3: Delivery of Services |
|:---:|:---:|:---:|:---:|---|
| | | | | **NOT FOR USE** |
| **4** | **3** | **2** | **1** | |
| | | | | Provides and differentiates instruction (according to proficiency level) for English Language Learners using an English Language Development program for grades K-6. |
| | | | | Consults with content area teachers to assist in planning differentiated lessons within the general education classroom (grades K-6). |
| | | | | Regularly shares, analyzes resources and new technologies, provides expertise, and contributes ideas when meeting with classroom teachers and grade level teams about ELLs. |
| | | | | Develops in students the attitudes, habits, analysis, and skills that will enable them to become lifelong learners. |
| | | | | Demonstrates and models current, innovative methodologies and technologies to benefit ELLs. |
| | | | | Fosters the home school connection (translates school documents, provides informational nights, updates ESL webpage, and arranges translators for meetings and test settings, as necessary). |
| | | | | Gives students a clear sense of purpose by appropriately explaining their current level of achievement, helping them to identify and use their strengths, and developing with them their goals, targets. |
| | | | | Provides effective direct instruction to ELL students based on current data. |
| | | | | Provides staff development opportunities in differentiation for ELL learners. |
| | | | | When working with students, families, and staff, uses clear explanations, appropriate language, and relevant examples. |
| | **X 4 =** | **X 3 =** | **X 2 =** | **X 1 =** |
| | **Total** _____  **Total divided by 10 =** _____ | | | |

**RUBRIC: ESL Specialist**

## Domain 4: Professional Responsibilities

| Exceeds Standards | Accomplished | Needs Improvement | Does Not Meet Standards | NOT FOR USE |
|:---:|:---:|:---:|:---:|---|
| 4 | 3 | 2 | 1 | |
| | | | | Communicates respectfully with students, parents, and staff and is sensitive to different families' cultures and values. |
| | | | | Responds promptly to staffs' and students' needs and supports them with updated and related materials and resources. |
| | | | | Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records. |
| | | | | Is an instructional leader among teachers, parents, and students and works to enhance student achievement. |
| | | | | Demonstrates professional demeanor and maintains appropriate boundaries. |
| | | | | Is ethical and forthright, uses good judgment, and maintains confidentiality with student records. |
| | | | | Advocates for the ESL program and on behalf of ELLs and their families as necessary to meet immediate and long-range needs. |
| | | | | Is a positive team player; contributes expertise and time to the overall mission of the school. |
| | | | | Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. |
| | | | | Collaborates positively with and among colleagues, the Director of Curriculum, the Principal, the BOE, the RESC, and the State agencies as required; reflects a positive image for the district in public. |
| | | | | X 4 =          X 3 =          X 2 =          X 1 = |
| | | | | Total _____          Total divided by 10 = _____ |

**RUBRIC: School Psychologists and Social Worker**

## Domain 1: Planning and Preparation

| Exceeds Standards | Accomplished | Needs Improvement | Does Not Meet Standards | NOT FOR USE |
|:---:|:---:|:---:|:---:|---|
| 4 | 3 | 2 | 1 | |
| | | | | Demonstrates knowledge of child and adolescent development and psychopathology. |
| | | | | Demonstrates knowledge of district, state and federal guidelines. |
| | | | | Demonstrates knowledge of resources, both within and beyond the school and district. |
| | | | | Conducts a comprehensive file review for the purpose of planning and decision making. |
| | | | | Selects and administers appropriate instruments and procedures based on student's developmental level, areas of concern, and team/parent input. |
| | | | | Plans to meet the needs of general and special education families in the PPT/504/CST process. |
| | | | | Psychologists: Plans and coordinates productive PPT/504/CST/staff meetings. Social Workers: Actively participates at PPT/504/CST/staff meetings. |
| | | | | Uses multiple sources of data collection to design and plan student interventions. |
| | | | | Develops support plans with goals/objectives that adequately meet the needs of the student/family. |
| | | | | Contributes to progress monitoring and data-based decisions regarding intervention practices for academic, social-emotional, and behavioral domains. |
| | X 4 = | X 3 = | X 2 = | X 1 = |
| | Total _____ | | Total divided by 10 = _____ | |

RUBRIC: School Psychologists and Social Worker

| Domain 2: Management | | | | |
|---|---|---|---|---|
| Exceeds Standards | Accomplished | Needs Improvement | Does Not Meet Standards | NOT FOR USE |
| 4 | 3 | 2 | 1 | |
| | | | | Promotes positive and respectful interactions with students to maximize the support services. |
| | | | | Establishes and maintains behavioral expectations for students in the support setting. |
| | | | | Demonstrates effective ways to engage and re-engage students in the support setting. |
| | | | | Exercises good judgment in setting priorities, resulting in clear schedules where work is accomplished in a productive and efficient manner. |
| | | | | Demonstrates flexibility and responsiveness to meet the needs of students, staff, and their families. |
| | | | | Organizes physical space to maximize support services; teacher and student resources are readily available. |
| | | | | Maximizes service delivery time to manage routines, transitions, and organization of resources and materials to meet the needs of students. |
| | | | | Establishes and maintains clear procedures and protocols for referrals and IEP process. |
| | | | | Writes accurate, comprehensive and clear reports. |
| | | | | Contributes to the development of school's crisis response and intervention plans and supports their implementation. |
| | | | | X 4 =    X 3 =    X 2 =    X 1 = |
| | | | | Total _____    Total divided by 10 = _____ |

**RUBRIC: School Psychologists and Social Worker**

| Domain 3: Delivery of Services | | | | |
|---|---|---|---|---|
| Exceeds Standards | Accomplished | Needs Improvement | Does Not Meet Standards | **NOT FOR USE** |
| 4 | 3 | 2 | 1 | |
| | | | | Engages in consultation and collaboration with school staff to address students' needs in and outside of the referral process. |
| | | | | Engages in consultation and collaboration with parents to address students' needs in and outside of the referral process. |
| | | | | Engages in consultation and collaboration with outside agencies to address students' needs in an outside the referral process. |
| | | | | Effectively facilitates IEP/CST/504/staff meetings. |
| | | | | Effectively communicates evaluation results in a clear and concise manner in ways that parents and staff can understand. |
| | | | | Incorporates all available assessment information to recommend instructional strategies to meet the individual learning needs of students. |
| | | | | Utilizes a variety of programs and techniques within the support setting to help students acquire social/emotional/behavioral skills necessary to be successful. |
| | | | | Collects evidence to indicate the degree to which a student's goals and objectives have been met. |
| | | | | Adequately evaluates the effectiveness of interventions for the purpose of decision making. |
| | | | | Communicates expectations and provides feedback to students/families to help them be more successful. |
| | X 4 = | X 3 = | X 2 = | X 1 = |
| | Total _____    Total divided by 10 = _____ | | | |

**RUBRIC: School Psychologists and Social Worker**

## Domain 4: Professional Responsibilities

| Exceeds Standards | Accomplished | Needs Improvement | Does Not Meet Standards | NOT FOR USE |
|---|---|---|---|---|
| 4 | 3 | 2 | 1 | |
| | | | | Communicates respectfully with students, parents, and staff and is sensitive to different families' cultures and values. |
| | | | | Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records. |
| | | | | Demonstrates professional demeanor and maintains appropriate boundaries. |
| | | | | Is ethical and forthright, uses good judgment, and maintains confidentiality with student records. |
| | | | | Is a positive team player; contributes expertise and time to the overall mission of the school and district. |
| | | | | Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. |
| | | | | Collaborates positively with and among colleagues, the Director of Special Services, the Principal, the BOE, the RESC, and the State agencies as required; reflects a positive image for the district in public. |
| | | | | Actively pursues professional development opportunities to enhance knowledge and practice. |
| | | | | Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public and advocates for students, when needed |
| | | | | Engages in a reflective practice to improve delivery of services. |
| | X 4 = | X 3 = | X 2 = | X 1 = |
| | Total _____  Total divided by 10 = _____ | | | |

RUBRIC: Speech and Language Pathologists

## Domain 1: Planning and Preparation

**NOT FOR USE**

| Exceeds Standards | Accomplished | Needs Improvement | Does Not Meet Standards | |
|---|---|---|---|---|
| 4 | 3 | 2 | 1 | |
| | | | | Demonstrates knowledge of language development and related therapies. |
| | | | | Demonstrates knowledge of district, state and federal guidelines. |
| | | | | Demonstrates knowledge of resources, both within and beyond the school and district. |
| | | | | Selects and administers appropriate diagnostic instruments and procedures based on student's developmental level, areas of concern, and team/parent input. |
| | | | | Acquires detailed information about individual students as learners from a variety of sources. |
| | | | | Develops therapy programs with goals and objectives that adequately meet the needs of the student. |
| | | | | Prepare reports and summary of data for effective communication. |
| | | | | Uses multiple sources of data collection to design and plan student interventions that align with school improvement efforts and other mandates. |
| | | | | Plans evaluations that are organized around clear goals and the collection of evidence. |
| | | | | Contributes to progress monitoring and data-based decisions regarding intervention practices. |
| | | | | X 4 =   X 3 =   X 2 =   X 1 = |
| | | | | Total _____   Total divided by 10 = _____ |

RUBRIC: Speech and Language Pathologists

## Domain 2: Management

| Exceeds Standards | Accomplished | Needs Improvement | Does Not Meet Standards | NOT FOR USE |
|---|---|---|---|---|
| 4 | 3 | 2 | 1 | |
| | | | | Promotes positive and respectful interactions with students to maximize the support services, therapy and testing. |
| | | | | Establishes and maintains behavioral expectations for students in the support setting. |
| | | | | Demonstrates effective ways to engage and re-engage students in the support setting. |
| | | | | Exercises good judgment in setting priorities, resulting in clear schedules where work is accomplished in a productive and efficient manner. |
| | | | | Demonstrates flexibility and responsiveness to meet the needs of students, staff, and their families. |
| | | | | Organizes physical space to maximize support services; teacher and student resources are readily available. |
| | | | | Maximizes service delivery time to manage routines, transitions, and organization of resources and materials to meet the needs of students. |
| | | | | Follows established district procedures for referrals, meetings and consultations with parents and administrators. |
| | | | | Collects all important information on which to base treatment plans; reports are comprehensive, clear, accurate and appropriate to the audience. |
| | | | | Inventories, manages, replaces, and selects materials appropriate to the needs of students and the instructional goals. |
| | X 4 = | X 3 = | X 2 = | X 1 = |
| | Total _____ | | Total divided by 10 = _____ | |

**RUBRIC: Speech and Language Pathologists**

| Exceeds Standards | Accomplished | Needs Improvement | Does Not Meet Standards | Domain 3: Delivery of Services |
|---|---|---|---|---|
| **4** | **3** | **2** | **1** | NOT FOR USE |
| | | | | Engages in consultation and collaboration with school staff to address students' needs in and outside of the referral process. |
| | | | | Engages in consultation and collaboration with parents to address students' needs in and outside of the referral process. |
| | | | | Implements therapy services for eligible students which are aligned with identified needs; integrates goals and objectives with grade level curriculum when applicable. |
| | | | | Provides opportunities for students to develop interpersonal, group, and communication skills; in diverse settings. |
| | | | | Effectively communicates evaluation results in a clear and concise manner in ways that parents, staff and students can understand. |
| | | | | Incorporates all available assessment information to recommend instructional strategies to meet the individual learning needs of students. |
| | | | | Utilizes a variety of materials, methods and strategies to remove barriers to learning and promote active student participation. |
| | | | | Collects evidence to indicate the degree to which a student's goals and objectives have been met. |
| | | | | Adequately evaluates the effectiveness of interventions/lessons for the purpose of decision making. |
| | | | | Communicates expectations and provides feedback to students to help them be more successful. |
| | **X 4 =** | **X 3 =** | **X 2 =** | **X 1 =** |
| | **Total _____   Total divided by 10 = _____** | | | |

## Domain 4: Professional Responsibilities

| Exceeds Standards | Accomplished | Needs Improvement | Does Not Meet Standards | **NOT FOR USE** |
|:---:|:---:|:---:|:---:|---|
| 4 | 3 | 2 | 1 | |
| | | | | Communicates respectfully with students, parents, and staff and is sensitive to different families' cultures and values. |
| | | | | Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records. |
| | | | | Demonstrates professional demeanor and maintains appropriate boundaries. |
| | | | | Is ethical and forthright, uses good judgment, and maintains confidentiality with student records. |
| | | | | Is a positive team player; contributes expertise and time to the overall mission of the school and district. |
| | | | | Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. |
| | | | | Collaborates positively with and among colleagues, the Director of Special Services, the Principal, the BOE, the RESC, and the State agencies as required; reflects a positive image for the district in public. |
| | | | | Actively pursues professional development opportunities to enhance knowledge and practice. |
| | | | | Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public and advocates for students, when needed. |
| | | | | Engages in a reflective practice to improve delivery of services. |
| | X 4 = | X 3 = | X 2 = | X 1 = |
| | Total _____ | | Total divided by 10 = _____ | |

# E. TEACHER PERFORMANCE AND GOAL-SETTING

Underlying Principle:  While, of course, Orange wants students to perform well on standardized tests, the deeper emphasis is on educating the "whole child."  Our teachers should therefore develop in themselves teaching practices which will result in their students becoming *increasingly* more creative thinkers and stronger problem-solvers.  Our teachers' performance should be *passionately* aligned to the complexities of the academic, civic, and social development of their students.  Their instruction should continuously become richer through their work with their colleagues to develop *challenging* problem-based tasks which students will research and solve collaboratively.  These tasks should replicate real world dilemmas which cross several different disciplines and involve ethical, as well as academic, questions.  They should be relevant and engaging.

As mentioned in the Overview, teachers will develop one or two Performance Goals that are aligned to the previous year's Rubrics, while also taking into consideration their previous year's data collections, parent feedback, research investigations, and ongoing reflections about the depth and richness of their own practice.  These goals will provide a focus for the coming year's observations and feedback conversations.

## How to Write Goals:

At the start of the year, each teacher will work with his/her Supervisor to collaboratively develop the Performance Goal(s).  All goals should have a clear link to student achievement and advance the teacher's practice in the Rubrics.  Teachers *may* decide to embrace a grade-level team goal or a school-wide goal, but should not feel compelled to do so.  For example, if the school decides to focus on improving questioning and discussion techniques, the teacher may choose that goal as well.

**Figure 4**

| **S** | • Specific and Strategic |
| **M** | • Measurable |
| **A** | • Aligned and Attainable |
| **R** | • Results-Oriented |
| **T** | • Time-Bound |
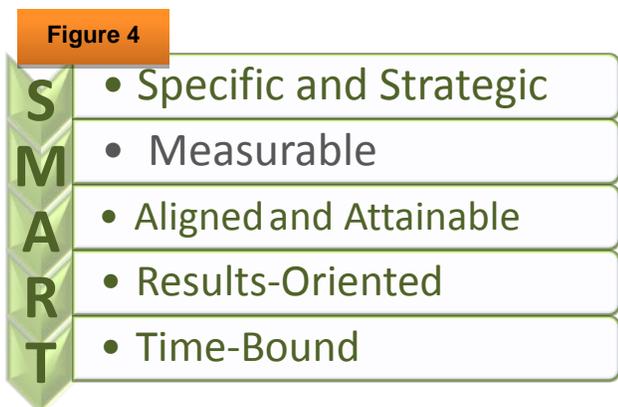
> By June 201_, I will use higher-order questioning and discussion techniques which actively engage at least 85% of my students in discussions which promote deeper understanding of the content, increased interaction among the students, and increased opportunities to extend thinking.

Supervisors and the complementary evaluator(s) should suggest the use of electronic tools which they have available through [*eCove*] which will help in the collection of data supporting a teacher's goal(s).  They should also specifically address their observations towards these goals as often as possible.  Goals and the planned action steps should be formally discussed during the mid-year conference and the end-of-year conference.

**◀BACK**

## **Examples of Student Learning SMART Goals:**

| **Student Learning Goals** |
|---|
| **Reading**<br>By May of 201_, 90% of my students will increase/maintain one or more bands as measured by the STAR Reading Assessment. |
| **Math**<br>By May of 201_, 75% of my students will achieve 80% or greater on the Math Benchmark Assessment. |
| **Physical Education**<br>On the 5th grade 201_ spring assessment of the mile run, I will move 42% of students at least one band and maintain 58% of students at their current band. |
| **Art**<br>During the 201_-201_ school year, I will maintain 59% of my students and move 41% of my students a minimum of 1 band on the Orange Visual Arts Second Grade Common Assessment (Landscape Art). |
| **Music**<br>On the District Grade 2 Music Assessment, I will maintain 36% of my students at their current performance band level and I will move 64% of my students up at least one band level on the rhythmic performance section of the assessment by May 201_. |
| **Math Consultant**<br>By June of 201_, 80% of my Tier III mathematics students will increase their score on the Math Expressions Common Core District Benchmark by 30 points and 20% will increase by 20 points. |
| **ESL Consultant**<br>Newcomer students will increase their speaking proficiency as indicated by the LAS Links C English Proficiency Assessment by 1 level. |

## Examples of Teacher Performance/Practice Goals:

| Teacher Performance/Practice Goals |
|---|
| Based on my Fall 201_ Teacher Performance Rubrics and self-reflection, I will improve and strengthen my knowledge and ability to offer students with opportunities for self-reflection and assessment of their work to increase student performance during the 201_ - 201_ school year. |
| Based on my Fall 201_ Teacher Performance Rubrics and self-reflection, I will improve and strengthen my knowledge and ability to offer students with opportunities for self-reflection and assessment of their work to increase student performance during the 201_ - 201_ school year. |
| Throughout the 201_ - 201_ school year, my goal is to improve my classroom management by setting and enforcing expectations early and maintaining them throughout the school year. I will choose one method of reinforcement and consistently reinforce expected behaviors. |
| I will work on Domain 1 (h) Planning Materials, on the Teacher Performance Rubric by purposely designing lessons that use a highly effective mix of materials and technology as demonstrated through the Journeys program and its resources. |
| Based on my spring 201_ Teacher Performance Rubric and self-reflection, I will improve and strengthen my knowledge and ability to create a classroom management plan which focuses on directly, specifically, consistently, and tenaciously communicating and enforcing high expectations both academically and behaviorally.  In addition, this plan will lead all students to become self-disciplined, take responsibility for their actions, and have a strong sense of efficacy.  (Classroom Environment – 2a. Expectations, 2e. Responsibility) |
| By June 201_, I will teach students how to set goals and monitor their progress in Reading by using the DRA, Running Records, student conferences, and work samples. (3.h Student Self-Assessment) |
| Based on my Fall Teacher Performance Rubric and self-evaluation, I will improve and strengthen my knowledge and ability to differentiate lessons and activities to meet the individual needs of my students during the 201_ - 201_ school year. |
| During the 201_ - 201_ school year, I will increase student engagement and rigor by creating mathematical unit projects that promote active thinking and discussion, while using the ideas and skills being taught which present and discuss real world connections. |
| During the 201_ - 201_ school year, I will recognize student achievements in my classroom environment and within the _____School community. (Domain 2D) |
| Domain 3: Instruction 3.a.  Goals<br>During the next school year, I will improve my instruction by focusing the area of modeling.  Specifically, I will provide clear concise demonstrations of technique and goals, and will relate inherent skills and knowledge to evaluation rubrics, as well as Essential Understandings. |
| During the 201_-201_ school year, I will focus on observing tier 3 students during classroom mathematics instruction and will consult with the classroom teacher to provide feedback, guidance, and/or support. |

The following represents **TEACHER PERFORMANCE GOAL TEMPLATE** and is accessed through *TalentEd Perform*.

## TEACHER Performance Goal(s) Template

Each teacher must develop one or two Teacher Practice Goals (40%) aimed at improving the teacher's practice. The teacher should care about and be deeply vested in any goal he/she chooses to undertake, as these goals provide a focus for the Supervisor's observations and feedback conversations. The goal(s) should be based on relevant student learning data, the teacher's self-assessment using the rubrics, feedback from colleagues and the supervisor, and previous professional development. Goals should have a clear link to improving student achievement through changes in practice. They should also move the teacher toward "Accomplished" (if below) or "Exceeds Standards" on the four Teacher Practice Rubrics.

| |
|---|
| **Instructions**: Complete this section for your **first** goal. At least one goal is **required**. Use your completed Teacher Practice Rubrics to find areas of improvement. |

| |
|---|
| **1 Performance and Practice Goal #1 (required):** |
| **3 Reasons for Goal #1 (required):**<br>     1.<br>     2.<br>     3. |
| **5 Action Steps for Goal #1 (required):**<br>     1.<br>     2.<br>     3.<br>     4.<br>     5. |

## NOT FOR USE

| Mid-Year Self-Reflection:<br>(Describe your overall progress/data collection.) | Final (Summative) Self-Reflection:<br>(Describe your overall progress/data collection) |
|---|---|
| Mid-Year:<br>(Describe action steps taken to accomplish this result.) | Final (Summative):<br>(Describe action steps taken to accomplish this result.) |
| **Supervisor's Mid-Year Comments:** | **Supervisor's Summative Comments:** |

| 4: Exceeded the Goal | 3: Met the Goal | 2: Partially met the Goal | 1: Did Not Meet the Goal |
|---|---|---|---|

| | |
|---|---|
| **Teacher's Signature:**<br><br>**(Signing form does not constitute agreement. Teacher may attach a statement.)** | **Date:** |
| **Supervisor's Signature:** | **Date:** |

| |
|---|
| **Instructions**: Complete this section for your **second (optional)** goal. Only one goal is **required**. Use your completed Teacher Practice Rubrics to find a second area of improvement. |

| 1    Performance and Practice Goal # 2 (optional): |
|---|

| 3   Reasons for Goal #2 (optional):<br>      1.<br>      2.<br>      3. |
|---|

**NOT FOR USE**

| 5   Action Steps for Goal #2 (optional)<br>      1.<br>      2.<br>      3.<br>      4.<br>      5. |
|---|

| Mid-Year Self-Reflection:<br>(Describe your overall progress/data collection.) | Final (Summative) Self-Reflection:<br>(Describe your overall progress/data collection.) |
|---|---|
| Mid-Year:<br>(Describe action steps taken to accomplish this result.) | Final (Summative):<br>(Describe action steps   taken to accomplish this result.) |
| Supervisor's Mid-Year Comments: | Supervisor's Summative Comments: |

| 4: Exceeded the Goal | 3: Met the Goal | 2: Partially met the Goal | 1: Did Not Meet the Goal |
|---|---|---|---|

| Teacher's Signature:<br><br>(Signing form does not constitute agreement. Teacher may attach a statement.) | | Date: |
|---|---|---|
| Supervisor's Signature: | | Date: |

# F.  PARENT FEEDBACK GOAL (10%)

Underlying Principles: Parents are a vital component in assessment of the success of school leaders and teachers. Surveys measuring parent satisfaction should be conducted at the whole-school level, meaning parent feedback will be analyzed at the school level.  Parent surveys must be administered in a way that allows all parents to participate and makes parents feel comfortable providing feedback anonymously and without fear of retribution. The parent survey should be administered every spring and trends analyzed from year-to-year.

In the first year of implementation of this Plan, 2013-2014, Orange's baseline parent feedback will come from the "Strategic Planning Committee's 2012-2013 Survey," which can be filtered by school.   Teachers will work collaboratively with their Principal to analyze the data and create a school-wide SMART goal based on a specific area of the survey needing attention.  A new survey will be administered each spring and should contain questions which measure the SMART Goal and serve as the success indicator for that school year.  It should also include the broad questions which will become the baseline for future goal-setting.   Schools are encouraged to revise their own surveys based on their data needs.

In determining the School-Level Parent Goal, (a SMART goal), the Principal and teachers should review the parent survey results at the beginning of the school year in a whole-school faculty meeting, identify a specific area of need, and set 1 – 2 collaborative parent-engagement SMART goals based on the survey results.  Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving the structure of Open House or parent-teacher conferences, or welcoming new parents more effectively into the community, etc.

*"One looks back with appreciation to a brilliant teacher, but with gratitude to those who touch our human feelings. The curriculum is so much necessary raw materials, but warmth is necessary for the growing plant and the soul of a child."*

After the School-Level Parent Goal has been set, individual teachers will determine, through consultation and mutual agreement with their Supervisor, the individualized parent goal they would like to pursue as part of their evaluation.  Teachers will set improvement targets relevant to the goal they select.   For instance, if the School-Level Parent Goal is to improve parent communication, an individual teacher's improvement target could be sending bi-weekly updates to parents or developing a new website for their class.   Part of the Supervisor's job is to ensure (1) the teacher's individual goal is related to the overall School-Level Parent Goal, and (2) that the improvement targets are aligned and attainable.

Teachers and Principals should use their judgment in setting growth/improvement targets for the parent feedback category.  There are two ways a teacher can measure and demonstrate progress on their growth targets.  A teacher can (1) measure how successfully they implemented their individual strategy by providing examples, and/or (2) they can collect evidence directly from parents to measure the parent-level indicators they generate. For example, a teacher could conduct interviews with parents or a brief parent survey to see if they improved on their growth target.

**Orange Public Schools**

The Parent Feedback rating (10%) should reflect the degree to which a teacher successfully reaches his/her parent goal and improvement targets and has contributed to the school-wide goal. This is accomplished through a review of the evidence provided by the teacher and the Supervisor's observations of the teacher's efforts. The following scale applies:

Figure 5

| Exceeded the Goal | Met the Goal | Partially Met Goal | Did Not Meet Goal |
|---|---|---|---|
| Exceeds Standards 4 | Accomplished 3 | Needs Improvement 2 | Does Not Meet Standards - 1 |
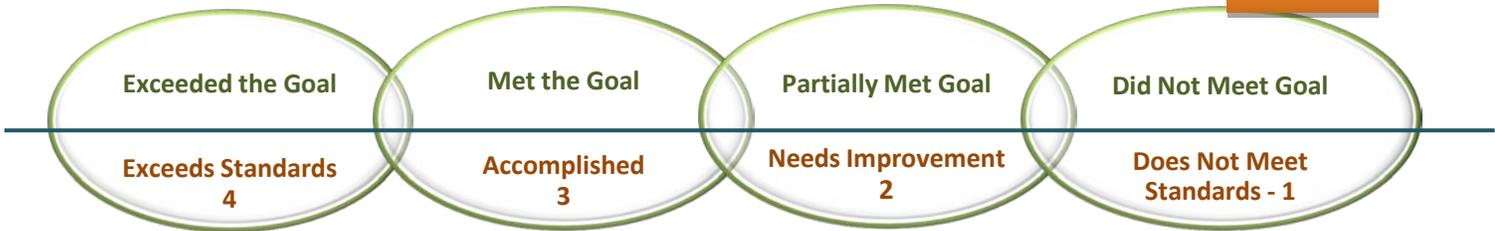
**Note**: The progress the school makes on the <u>School-Level Parent Goal</u>, as measured by the new survey results, is a component of the Principal's Evaluation.

| Examples:<br>**School-Based Goals** for Parent Feedback | Examples:<br>**One of these Individual Goals** which support School-Based Goals |
|---|---|
| Increase the percentage from 68% to 90% of parents who say "Always" to the statement "My child's teacher communicates with parents." | • I will send home progress reports for math with each child every two weeks.<br>OR<br>• Every other Friday, my 6<sup>th</sup> grade students will use their work folders to write a brief letter to their parents summarizing their progress in reading and math.<br>OR<br>• I will utilize email and telephone to update or inform parents on their child's progress. |
| Increase the percentage from 56% to 75% of parents who say "Always" to the statement "I feel comfortable talking to my child's teacher about an issue concerning my child." | • I will revise my Open House letter and my pre-conference handouts to make sure I am 'inviting' parents to talk to me.<br>OR<br>• I will call each child's parents once by October 15<sup>th</sup> to encourage communication. |
| <u>Decrease</u> the percentage of parents who say their *first* choice for information about our school is 'other people' (63% to 40%) while <u>increasing</u> the percentage of parents who say their *first* choice for information is the school webpage (52% to 70%). | • I will update my classroom webpage weekly on Mondays.<br>OR<br>• I will submit classroom news items for the webpage once per month. |

The following represents **TEACHER PARENT FEEDBACK GOAL FORM** and is accessed through *TalentEd Perform*.

## Parent Feedback Goal Template

Each teacher must develop one *individualized* goal (10%) aimed at supporting the School-Based Goal decided upon by the Principal and Staff following the analysis of the parent survey. The teacher should care about and be deeply vested in any goal he/she chooses to undertake in support of the school's action plan. The goal can be supported either by an individualized survey of classroom parents, or by the collection of other data or artifacts, such as samples of handouts, feedback, etc.

Goals should be SMART Goals: Specific and Strategic, Measurable, Aligned and Attainable, Results Oriented, and Time-Bound.

### Teacher Parent Feedback Goal:

| |
|---|
| **Instructions**: Complete this section for your **school-based parent feedback** goal. Must be based on school-wide collaborative feedback data and goal. |
| **1 Performance and Practice Goal (required):** |
| **3 Reasons for Goal (required):**<br>    1.<br>    2.<br>    3. |
| **5 Action Steps for Goal (required)**<br>    1.<br>    2.<br>    3.<br>    4.<br>    5. |

| | | | |
|---|---|---|---|
| **Mid-Year Self-Reflection:**<br>(Describe your overall progress/data collection.) | | **Final (Summative) Self-Reflection:**<br>(Describe your overall progress/data collection) | |
| **Mid-Year:**<br>(Describe action steps taken to accomplish this result.) | | **Final (Summative):**<br>(Describe action steps   taken to accomplish this result.) | |
| **Supervisor's Mid-Year Comments:** | | **Supervisor's Summative Comments:** | |
| **4: Exceeded the Goal** | **3: Met the Goal** | **2: Partially met the Goal** | **1: Did Not Meet the Goal** |
| **Teacher's Signature:**<br><br>(Signing form does not constitute agreement. Teacher may attach a statement.) | | **Date:** | |
| **Supervisor's Signature:** | | **Date:** | |

The following represents the **PART 1 FORMULA** which is applied through *TalentEd Perform*.

# TEACHER PRACTICE FORMULA -- Worksheet 1

Teacher's Name: _____                    Date: _____

School: _____                    Teacher Assignment: _____

Supervisor: _____

**Ratings on Teacher Performance Rubrics:** (Average to a tenth of a decimal point and multiply by weight)

1. **Planning** (Add total Indicators and divide by 10)        _____ **x .15 =** _____

2. **Classroom Environment** (Add total Indicators and divide by 10)        _____ **x .35 =** _____

3. **Instruction**        (Add total Indicators and divide by 10) _____ **x .35 =** _____

4. **Professionalism and Leadership** (Add total Indicators and divide by 10)        _____ **x .15 =** _____

## NOT FOR USE

**Overall Teacher Performance Rating:**        Score: _____ **X .80 =** _____

**Parent Feedback Rating:**        Score: _____ **X .20 =** _____

**Teacher Practice Total Score:** _____

| Rating Table for Teacher Practice | |
|---|---|
| 3.60 – 4.00 | Exceeds Standards (4) |
| 2.70 – 3.59 | Accomplished (3) * |
| 1.70 – 2.69 | Needs Improvement (2) |
| ≤ 1.69 | Does Not Meet Standards (1) |

| Rating |
|---|
|  |
|  |
|  |

"**Accomplished**" is the *expected* standard for Orange teachers.  Most teachers will fall within this rating.  All teachers should strive for, and some will attain, some ratings of "**Exceeds Standards**," which represents the ideal -- a reachable, but truly exceptional goal.

Teacher's signature: _____ Date: _____

Supervisor's signature: _____ Date: _____

# Part II: Student Outcomes

Underlying Principles: Every teacher is in the profession to help children learn and grow, and teachers already think carefully about what knowledge, skills, and talents they are responsible to nurture in their students each year.   As a part of the Evaluation Plan process, teachers will document those aspirations and anchor them in data.

The Student Outcomes rating includes two categories:
- Student Growth and Development, which counts for 45%;
- Student Feedback, which counts for 5% of the total evaluation rating.

## A.  STUDENT FEEDBACK GOAL SETTING (5%)

Underlying Principles: The School-Level Student Feedback Goal is not significantly different from the School-Level Parent Goal in that it acknowledges students are excellent assessors of their environment and capable of providing relevant and usable feedback which a school can use to improve.  Thus, surveys measuring students' feeling of safety, nurture, and accomplishment should be conducted and analyzed at the whole-school level.  Just as with parents, students should feel comfortable about their anonymity.  Student surveys should be administered in the spring and trends analyzed from year-to-year.

In the first year of implementation of this Plan, 2013-2014, Orange's baseline student feedback will come from each school's filtered Grade 2, 4, and 6 surveys as administered in November 2012.   Teachers will work collaboratively with their Principal to analyze their data and create a School-Level Student Feedback Goal (a SMART goal) based on a specific area of the survey needing attention.  A new survey will be administered in Spring 2014. It should contain questions which measure the School-Level Student Feedback Goal and serve as the success indicator for the year.  It should also include broad questions which will become the baseline for future goal-setting.   Appendix D contains a model student survey than can be used to collect parent feedback, but schools are encouraged to develop their own surveys based on their needs.

> "Teaching should be such that what is offered is perceived as a valuable gift and not as a hard duty."

In determining a School-Level Student Feedback Goal, the Principal and teachers should review the student survey results at the beginning of the school year in a whole-school faculty meeting, identify a specific area of need, and set 1 – 2 collaborative School-Level Student Feedback Goals based on the survey results.  Possible goals might include improving student's perception of feeling safe on the playground or in the cafeteria, helping students become advocates for themselves in requesting extra help or support when they need it, improving the relevance of nightly homework, or using technology to make instruction more engaging, etc.

After the School-Level Student Feedback Goal has been set, teachers will determine through consultation and mutual agreement with their Supervisor the individual student goal they would like to pursue as part of their evaluation. Teachers will also set improvement targets related to the individual goal they select.   For instance, if the School-Level Student Feedback Goal is to improve the relevance of nightly homework, the school might together research the topic of homework and generate some general guiding principles.  A teacher's

improvement target could be to regularly ask his/her students questions about homework (How much time did you spend? Did you need help? Did you master the concept? etc.), and then use the data to make changes. Part of the Supervisor's job is to ensure (1) the individual goal is related to the <u>School-Level Student Feedback Goal</u>, and (2) that the improvement targets are aligned and attainable.

Teachers and Principals should use their judgment in setting growth/improvement targets for the student feedback category. There are two ways a teacher can measure and demonstrate progress on their growth targets. A teacher can (1) measure how successfully they implemented their strategy by providing examples, and/or (2) they can collect evidence directly from students to measure student-level indicators they generate. For example, a teacher could conduct interviews with students or a brief student survey to see if they improved on their growth target.

The Student Feedback rating (5%) should reflect the degree to which a teacher successfully reaches his/her student goal and has contributed to the school-wide goal. This is accomplished through a review of the evidence provided by the teacher and the Supervisor's observations of the teacher's efforts. The following scale applies:



Figure 6

| Exceeded the Goal | Met the Goal | Partially Met Goal | Did Not Meet Goal |
|---|---|---|---|
| Exceeds Standards 4 | Accomplished 3 | Needs Improvement 2 | Does Not Meet Standards - 1 |
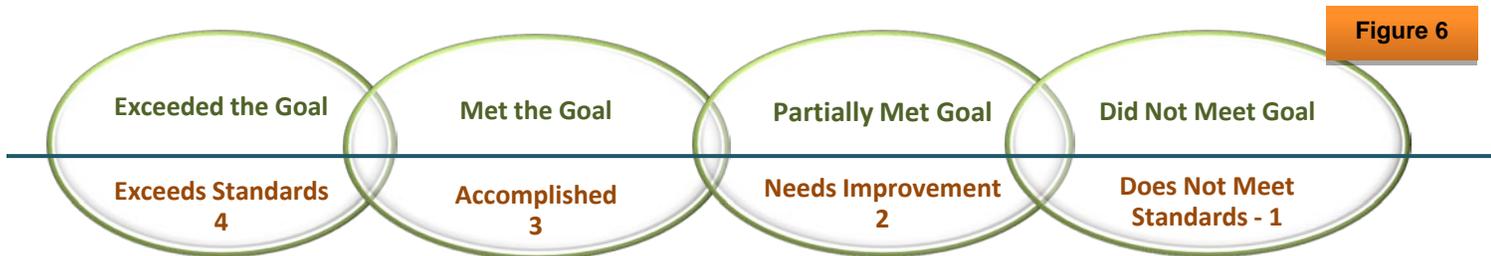
**Note**: The progress the school makes on the <u>School-Level Student Feedback Goal</u>, as measured by the new survey results, is a component of the Principal's Evaluation.

| Examples:<br>**School-Based Goals** for Student Feedback | Examples:<br>**Individual Goals** which support School-Based Goals |
|---|---|
| Increase the percentage of students who "Agree" or "Agree strongly" with the statement "I feel comfortable asking my teacher for extra help" from 65% to 90%. | • I will create a positive learning environment where students' answers are validated with an appropriate response and they are appropriately acknowledged for asking questions 80% of the time.<br>• I will develop and utilize non-verbal strategies as a way for students to ask questions (such as, Post-its, hand-held white boards, etc.). |
| Increase the percentage of students who respond "Always" or "Almost always" to the statement, "I see the purpose behind my homework," from 42% to 65%. | • I will reference the learning targets when assigning homework daily.<br>• I will provide opportunities for students to generate real-world connections to homework assignments. |
| Increase the percentage of students who respond "Always" to the statement, "In this school, it is 'safe' to answer questions correctly, to do well, and to be 'smart'," from 68% to 75%. | • I will employ an extrinsic, followed by an intrinsic, incentive strategy for participation for all students.<br>• I will utilize praise as a response for student participation. |

The following represents the **STUDENT FEEDBACK GOAL FORM** and is accessed through *TalentEd Perform*.

# Student Feedback TEACHER Goal – FORM F

Each teacher must develop one *individualized* goal (5%) aimed at supporting the School-Based Goal decided upon by the Principal and Staff following the analysis of the student survey.  The teacher should care about and be deeply vested in any goal he/she chooses to undertake in support of the school's action plan.  The goal can be supported either by an individualized survey of classroom students, or by the collection of other data or artifacts, such as samples of handouts, feedback, etc.

Goals should be SMART Goals: Specific and Strategic, Measurable, Aligned and Attainable, Results Oriented, and Time-Bound.

## Teacher Student Feedback Goal

| Instructions: Complete this section for your **school-based student feedback** goal.  Must be based on school-wide collaborative feedback data and goal. | | | |
|---|---|---|---|
| **1 Student Feedback Goal (required):** | | | |
| **3 Reasons for Goal  (required):**<br>    1.<br>    2.<br>    3. | | | |
| **5 Action Steps for Goal (required):**<br>    1.<br>    2.<br>    3.<br>    4.<br>    5. | | | |
| **Mid-Year Self-Reflection:**<br>(Describe your overall progress/data collection.) | | **Final (Summative) Self-Reflection:**<br>(Describe your overall progress/data collection) | |
| **Mid-Year:**<br>(Describe action steps taken to accomplish this result.) | | **Final (Summative):**<br>(Describe action steps   taken to accomplish this result.) | |
| **Supervisor's Mid-Year Comments:** | | **Supervisor's Summative Comments:** | |
| **4: Exceeded the Goal** | **3: Met the Goal** | **2: Partially met the Goal** | **1: Did Not Meet the Goal** |
| **Teacher's Signature:**<br><br>**(Signing form does not constitute agreement. Teacher may attach a statement.)** | | **Date:** | |
| **Supervisor's Signature:** | | **Date:** | |

NOT FOR USE

# B. STUDENT GROWTH AND DEVELOPMENT GOAL SETTING: SLOs (45%)

<u>Underlying Principles:</u>

Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school.  For student growth and development to be measured for teacher evaluation purposes, it is imperative to use a method that takes each teacher's assignment, students, and context into account.  The goal-setting process, called <u>Student Learning Objectives (SLOs)</u> will be the process used for measuring student growth during the school year.

SLOs will function in a planning cycle that is familiar to most educators:

**SLO Step 1** — Learn about this year's students

**SLO Step 2** — Set Goals for student learning

**SLO Step 3** — Monitor students' progress

**SLO Step 4** — Assess student outcomes relative to Goal

**Figure 7**

Through this cycle, individual teachers will set specific and measureable targets, as they have done in the past. They will likely develop these targets in consultation with colleagues in the same grade level or teaching the same subject and through mutual agreement with their supervisors.

## SLO Step 1: Learn About This Year's Students

This first phase is the discovery phase, just before the start of the school year and in its first few weeks. Once teachers know their rosters, they will access as much information as possible about their new students' baseline skills and abilities, relative to the grade level or the course the teacher is teaching.  End-of-year tests from the prior spring, prior grades, benchmark assessments and quick demonstration assessments are all examples of sources teachers can tap to understand both individual student and group strengths and challenges. This information will be critical for goal setting in the next phase.

## SLO Step 2:  Set Goals for Student Learning

Each teacher will write two (2) SLOs based on their students' performance on standardized and non-standardized assessments.  One SLO will be for Language Arts Instruction; One SLO will be for Math.  Special area teachers and Specialists will develop their two SLOs based on pre-assessments either standardized or non-standardized indicators across the district.
Depending upon whether an assessment is nationally or State normed or it is developed in-house, it will be

characterized by some or all of the following attributes:

- Administered and scored in a consistent – or "standard" – manner
- Aligned to a set of academic or performance "standards"
- Aligned to in-house rubrics and anchor sets
- Broadly-administered (e.g., nation-wide, statewide, or district-wide)
- Commercially-produced
- Collaboratively produced in-house across schools, disciplines, or grades
- Often administered only once a year

To create their SLOs, teachers will follow these **four** (4) steps:

**First: Decide on the Student Learning Objectives (SLO's)**

| For Classroom Teachers, including Special Education, the SLO's (Student Learning Objectives) will: | For Specials Teachers, the SLO's (Student Learning Objectives) will: |
|---|---|
| 1. Be broad goals for student learning | 1. Be broad goals for student learning |
| 2. Pertain to all students | 2. Address a central purpose of the teacher's assignment |
| 3. Reflect high expectations for student learning - at least a year's worth of growth for each student | 3. Pertain to all or a large proportion of students |
| 4. Align to relevant state, national (e.g., common core), or district standards | 5. Reflect high expectations for student learning - at least a year's worth of growth |
|  | 5. Align to relevant state, national (e.g. common core), or district standards |

Teachers are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of SLOs.

NOTE:  Teachers are encouraged to use multiple sources of data to write SLOs.  In no instance, however, may the State Standardized Test be the *only* measurement. Orange's other indicators, where applicable, including the SMI, DRA, STAR, STAR Early Literacy, Kindergarten Language Arts Form (KLAF), CREC Assessments, Digital Library Formative Assessments, Interim Assessments, District Benchmarks, District Performance-Based Assessments, Direct Assessments of Writing (DAW), LAS Links, and Curriculum Based Assessments must be included in the planning and final analysis of the SLO.

The Template for Setting SMART Goals (which follows) should be referenced as a resource for setting SLOs

| Teacher Category | Possible SLO (Student Learning Objective) |
|---|---|
| Grade 4 Teacher (Math) | • After analyzing the previous year's math data, I will advance 35% of my students to the next highest performance band, and I will maintain 65% of my students at their current performance band. |
| Kindergarten Teacher (Reading) | • Based on the data obtained from the Fall KLAF Benchmark, 85% of my students will advance to the next highest performance band (out of four bands) by year's end.<br>• By year's end, 85% of my students will achieve a DRA Level 4 or higher. |
| World Language Teacher<br>Art Teacher<br>Music<br>Physical Education Teacher | • After analyzing the Beginning of the Year District Benchmark Assessment, 80% of my students will meet mastery by year's end.<br>• Based on Beginning of the Year Benchmarks, 85% of my students will advance to the next highest performance band (out of four bands) on the End of the Year Benchmark. |

**Second: Select Indicators of Academic Growth and Development**

An Indicator of Academic Growth and Development, hereafter called Indicator, is the specific evidence that the objective was met. Each SLO must include at least one Indicator.

Each Indicator should make clear:
   a. What evidence will be examined
   b. What level of performance is targeted
   c. What proportion of students is projected to achieve the targeted performance level

Since SLO's are calibrated for the teacher's particular students, teachers with similar assignments may use the same Indicators as evidence, but they would be *very unlikely* to have identical SLOs. For example, all Grade 2 teachers in a district might use the same reading assessment as their Indicator, but the SLO and/or the proportion of students expected to advance from proficiency to goal or from goal to advanced would vary among the Grade 2 teachers.

Taken together, an SLO's Indicators, if achieved, would provide evidence that the objective was met. In no instance, however, may State Standardized Test be the *only* Indicator. Orange's other Indicators, where applicable, including the SMI, DRA, STAR, STAR Early Literacy, Kindergarten Language Arts Form (KLAF), CREC Assessments, Digital Library Formative Assessments, Interim Assessments, District Benchmarks, District Performance-Based Assessments, Direct Assessments of Writing (DAW), LAS Links, and Curriculum Based Assessments must be included in the planning and final analysis of the SLO.

Here are some examples of appropriate Indicators that might be applied to the previous SLO examples:

| Teacher Category | Possible SLO (Student Learning Objective) | Indicators |
|---|---|---|
| Grade 4 Teacher (Math) | • After analyzing the previous year's math data, I will advance 35% of my students to the next highest performance band, and I will maintain 65% of my students at their current performance band. | • SMI<br>• Smarter Balanced<br>• District Benchmark Assessments<br>• District Performance-Based Assessments<br>• Unit Tests |
| Kindergarten Teacher (Reading) | • Based on the data obtained from the Fall KLAF Benchmark, 85% of my students will advance to the next highest performance band (out of four bands) by year's end.<br>• By year's end, 85% of my students will achieve a DRA Level 4 or higher. | • KLAF<br>• DRA, when applicable<br>• STAR Early Literacy |
| World Language Teacher<br>Art Teacher<br>Music Teacher<br>Physical Education Teacher | • After analyzing the Beginning of the Year District Benchmark Assessment, 80% of my students will meet mastery by year's end.<br>• Based on Beginning of the Year Benchmarks, 85% of my students will advance to the next highest performance band (out of four bands) on the End of the Year Benchmark. | • District Benchmark Assessments<br>• District Performance-Based Assessments<br>• Unit Assessments |

**Third: Provide Additional Information**

During the goal-setting process, teachers will document the following:
   a. The rationale for the objective
   b. Any important technical information about the indicator evidence (like timing or scoring plans);
   c. The baseline data that was used to determine the SLO and the Indicators
   d. Interim assessments the teacher plans to use to gauge students' progress toward the SLO during the school year (optional); and
   e. Any training or support the teacher thinks would help improve the likelihood of meeting the SLO (optional).

**Finally: Submit SLOs to Evaluator for Approval**

SLOs are 'drafts' until the evaluator approves them. While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs, ultimately, the evaluator must formally approve all SLOs.

The evaluator will examine each SLO relative to three criteria described below. SLOs must meet all three criteria to be approved. If the SLOs do not meet one or more criteria, the evaluator will provide written comments and discuss their 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 days.

| SLO is deeply relevant to teacher's assignment and addresses a large proportion of his/her students. | Indicators provide specific, measurable evidence about students' progress over the school year | The SLOs are attainable but ambitious and the indicators are realistic.  Taken together, they represent at least a year's worth of growth for students. |
|---|---|---|

## SLO Step 3:  Monitor Students' Progress

Once SLOs are approved, teachers should monitor students' progress. They can, for example, examine students' work products; administer interim assessments, and track students' accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress.

If a teacher's assignment changes or if his/her student population shifts significantly, the SLOs can be adjusted during the Mid-Year Conference between the supervisor and the teacher.

## SLO Step 4:  Assess Student Outcomes Relative to SLOs

At the end of the school year, the teacher should collect their evidence using the indicators they chose and submit their conclusions to their supervisor in a self-assessment which responds to each of the following:
1. Describe your results and provide evidence for each indicator
2. Provide your overall assessment of whether this objective was met
3. Describe what you did that produced these results
4. Describe what you learned and how you will use that going forward

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

| Exceeded (4) | All students met or substantially exceeded the SLO target(s) as measured by the indicator(s). |
|---|---|
| Met (3) | All students met or fell within a few points on either side of the SLO target(s) as measured by the indicators |
| Partially Met (2) | Some students met or fell close to SLO target(s), but a notable percentage missed SLO targets by more than a few points. However, taken as a whole, significant progress was made. |
| Did Not Meet (1) | A few students met the SLO target(s) but a substantial percentage did not. Little progress toward the goal was made. |

The final Student Growth and Development Rating (45%) for a teacher is the *average* of their TWO (2) SLO scores. For example, if one SLO was Partially Met, for 2 points, and the other SLO was Met, for 3 points, the Student Growth and Development Rating would be 2.5 (2 plus 3 divided by 2).  The individual SLO ratings and the Student Growth and Development Rating will be shared and discussed with teachers during the End-of-Year Conference.

The following represents the **STUDENT LEARNING OBJECTIVES FORM** and is accessed through *TalentEd Perform*.

## Teacher: Student Learning Objectives (SLOs)

| |
|---|
| **Instructions**: Complete this section for your **first** SLO.  Every teacher needs TWO SMART goals.  Classroom teachers need one Language Arts goal and one Math goal.  Specialists need TWO goals at different grade levels.  Use multiple sources of classroom data to write goals. |

| |
|---|
| **1 Student Learning Objective (SLO) #1 (required):** |

| |
|---|
| **3 Reasons for SLO #1 (required):** <br>     4. <br>     5. <br>     6. |

| |
|---|
| **5 Action Steps for SLO #1 (required):** <br>     1. <br>     2. <br>     3. <br>     4. <br>     5. |

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| Mid-Year Self-Reflection: <br> (Describe your overall progress/data collection.) | | Final (Summative) Self-Reflection: <br> (Describe your overall progress/data collection) | |
|---|---|---|---|
| **Mid-Year:** <br> (Describe action steps taken to accomplish this result.) | | **Final (Summative):** <br> (Describe action steps   taken to accomplish this result.) | |
| **Supervisor's Mid-Year Comments:** | | **Supervisor's Summative Comments:** | |
| **4: Exceeded the Goal** | **3: Met the Goal** | **2: Partially met the Goal** | **1: Did Not Meet the Goal** |
| **Teacher's Signature:** <br><br> **(Signing form does not constitute agreement, only receipt. Teacher may attach a statement.)** | | **Date:** | |
| **Supervisor's Signature:** | | **Date:** | |

| |
|---|
| **Instructions**: Complete this section for your **second SLO**.  TWO SMART goals are **required**.  Classroom teachers need one Language Arts goal and one Math goal.  Specialists need TWO goals at different grade levels.  Use multiple sources of classroom data to write goals. |

| |
|---|
| **2     Student Learning Objective (SLO) #2:** |

| |
|---|
| **3  Reasons for SLO #2:** <br>     1. <br>     2. <br>     3. |

**5  Action Steps for SLO #2:**
   1.
   2.
   3.
   4.
   5.

| Mid-Year Self-Reflection:<br>(Describe your overall progress/data collection.) | Final (Summative) Self Reflection:<br>(Describe your overall progress/data collection.) |
|---|---|
| **Mid-Year:**<br>(Describe action steps taken to accomplish this result.) | **Final (Summative):**<br>(Describe action steps   taken to accomplish this result.) |
| **Supervisor's Mid-Year Comments:** | **Supervisor's Summative Comments:** |

| 4: Exceeded the Goal | 3: Met the Goal | 2: Partially met the Goal | 1: Did Not Meet the Goal |
|---|---|---|---|

| **Teacher's Signature:**<br><br>(Signing form does not constitute agreement, only receipt. Teacher may attach a statement.) | **Date:** |
|---|---|
| **Supervisor's Signature:** | **Date:** |

The following represents the **PART 2 FORMULA** which is applied through *TalentEd Perform*.

## Student Learning Outcomes Summary – Worksheet 2

Teacher's Name: _____          Date: _____

School: _____          Teacher Assignment: _____

Supervisor: _____

**Overall Performance Rating:**

**SLO #1 =** _____

**SLO #2 =** _____

**Average of SLOs =** _____          Score: _____ 45 = _____

**Student Feedback:**          Score: _____ X 5 = _____

| Rating Table for Teacher Practice | |
|---|---|
| 3.60 – 4.00 | Exceeds Standards (4) |
| 2.70 – 3.59 | Accomplished (3) * |
| 1.70 – 2.69 | Needs Improvement (2) |
| ≤ 1.69 | Does Not Meet Standards (1) |

| Rating |
|---|
| |
| |

"**Accomplished**" is the *expected* standard for Orange teachers. Most teachers will fall within this rating. All teachers should strive for, and some will attain, some ratings of "**Exceeds Standards**," which represents the ideal -- a reachable, but truly exceptional goal.

Teacher's signature: _____ Date: _____

Supervisor's signature: _____ Date: _____

# Part III: Scoring

## A. SUMMATIVE TEACHER EVALUATION SCORING

The individual summative teacher evaluation rating will be based on the four categories of performance, grouped in the two major focus areas: Teacher Practice Related Indicators (50%) and Student Outcomes Related Indicators (50%).

Every educator will receive one of four performance ratings:

**Exceeds Standards – Substantially exceeding indicators of performance**
**Accomplished – Meeting indicators of performance**
**Needs Improvement – Meeting some indicators of performance but not others**
**Does Not Meet Standards – Not meeting indicators of performance**

The rating will be determined using the following process:

1. The Teacher Practice Score (50%) will be calculated by combining the Teacher Performance Rubrics (40%) and the Parent Feedback Score (10%) as follows:
   - Teacher Performance Score _____ (formulaic decimal of rubrics) X .8 = _____
   - Parent Feedback Score _____ (1 to 4) X .2 = _____
   - Total Score _____          Rating = _____

   See **TEACHER PRACTICE Summary – Worksheet 1**

2. Calculate a Student Learning Outcomes Score (50%) by combining the Student Growth and Development Score (45%) and the Student Feedback Score (5%)
   - SLOs Score _____ (average of two SLOs) X .9 = _____
   - Student Feedback Score _____ X .1 = _____
   - Rating = _____

   See **STUDENT LEARNING Outcomes Summary – Worksheet 2**

| Rating Table for Teacher Practice ||
|---|---|
| **3.60 – 4.00** | **Exceeds Standards (4)** |
| **2.70 – 3.59** | **Accomplished (3) *** |
| **1.70 – 2.69** | **Needs Improvement (2)** |
| **≤ 1.69** | **Does Not Meet Standards (1)** |

* NOTE: So that all staff members have room for growth and to encourage all teachers to set goals for improvement, "**Accomplished**" is the *expected* standard for Orange teachers. Most teachers will fall within this rating. All teachers should strive for, and some will sometimes attain, "**Exceeds Standards**," which represents the ideal -- a reachable, but truly exceptional goal.

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## B. DEFINITION OF EFFECTIVENESS AND INEFFECTIVENESS

The Orange School District differentiates between effectiveness and ineffectiveness as follows:

Effectiveness:
1. "Accomplished" is the expected standard for all Orange teachers.  Most teachers will fall within this rating.   All teachers should strive for, and some will sometimes attain, "Exceeds Standards," which represents the highest ideal -- a reachable, but truly exceptional goal.  Teachers who are "Accomplished" or above are considered effective.
2. In general, a **Novice** teacher is effective once the teacher receives at least two sequential "Accomplished" ratings, one of which is in the current year.  A "Needs Improvement" rating will only be permitted in the first year of a novice teacher's career.

Ineffectiveness:
3. **Post-Tenure** teachers are seen to be in need of an assistance plan if their ratings for Teacher Practice *and/or* Student Outcomes, when compiled, fall below "Accomplished".   Please see the following "Summative Rating Matrix."   An 'Assistance Plan' for the following year is required in the area (Teacher Practice or Student Growth) or in both areas which are in need of improvement.  A post-tenure teacher shall be deemed ineffective if the teacher receives *two sequential* overall ratings of "Needs Improvement" or if the teacher receives *one* "Does Not Meet Standards" rating at any time.  In such extreme cases, a pattern *may* consist of one year's rating.
4. A teacher who receives "Needs Improvement" in Teacher Practice and "Accomplished" in Student Growth, must set goals to bring his/her Teacher Practice into the "Accomplished" range.
5. A **Novice** teacher is ineffective if the teacher receives a "Does Not Meet Standards" rating, even in the first year of the novice teacher's career.

In addition:
A teacher who 'Does Not Meet Standards' (receives 2's or 1's) in several of the indicators in a specific domain of the rubrics, while not considered ineffective overall, needs assistance.   The teacher will be assigned to a "Focused Intervention Improvement Plan" designed to support the teacher's growth in the specific areas of concern.  The "Focused Intervention Plan Form" will be used to guide the teacher and principal in developing the year's practice goals and the specific action steps to be undertaken.  During the "Focused Intervention Improvement Plan" phase, union representation is not required, but as always, encouraged.  The "Focused Intervention Improvement Plan" cannot be in place for more than a year.  If the teacher does not meet "Accomplished" in the identified areas for growth, the teacher will be placed on a Remediation Plan, as outlined in the next section, Part IV: Additional Information: "Teacher Improvement and Remediation Plan."

The following represents the **PART 3 FORMULA** which is applied through *TalentEd Perform*.

### SUMMATIVE TEACHER EVALUATION – Worksheet 3

| Category | Score | Multiplier | Points (Score x Multiplier) |
|---|---|---|---|
| **Observation of Teacher Practice** | | **8** | |
| **Parent Feedback** | | | |
| **TOTAL TEACHER PRACTICE: Part 1** | | | |
| **SLO's** | | **.9** | |
| **Student Feedback** | | **.1** | |
| **TOTAL STUDENT GROWTH: Part 2** | | | |

### Summative Rating Matrix

| | | TEACHER PRACTICE | | | |
|---|---|---|---|---|---|
| | | **Exceeds Standards** | **Accomplished** | **Needs Improvement** | **Does Not Meet Standards** |
| **STUDENT GROWTH** | **Exceeds Standards** | **Exceeds Standards** | **Accomplished** | **Accomplished \*** | *Gather More Information* |
| | **Accomplished** | **Accomplished** | **Accomplished** | **Needs Improvement** | **Does Not Meet Standards** |
| | **Needs Improvement** | **Accomplished** | **Needs Improvement** | **Needs Improvement** | **Does Not Meet Standards** |
| | **Does Not Meet Standards** | *Gather More Information* | **Does Not Meet Standards** | **Does Not Meet Standards** | **Does Not Meet Standards** |

\* Teacher Practice Goals must be written in the areas needing improvement and improvement must be noted.

Final Rating is the intersection of the ratings for TEACHER PRACTICE and STUDENT GROWTH

**FINAL RATING:** _____

**Comments by Supervisor:**

Supervisor's signature: _____ Date: _____

**Comments by Teacher:**

Teacher's signature: _____ Date: _____
[Teacher's signature indicates he/she has *seen* and *discussed* the evaluation. It does not necessarily denote agreement.]

# Part IV:  Additional Information

## A. TEACHER IMPROVEMENT AND REMEDIATION PLAN

Underlying Principle: This rating has been developed to assist and guide the teacher who is not meeting the district's standards in improving his/her performance.  In the spirit of collegiality, the supervisor and the teacher will jointly analyze the teacher rubrics and work through the following procedures in order to achieve an "Accomplished" rating.

Teachers whose summative evaluation ratings are "Needs Improvement" or "Does Not Meet Standards" will be required to work with their local association president (or designee) and Supervisor (or designated Professional Growth Plan Developer) to design a growth plan that address identified deficiencies.

**The plan must include the following components:**

1. A clear description of the teacher's deficiency;
2. A clear description of the expected outcomes;
3. Criteria for success that will result in an evaluation rating of "Accomplished";
4. The resources and support that the local district will provide to the teacher;
5. A clear statement of who is responsible for providing each of the supports;
6. A clear timeline for activities of the plan, within the school year in which the plan will be implemented; it is required that a mid-plan conference take place among the teacher, local association president or designee, and the supervisor or designee, to determine how effective the plan is to date, and to make any necessary changes to the improvement plan;
7. Any extenuating circumstances that will be taken into account in the implementation of the plan (e.g. summer months, illness, etc.).

The plan will be designed and written using form for "Teacher Performance Remediation Plan" and signed by the teacher, local association president or designee, and supervisor.  Copies will be distributed to all those who will be involved in the implementation of the plan.  The contents will be kept confidential.

**Teacher Performance Remediation Plan must**:

- Be completed within 30 days of beginning of school year
- Span at least 90 school days
- Include a conference held half-way through the expected length of plan
- Include a conference scheduled at end of the plan.  Principal or other appropriate qualified administrator to determine progress:
  - Fully addressed; return to "Accomplished" rating
  - Partially addressed; plan continues/changes attached (Follow up date, determined by supervisor, to review status of plan)
  - Little or no movement; move to dismissal procedures

**Additional Information to Consider when Developing the Plan**

1. **Deficiency to be addressed** – List the specific standard and component of the teaching framework used in the district, including the wording of same. Describe, in concrete terms, what the teacher specifically does that does not meet the district expectations. As appropriate, include the frequency of the behavior.

2. **Expected outcomes** – Give concrete description of what the evaluator should see the teacher doing that will show that the teacher is now meeting the standard. As appropriate, include how frequently the teacher is expected to exhibit the behavior in order to be successful. When determining the desired outcomes, several factors should be considered, including but not limited to, the number of years of teaching experience the teacher has, the teacher's class/case load, other "control factors" pertaining to the students, and resources the school has available to offer/provide the teacher.

3. **Action to be taken** – Actions may include: engaging in professional learning, learning new skills, meeting and working with a coach or peer, keeping a log or file of evidence that shows performance changes, etc. Actions may occur simultaneously and/or occur for a short or long period of time.

4. **Resources needed** – Resources might include: time for professional learning, materials and equipment, and access to people. If a teacher works with a peer or coach, the resources that person may need should also be listed.

5. **Evidence collected** – For each action taken by the teacher or another person involved in the implementation of the remediation plan, there should be evidence collected that the action was taken, and when appropriate, what the impact of the action was. For example, if one action of the teacher is to implement a different teaching strategy, then some evidence of how that strategy affected the students may be appropriate to include.

6. **Timeline for completing action** – This should be carefully and realistically planned, taking into account the professional responsibilities the teacher has, the school calendar, and unplanned-for-issues that arise (e.g. a large number of snow days).

7. **Extenuating Circumstances** – Circumstances that may lead to changes in the plan or extending the timeline may include, but are not limited, to summer months, illness, snow days, student population changes, etc.

8. **Responsibilities** – For each action this area should describe what the specific responsibilities are for each person involved in the action – the teacher, the evaluator, and/or any others working with the teacher.

The following represents the **TEACHER FOCUSED INTERVENTION  PLAN** as applied through *TalentEd Perform*.

## Focused Intervention Plan Form

Teacher:
Supervisor:
School:
Date:

*Union representation is not required but encouraged

| **Are of Focused Intervention** |
| --- |
| Standard/component number & description: <br><br> Specific teacher behavior that does not meet the standard: <br><br> |
| **Anticipated Timeline:** <br><br> |
| **Expected outcomes** <br> Specific behavior/performance the teacher will exhibit that will show s/he now meets the standard: <br><br> Extenuating circumstances to consider: <br><br> |

| Steps to Reach Desired Outcome | | | | |
| --- | --- | --- | --- | --- |
| **Actions to be taken** | **Resources needed** | **Evidence collected** | **Timeline for completion** | **Person Responsible for Action** |
| 1. | 1. | 1. | 1. | 1. |
| 2. | 2. | 2. | 2. | 2. |
| 3. | 3. | 3. | 3. | 3. |
| 4. | 4. | 4. | 4. | 4. |
| **In attendance (representation is optional):** | | | | |

| Name: | Signature: |
| --- | --- |
|  |  |
|  |  |
|  |  |

Teacher's signature: _____ Date: _____

Supervisor's signature: _____ Date: _____

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| Mid-Plan Conference |
|---|
| **Date:** |
| **Notes during conference / changes to plan:** |
| **In attendance (representation is optional):** |

| Name: | Signature: |
|---|---|
|  |  |
|  |  |
|  |  |

| End of Plan Conference |
|---|
| **Date:** |

**NOT FOR USE**

**Notes during conference:**

Teacher status at end of plan period:

_____ Fully addressed and at "Accomplished" level

_____ Partially addressed; plan continues/changes attached (Follow-up date to review status of plan, determined by supervisor)

_____ Little or no movement; move to Remediation Plan

| **In attendance (representation is optional):** |  |
|---|---|
| Name: | Signature: |
|  |  |
|  |  |
|  |  |

The following represents the **TEACHER REMEDIATION PLAN** which is applied through *TalentEd Perform*.

## Teacher Performance Remediation Plan

Teacher:
Supervisor:
School:
Date:

| **Deficiency to be addressed** |
|---|
| Standard/component number & description:<br><br>Specific teacher behavior that does not meet the standard:<br><br> |
| **Expected outcomes** |
| Specific behavior/performance the teacher will exhibit that will show s/he now meets the standard:<br><br>Extenuating circumstances to consider:<br><br> |

**NOT FOR USE**

| Steps to Reach Desired Outcome | | | | |
|---|---|---|---|---|
| **Actions to be taken** | **Resources needed** | **Evidence collected** | **Timeline for completion** | **Person Responsible for Action** |
| 1. | 1. | 1. | 1. | 1. |
| 2. | 2. | 2. | 2. | 2. |
| 3. | 3. | 3. | 3. | 3. |
| 4. | 4. | 4. | 4. | 4. |

| **In attendance (representation is required):** | |
|---|---|
| Name: | Signature: |
| | |
| | |
| | |

Teacher's signature: _____ Date: _____

Supervisor's signature: _____ Date: _____

| Mid-Plan Conference |
|---|
| **Date:** |
| **Notes during conference / changes to plan:** |
| **In attendance (representation is required):** |

| Name: | Signature: |
|---|---|
|  |  |
|  |  |
|  |  |

| End of Plan Conference |
|---|
| **Date:** |

**NOT FOR USE**

**Notes during conference:**

Teacher status at end of plan period:

_____ Fully addressed; return to "Accomplished" rating

_____ Partially addressed; plan continues/changes attached (Follow up date to review status of plan, determined by supervisor)

_____ Little or no movement; move to dismissal procedures

**In attendance (representation is required):**

| Name: | Signature: |
|---|---|
|  |  |
|  |  |
|  |  |

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## B.  PROCEDURES FOR RESOLUTION OF DIFFERENCES

Underlying Principle:  Orange Elementary School System believes that evaluation must be a collaborative process between the supervisor and the teacher, drawing on the expertise and perspective of both parties.  However, recognizing that disagreements may arise during the process and, in accordance with the Connecticut Guidelines for Educator Evaluation, a comprehensive dispute resolution process has been designed and agreed to by the design committee.

The right of appeal is inherent in the evaluation process and is available to every participant at any point in the evaluation process.  The appeal procedure is designed to facilitate the resolution of conflicts generated by the evaluation *process*.  It is not intended to resolve conflicts arising from differences of opinion gained through observations.

An Appeal Committee will be established, *composed of four (4) members*; including two (2) teacher members of the Teacher Evaluation Committee and two (2) administrators selected by the superintendent.   All who are accepted onto the Appeal Committee will have evaluation ratings of at least "Accomplished" or higher in the year prior to their appointment to the committee.

The Appeal Committee members may not work in the same school as the party filing the dispute and may not include either of the parties involved in the dispute.  The Appeal Committee must come to a resolution for the dispute.

Appeal Committee members shall be granted release time to hear appeals during the scheduled school day, or if an appeal hearing is scheduled outside work hours, Appeal Committee members shall be compensated per their respective collective bargaining agreements.

**Educator Evaluation Appeal Procedure**

To initiate an appeal, either party must submit the Appeal Initiation Form (next page) to the Teacher Evaluation Committee Co-Chairpersons (the Superintendent and the OTL President).  Within three (3) school days of receipt of the appeal, the Teacher Evaluation Committee Co-Chairpersons will schedule a joint meeting of the parties involved the meeting to be held within seven (7) school days of the original receipt of the appeal.

When the appeal is brought to the Appeal Committee Co-Chairpersons, the following will occur:
1. The Appeal Committee will meet and appoint a chairperson.  They will then meet with both parties simultaneously.
2. At the hearing, the parties will present their concerns.
3. When the committee is satisfied that they have sufficient information; they will recess to formulate a resolution.
4. When the Appeal Committee has reached consensus, the chairperson will prepare the written resolution on the Appeal Initiation Form (next page) which will be delivered to both parties by the Appeal Committee Chair within three (3) school days.
5. If the Appeal Committee cannot come to a resolution, the Superintendent will make the final decision.

Appeal hearing timelines may be extended by mutual agreement of both parties involved, as well as by their respective bargaining associations.

## Orange Board of Education

637 Orange Center Road
Orange, Connecticut 06477-2432
www.oess.org

TELEPHONE: (203) 891-8020
FAX: (203) 891-8025
SPECIAL EDUCATION: (203) 891-8023
SCHOOL OF THE 21ST CENTURY: (203) 891-8033

## Initiation of Educator Evaluation Appeals Process

**Description of Dispute**

| | |
|---|---|
| Teacher Name: | Date: |
| Assignment: | Building: |
| A conflict exists between:<br>Name: | Name: |
| With regard to the following issue(s):<br>**Please cite specific area, section, process or procedure with the evaluation process that is under appeal.  Be as explicit as possible.** | |
| Signature of Appeal Initiator: | Date: |
| Signature of Co-Chairperson:<br>**Upon receipt** | * Date: |

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## Notification of Appeal Hearing (within 3 days)

To:
From (Appeal Committee Chair):
Date:
Re:  Appeal-Procedure

The Committee chosen to hear this appeal is:
1.   Chair:
2.
3.
4.

The hearing of the appeal is scheduled as follows: **(within 7 days\*)**

| Date: | Time: |
|-------|-------|
| Location: | Room: |

**Orange Board of Education**

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## Educator Evaluation Appeal Process: Notification of Resolution
**(Within 3 days)**

To:
From (Appeal Committee Chair):
Date:
Re:  Appeal Resolution

In response to your appeal of [fill in date] regarding [fill in complaint], the following resolution has been formulated:

Sincerely,

## C. TALENT-ED PERFORM AND PERSONNEL FILES

The _TalentEd Perform_ Platform will retain:

Through the _TalentEd Perform_ Platform, the **Supervisors** will have access to the following for every teacher they supervise:
1.   ALL CATEGORIES OF GOALS
2.   MID-YEAR REFLECTIONS
3.   END-OF-THE-YEAR REFLECTIONS
4.   ALL OBSERVATIONS (Classroom and Professional)
5.   PRE- and POST OBSERVATION FORMS (optional, but required for new teachers and teachers on remediation action plans)
6.   RUBRICS and FINAL RUBRICS
7.   TEACHER SUMMATIVE REVIEWS

Each **Teacher** will have access to their own files as follows:
1.   ALL GOALS
2.   MID-YEAR REFLECTION
3.   END-OF-THE-YEAR REFLECTION
4.   ALL OBSERVATIONS
5.   PRE- and POST OBSERVATION FORMS (optional, but required for new teachers and teachers on remediation action plans)
6.   RUBRICS and FINAL RUBRICS
7.   TEACHER's SUMMATIVE REVIEW

In addition, the **Teacher** should retain in his/her personal files:
1.   DATA
2.   ARTIFACTS -- which support goals
3.   STUDENT WORK SAMPLES -- which support goals
4.   LOG of PROFESSIONAL DEVELOPMENT ACTIVITIES (undertaken independently in pursuit of goals)
     a.   Books and articles read
     b.   On-line workshops and demos watched
     c.   DVD workshops and demos watched
     d.   Peer-to-peer coaching, including work with Complementary Evaluator
     e.   Purposeful classroom observations

# APPENDIX

## A. COMMON CORE OF TEACHING/TEACHER JOB DESCRIPTION
[Link to Connecticut's Common Core](#)

## B. CONNECTICUT SEED WEBSITE
[Link to Connecticut's SEED Website](#)
**SEED = System for Educator Evaluation and Development**

## C. TEN EFFECTIVE RESEARCH-BASED INSTRUCTIONAL STRATEGIES

Robert J. Marzano (2000) identified ten research-based, effective instructional strategies that cut across all content areas and all grade levels. Each requires specific implementation techniques to produce the effects reported, therefore learning to use them correctly meets Orange's CPG expectations.

1. **Vocabulary**. Research indicates that student achievement will increase by 12 percentile points when students are taught 10-12 words a week; 33 percentile points when vocabulary is focused on specific words important to what students are learning. Requires specific approaches.

These two resources, *What Works in Classroom Instruction* and *A Handbook for Classroom Instruction That Works* by Robert J. Marzano, are available in your school's professional library.

2. **Comparing, contrasting, classifying, analogies, and metaphors**. These processes are connected as each requires students to analyze two or more elements in terms of their similarities and differences in one or more characteristics. This strategy has the greatest effect size on student learning. Techniques vary by age level.

3. **Summarizing and note-taking.** To summarize is to fill in missing information and translate information into a synthesized, brief form. Note-taking is the process of students' using notes as a work in progress and/or teachers' preparing notes to guide instruction.

4. **Reinforcing effort and giving praise**. Simply teaching many students that added effort will pay off in terms of achievement actually increases student achievement more than techniques for time management and comprehension of new material. Praise, when recognizing students for legitimate achievements, is also effective.

5. **Homework and practice**. These provide students with opportunities to deepen their understanding and skills relative to presented content. Effectiveness depends on quality and frequency of teacher feedback, among other factors.

6. **Nonlinguistic representation**. Knowledge is generally stored in two forms -- linguistic form and imagery. Simple yet powerful non-linguistic instructional techniques such as graphic organizers, pictures and pictographs, concrete representations, and creating mental images improve learning.

7. **Cooperative learning**. Effective when used right; ineffective when overused. Students still need time to practice skills and processes independently.

8. **Setting objectives and providing feedback**. Goal setting is the process of establishing direction and purpose. Providing frequent and specific feedback related to learning objectives is one of the most effective strategies to increase student achievement.

9. **Generating and testing hypotheses**. Involves students directly in applying knowledge to a specific situation. Deductive thinking (making a prediction about a future action or event) is more effective than inductive thinking (drawing conclusions based on information known or presented.) Both are valuable.

10. **Cues, questions, and advanced organizers**. These strategies help students retrieve what they already know on a topic. Cues are straight-forward ways of activating prior knowledge; questions help students to identify missing information; advanced organizers are organizational frameworks presented in advance of learning.

# D. ADDITIONAL INSTRUCTIONAL RESOURCES



Connecting research recommendations to classroom practice can improve instruction. These key research-based strategies have impact on student achievement—helping all students, in all kinds of classrooms.  Strategies are organized into categories of familiar practices in order to help teachers fine-tune their teaching and improve student achievement.

**Focus on Effectiveness**

**Researched-Based Strategies**

# E.  GLOSSARY

| | |
|---|---|
| **21<sup>st</sup> Century Skills:** | Skills emphasized in a global-economic (vs. industrial) society, such as scientific and technology literacy, visual and media literacy, global awareness, cultural literacy, adaptability, self-direction, creativity, risk-taking ability, higher-order thinking, reasoning ability, collaboration, interactive communication, prioritizing, long-range planning ability, use of real-world digital tools, knowledge of real-world applications, imagination, vision<br>**21<sup>st</sup> Century Skills**<br>**Framework for 21<sup>st</sup> Century Learning**<br>**ThinkFinity 21<sup>st</sup> Century Skills** |
| **"Accomplished"** | "Accomplished" is the expected standard for Orange teachers; it is a high standard, not a 'middle-of-the road' classification.  Most teachers will fall within this rating.  Thus, its indicators will be considered first, and the other ratings' indicators will be scored up or down in relationship to this expected standard.  All teachers should strive for, and many will attain, at least some ratings of "Exceeds Standards," which represents the ideal -- a reachable, but truly exceptional goal. |
| **Authentic Assessment:** | A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.  Authentic assessment drives the curriculum.  That is, the teacher first determines the tasks that students will perform to demonstrate their mastery, and then a curriculum is developed that will enable students to perform those tasks well, which would include the acquisition of essential knowledge and skills.  This has been referred to as *backward design*.<br>**Wiggins *Case for Authentic Assessment***<br>**New Horizons for Learning**<br>**Edutopia** |
| **Classroom Walk-Through:** | A strategy for school improvement.  Three to five minute non-threatening, non-evaluative walk-throughs with a relevant data collection tool, give school leaders a quick snapshot of the school's or a grade-level team's instruction and student learning. That snapshot is used to engage teachers in conversations about how to improve instruction.  Walk-throughs are intended to be separate from the teacher evaluation process, except when the teacher is individually working with a specific data collection.<br>**Education World** |
| **Collaboration:** | Collaboration is process where two or more people work together for common goals by sharing their knowledge, learning together, and building consensus. Collaboration does not require leadership and teams that work collaboratively can obtain greater resources, recognition, and results than |

3

individuals working alone.  Collaboration is the most effective method of transferring 'know how' among individuals, therefore it is critical to creating and sustaining a competitive advantage.  Collaboration refers to the work among teachers in grade-level teams, content area teams, departments, or collegial partnerships.   It also refers to the work among teachers, specialists, and paraprofessionals and tutors.

Collaboration among pairs or small groups of students to complete a task or solve a complex problem is called collaborative learning and is an important instructional strategy.

Collaborative Problem-Solving

Collaborative Learning

Eureka!

| | |
|---|---|
| **Common Core of Teaching:** | The CCT, or Common Core, is Connecticut's comprehensive definition of the knowledge, skills, and competencies that teachers need to ensure students learn and achieve at high levels.  These skills and competencies were the foundation of the five Teacher Evaluation Plan Rubrics.<br>**Common Core of Teaching** |
| **Danielson, Charlotte** | Charlotte Danielson is an internationally-recognized expert in the area of teacher effectiveness, specializing in the design of teacher evaluation systems that, while ensuring teacher quality, also promote professional learning. The CT Framework for Teacher Evaluation and Support, developed for the SEED evaluation system, is a blend of the Connecticut Common Core of Teaching Standards (CCT) and Charlotte Danielson's Framework for Teaching.<br>In Orange, however, the Teacher Performance Rubrics are written in-district and are based on Kim Marshall's work and the CCT mentioned above. |
| **Data-Driven Decision Making (DDDM)**<br>**(See also Professional Learning Community - PLC)** | DDDM engages a team of teachers in an ongoing cycle of instructional improvements which involves: 1. developing common assessments; 2. analyzing student work following the assessment; 3. planning instruction to improve student performance; 4. reassessment and analysis<br>**E-Lead: Leadership for Success**<br>**Taking Data Analysis to the Next Level**<br>**Making Sense of Data Driven Decision Making** |
| **Differentiation:** | Differentiated instruction is the art of modifying instruction, materials, content, student projects, and assessments to meet the learning needs of individual students. In a differentiated classroom, teachers recognize that all students are different and require varied teaching methods to learn. In differentiated classrooms, teachers include a wide range of strategies and methods, including: behavior modification plans, using audio books, turning on closed captioning to improve reading during videos, using manipulatives in math instruction, and so on.<br>**Individualized Instructional Strategies**<br>**A Differentiation Resource**<br>**UConn's National Research Center on the Gifted and Talented** |

| | |
|---|---|
| **DPI (District Performance Index)** <br> **(See also: SPI, School Performance Index)** | District Performance Index (DPI) indicates overall district-level student performance based on Connecticut Mastery Test (CMT) results. |
| **Higher-Order Thinking Skills [HOTs]** | Higher-order thinking skills involve logical thinking and reasoning including skills such as comparison, classification, sequencing, cause/effect, patterning, webbing, analogies, deductive and inductive reasoning, forecasting, planning, hypothesizing, and critiquing. <br> **Teacher Tap** <br> **Higher Order Thinking Skills** <br> **HOTS Official Site** |
| Does Not Meet Standards: | A seriously deficient teacher performance rating based one or more of the Teacher Evaluation Plan Rubrics.  After notice in writing, the teacher is faced with the immediate responsibility of alleviating the concerns outlined in the teacher rubrics.  An Action Plan must be written with the support of the Supervisor within 10 days, and implemented within the next 5 days.  The inability to achieve a "Accomplished" rating within six (6) months could result in a recommendation for dismissal. |
| **IAGD** <br> **"Indicator"** | An Indicator of Academic Growth and Development (IAGD), in Orange's Plan titled "Indicator," is the specific evidence, with quantitative targets, that will demonstrate whether a Student Learning Objective (SLO) was met.  Each SLO must include at least one Indicator.  Each Indicator must make clear: (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. |
| **Induction:** | Induction is the support and guidance provided to newcomers to the Orange community. Induction includes orientation to the school building and processes, socialization, and mentoring.  There are two kinds of induction into teaching in Orange: <br> • the support and guidance provided to novice teachers in the early stages of their careers (**TEAM**) <br> • the support for an experienced teacher who is new to the district or serving in a new role |
| **Inquiry-based Instruction:** | Memorizing facts and information is not the most important skill in today's world. Facts change and information is readily available.  What's needed is an understanding of how to get and make sense of the mass of data. Inquiry implies involvement that leads to understanding. Furthermore, involvement in learning implies possessing skills and attitudes that permit students to seek resolutions to questions and issues while they construct new knowledge. <br><br> **Characteristics:** <br> • focuses students' inquiry on questions that are challenging, |

debatable, and difficult to solve
- teaches students specific procedures, strategies, or processes that are essential to the attempts at answering the focus questions (i.e., teaches thinking and problem solving skills)
- structures lessons to include opportunities for students to access information that is crucial to the inquiry
- structures lessons so that students have opportunities to work with peers
- sequences a series of activities and lessons so that they work together in moving students toward a general goal
- builds into lessons the opportunities for performance
- involves students in the process of developing the standards for performance
- relies on authentic assessment of learning

**Inquiry Based Instruction**
**Inquiry-Based Lesson Plans**
**Tripod**

| | |
|---|---|
| **Intervention:**<br><br>    **[see also RTI, SRBI]** | Intervention applies to children of school age or younger who are discovered to have a special learning need that is affecting their achievement.   Intervention consists of providing classroom support for these children to lessen the effects of the condition.  Intervention can be remedial or preventive in nature--remediating existing learning problems or anticipating and preventing future learning problems.   Intervention requires immediate attention by the teacher in the classroom rather than waiting for the gap to worsen and making a recommendation for future identification. |
| **Marshall, Kim:** | Kim Marshall is an author and collaborator with New Leaders for New Schools (www.nlns.org), a non-profit organization that recruits, trains, and supports urban principals. Marshall coaches new principals in New York City, with a special focus on improving teacher supervision and evaluation and the effective implementation of interim assessments. He also gives workshops and courses to aspiring and practicing school leaders in a number of venues.<br>In Orange, the Teacher Performance Rubrics were written in-house and are based on Kim Marshall's work and the CCT, |
| **Observation:** | There are two layers of observation:<br>- The classroom walk-through, used to gather data about instructional practices among grade-level team members and/or among the building's teachers. CWT data is not evaluative, but may trigger classroom observation and evaluation (Bullet 2)<br>- Classroom observation and evaluation, using the district's Performance Rubrics and Evaluation form (FORM A), with follow-up feedback.   Classroom observation may occur at any time. Observation is also extended beyond the classroom to teachers' additional professional responsibilities, such as, but not limited to, recess duty, team meetings, Open Houses, parent conferences, and |

so on.

| | |
|---|---|
| **RTI**<br>[Response to Intervention]<br>[See also: SRBI] | Response to Intervention (RTI) is the name and acronym for the federal mandate which is the counterpart to Connecticut's SRBI.  (See SRBI below)<br> **RTI Network** |
| **Special Assistance:** | This rating has been developed to assist and guide the teacher who is not meeting the district's standards on the four evaluation rubrics, in Classroom Observations, or the Student Learning Outcome.  Such teacher has scored below "Accomplished" on the Summative Rating.  Assistance must be timely and specifically aimed at improving the teacher's performance.   An action plan, addressing specific goals, will be written jointly between the teacher and supervisor.<br>If, after 3 months on a "Special Assistance Action Plan," there are serious questions about the teacher's performance as measured by the rubrics and additional observations, the supervisor has the option to place the teacher on "Does Not Meet Standards." |
| **SEED (System for Educator Evaluation and Development)** | Connecticut's System for Educator Evaluation and Development, known as SEED, outlines a new model for the evaluation and support of educators in Connecticut and is aligned to the Connecticut Guidelines for Educator Evaluation approved by the State Board of Education on June 27, 2012.  Detailed information about the model can be found in the SEED Handbook.<br>**SEED Website** |

**SLO (Student Learning Objective)**

A Student Learning Objective (SLO) is an academic goal that teachers/administrators and evaluators set for groups of students. In the SEED Handbook, there are differences between how SLOs are defined within the teacher model and the administrator model. The table below outlines these differences.

| Administrator SLOs | Teacher SLOs |
|---|---|
| Administrator SLOs combine the three areas of teacher SLOs into one SMART statement. They are written like a SMART goal and include target, measurement, and time within a single SLO. They should:<br>• Align to district and school learning goals<br>• Provide a measure<br>• Be written in SMART Goal format<br>• Focus on priority areas | Teacher SLOs contain three component parts: broad goals for student learning that address a central purpose, a rationale that explains why this is an important area of improvement, and at least one IAGD which is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. |

| | |
|---|---|
| **Smarter Balanced Assessment [Consortium]** | Smarter Balanced Assessments, which will replace the CMT in the near future, go beyond multiple-choice questions to include extended response and technology-enhanced items, as well as performance tasks that allow students to demonstrate critical-thinking and problem-solving skills. |

| | |
|---|---|
| | Performance tasks challenge students to apply their knowledge and skills to respond to complex real-world problems. They can best be described as collections of questions and activities that are coherently connected to a single theme or scenario. These activities are meant to measure capacities such as depth of understanding, writing and research skills, and complex analysis, which cannot be adequately assessed with traditional assessment questions. The performance tasks will be taken on a computer (but will not be computer adaptive) and will take one to two class periods to complete. The Smarter Balanced Assessments are aligned with the Common Core State Standards (CCSS) and will replace CMT assessments. **Smarter Balance Assessment Consortium** |
| **SMART Goal** | At the start of the school year, each educator will work with his or her evaluator to develop their practice and performance goal(s) and SLOs through mutual agreement. All goals should have a clear link to student achievement and school/district priorities. Goals should be SMART: S=Specific and Strategic M=Measurable A=Aligned and Attainable R=Results-Oriented T=Time-Bound |
| **SPI (School Performance Index) (See also DPI)** | SPI is the School Performance Index and indicates overall student performance in a school based on Connecticut Mastery Test (CMT) results. Beginning in 2012, each school receives its SPI from the State. In Orange, at all three schools, the SPI Index goals were to "maintain." **School Performance Index** **Searchable Data Base** |
| **SRBI:** **[Scientific Research Based Intervention]** | SRBI is *Connecticut's* framework and acronym for the Federal RTI mandate. It is a multi-tiered approach to help struggling learners. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both. In Tier 1, all students receive high-quality, scientifically based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support. In Tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs. This instruction cannot be 'more of the same,' but must incorporate new strategies. This instruction can take place in or out of the classroom in small groups with these guidelines: 2 – 3 times a week for 20 – 30 minutes. In Tier 3, students receive individualized, intensive interventions that target the students' specific skill deficits and capitalize on the student's specific strengths for the remediation of existing problems and the prevention of more severe problems. Tier 3 follows these guidelines: 3 – 5 times per week for 30 – 40 minutes. **SRBI** |

**Lexia**
**Dreambox Math**
**Accelerated Reader**
**PBIS**

| STEM: | STEM has become a common acronym, particularly among advocates and government officials, for the fields of Science, Technology, Engineering, and Mathematics. The term is commonly used in relation to education's responsibility for the nation's current and future economic competitiveness. STEM education is using those teaching strategies which strengthen the likelihood that students will be prepared for, and choose, STEM careers.<br>**Stem Teaching and Learning Resources** |
|---|---|
| [Science-Technology-Engineering-Mathematics] | |
| Supervisor: | Supervisor refers to administrators (such as, superintendent, assistant superintendent, director, principal, assistant principal, specialists) who are working under a valid 092 Certificate and serving as evaluators. Supervisors have completed the requisite hours of evaluation and calibration training. They have become certified, either through district-selected professional development or ongoing *Teachscape* calibration and development exercises. Supervisors may act as coaches and mentors; but coaches and mentors cannot act as supervisors. |

# ORANGE PUBLIC SCHOOLS

# ADMINISTRATOR EVALUATION PLAN



**Written: April - May 2013**
**Adopted by Board of Education: November 18, 2013**

# TABLE OF CONTENTS

This Plan is available under the Teacher Resources tab on the District's webpage at **www.oess.org**.
Forms are to be accessed through each Administrator's unique account with *TalentEd Perform*, the district's selected utility platform for Evaluation.  Administrators should take great care, per the signed RAUT, to protect their user names and passwords to this account, particularly acknowledging the sensitive information about teachers that can be accessed through their accounts.

Forms in this PLAN are included for identification and reference purposes ONLY.  Administrators should *neither* print and handwrite *nor* copy/paste the forms found within this document.  Forms must be accessed through *TalentEd Perform.*

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# Introduction

The Orange Public Schools' Administrator Evaluation Plan, hereafter called The Plan, covers the principals, the Director of Curriculum, and the Director of Special Services. The evaluation process is based on these foundations: the Common Core of Leading, Orange Board of Education Goals, district and school goals, the Connecticut SEED Document, and a significant body of research.

A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness for Orange. This Evaluation Plan defines principal effectiveness in terms of his/her practice (i.e. the actions which impact key aspects of school life); the results that come from his/her leadership (i.e. teacher effectiveness and student achievement); and the perceptions of the administrator among key stakeholders in our community.

Administrator evaluation has several benefits. It provides for the ongoing development of our administrators so we have a basis for assessing their strengths and growth areas and so they receive the feedback they need to improve. It also serves as an accountability measure, ensuring that every child in Orange attends a school with an effective leader.

## OUR MISSION

The Orange Elementary School District recognizes that the education of each child is the shared responsibility of every member of our community.

Our goal is to inspire and empower each student to achieve academic excellence, embrace social and individual responsibility, and lead with integrity.
We believe all individuals should be valued and treated with respect.

We are committed to:
- Providing powerful academic challenges
- Respecting individual and community values
- Nurturing personal growth
- Taking pride in our children and celebrating their successes
- Promoting school and community spirit
- Enhancing lifelong learning through technology
- Believing all children deserve a childhood
- Creatively, confidently building the future

Together we will make a difference.

## ADMINISTRATOR EVALUATION COMMITTEE

**April 2013 – June 2013**

**Stephen Bergin, Principal Turkey Hill School**

**Eric Carbone, Principal Peck Place School**

**Kai Graves, Director of Special Services**

**Mike Gray, Principal Race Book School**

**Lynn K. McMullin, Superintendent**

**Colleen Murray, Director of Curriculum/Principal Mary L. Tracy**

# Overview

Excellent schools begin with excellent school leaders and teachers. The importance of highly-skilled educators is beyond dispute, as a strong body of evidence now confirms what parents, students, teachers, and administrators have long known: effective administrators are one of the most important school-level factors in student learning and effective leadership is an essential component of any successful school.

The Orange Public Schools is committed to raising the overall quality of our schools' administrators. To meet this goal, the district Leadership Team met to consider all of Connecticut's new evaluation requirements and guidelines as outlined in the 2012 SEED documents and to draft a new approach which best meets Orange's unique needs.

We believe that quality instruction begins with quality leadership and that high-quality evaluations are necessary for the individualized professional development and support that every administrator needs.  Evaluation will also identify our professional strengths and provide new professional opportunities, bring greater accountability and transparency to our district, and instill our community with even greater confidence in our leaders and schools.

Ultimately, however, this Plan will lead to improved achievement and success for all students.

## A. DESIGN PRINCIPLES

**A Focus on What Matters Most**

The Plan highlights four areas of administrator performance – student learning (45%), administrator practice (40%), stakeholder feedback (10%), and teacher effectiveness (5%).   The first two categories make up 85% of an administrator's evaluation and take the view that some aspects of administrator practice – most notably instructional leadership – have a bigger influence on student success.

**An Emphasis on Growth over Time**

The evaluation of an individual's performance should primarily be about their improvement from an established starting point. This applies to their professional practice focus areas and the outcomes they are striving to reach. Attaining high levels of performance matters – and for some administrators, maintaining high results is a critical aspect of their work – but the model should encourage administrators to pay attention to continually improving their practice. Through the goal-setting processes described below, this model does that.

**Leaving Room for Judgment**

In the quest for accuracy of ratings, there is a tendency to focus exclusively on the numbers.  We believe that of equal importance to getting better results is the professional conversation between an administrator and The Superintendent that can be accomplished through a well-designed and well-executed Plan.  So, the model requires the Superintendent to observe the practice of administrators frequently enough to make informed judgments about the quality and efficacy of practice.

**Considering Implementation at Least as Much as Design**

We tried to avoid over-designing the Plan and making it so difficult or time-consuming to implement as to create excessive demands on either the administrators or the Superintendent.  Sensitive to the tremendous responsibilities and limited resources that administrators have, the model aligns with other responsibilities (e.g., writing a school improvement plan, implementing PBIS, reporting data, developing student and parent feedback goals, and so on) and to highlight the need for evaluators to build important skills in setting goals, observing practice, and providing high quality feedback.

## B.  EVALUATION CATEGORIES AND FOCUS AREAS

Orange's model defines **successful leadership** in terms of the actions taken by our administrators that research has shown to impact the essential aspects of school life – vision, planning, communication, decision-making, creative problem-solving, commitment, organization, follow-through, and so on.   The results that come from this successful leadership will lead to improved teacher effectiveness and student achievement, and improved positive perceptions of the administrator's leadership among parents and the community.

Thus, this Plan consists of multiple measures to paint an accurate and comprehensive picture of each administrator's performance.  All Orange's administrators will be evaluated in four categories, which are grouped into two major focus areas as shown in the visual representation (Figure 1) on the next page.

The four categories are:

1. **Leadership Practice** (40%) -- An assessment of an administrator's leadership practice – by direct observation of practice and the collection of other evidence

2. **Stakeholder Feedback** (10%) -- assessed by administration of a survey with measures that align to the Connecticut Leadership Standards

3. **Student Learning** (45%) – Student learning is assessed in equal weight by: (a) performance and progress on the academic learning measures in the state's accountability system for schools and (b) performance and growth on locally-determined measures. Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrators' evaluation.

4. **Teacher Effectiveness** (5%) – as measured by an aggregation of teachers' student learning objectives.

Leadership Practice (40%) and Stakeholder Feedback (10%) are then combined into the first focus area which is **Effectivness** (50%).   Student Learning (45%) and Teacher Effectiveness (5%) are combined into the second focus area which is **Outcomes** (50%)

Figure 1

(Pie chart showing: Teacher Effectiveness 5%, Leadership Practice 40%, Student Learning 45%, Stakeholder Feedback 10%; Outcomes 50%; Effectiveness 50%)
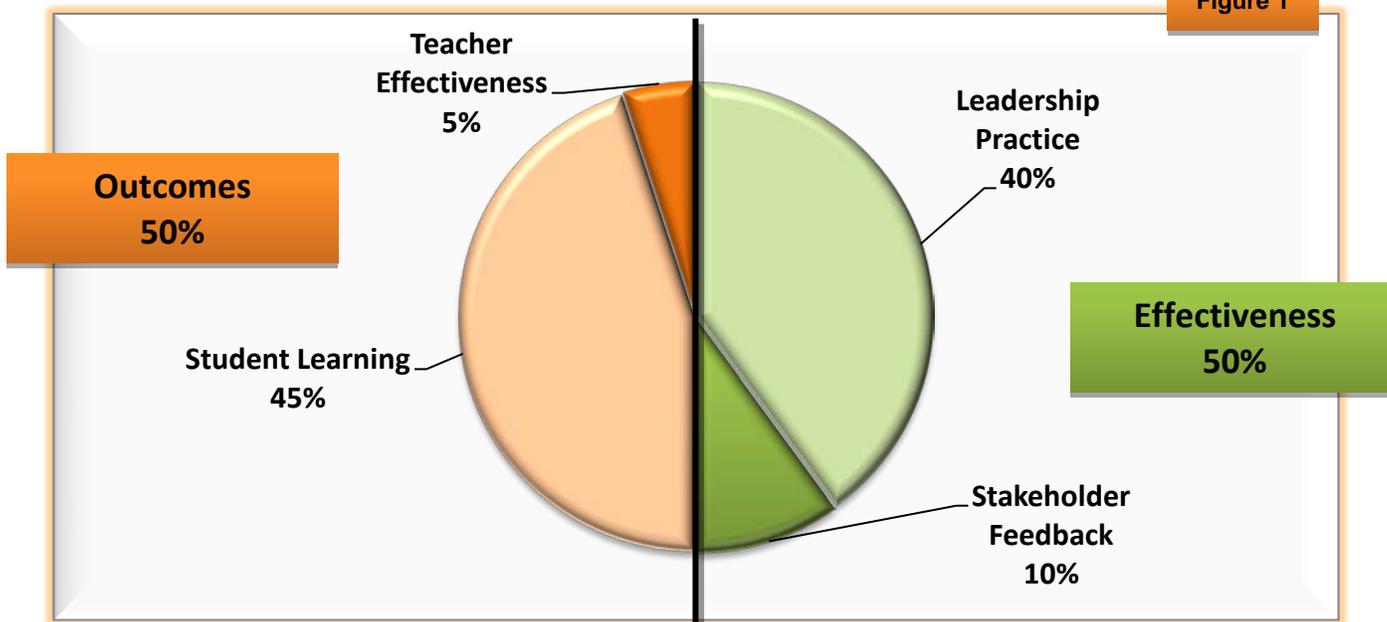
## C. DEFINITION OF CATEGORIES

**The two Effectiveness Indicators are Leadership Practice (40%) and Stakeholder Feedback (10%)**

### Leadership Practice

In Orange, a combination of self-evaluation, goal-setting to improve leadership practice, and collegial analysis and feedback will be used to improve each individual's skills and performance. The Plan includes six rubrics, based on the *Common Core of Leading: Connecticut School Leadership Standards*, adopted by the Connecticut State Board of Education in June of 2012.

Leadership practice is described in that document through six Leadership Practice expectations:

1. Vision, Mission, and Goals: Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.
2. Teaching and Learning: Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.
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.
4. Families and Stakeholders: Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.
5. Ethics and Integrity: Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.
6. Educational Systems: Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal, and

cultural contexts affecting education.

All six of these performance expectations contribute to successful schools, but research shows that some have a bigger impact than others.  In particular, #2: Teaching and Learning is at the core of what effective educational leaders do.  As such, the Teaching and Learning Rubric is weighted to comprise half of the Leadership Practice rating and the other five performance expectations are equally weighted.  (See Figure 2 below.)

**Figure 2**

# Leadership Practice

Ethics and Integrity
10%

Educational Systems
10%

Families and
Stakeholders
10%

Teaching and
Learning
50%

Organizational
Systems and Safety
10%

Vision, Mission,
and Goals
10%

These weightings should be consistent for all principals and Central Office administrators.   They will be measured by the six Leadership Practice Rubrics which follow in the next section.

## Stakeholder Feedback

Involvement of parents in the education of their children is a key factor in successful schools.  Each school will collect and analyze feedback from parents, teachers, and students in a variety of achievement and environment-related categories and use the data to set collaborative school-wide goals.  Goals should be aligned to both the school's improvement plan and, as feasible, its safe schools plan.   Surveys must be reliable, representative, and anonymous.  The data will be re-collected at the end of a specified period of time.  Administrators will then use the most recently collected data to assess progress on goals and achievements in the categories for improvement they selected.

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**The two Outcomes Indicators are Student Learning (45%) and Teacher Effectiveness (5%)**

## Student Learning

Student learning is assessed in equal weight by the performance and progress on the academic learning measures in the state's accountability system for schools (i.e. the school's SPI) and performance and growth using locally-determined measures.  Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrator's evaluation.

## Teacher Effectiveness

Teacher effectiveness – as measured by an aggregation of teachers' student learning objectives (SLOs) – is 5% of an Administrator's evaluation.  Improving teacher effectiveness is central to an administrator's role in improving students' achievement. The Administrator is responsible for everything from hiring and placing teachers to their ongoing professional development and feedback on their performance.  This section assesses the outcomes of all of that work.

In order to maintain a strong focus on teachers setting ambitious SLOs for *their* evaluation, it is imperative that the Superintendent discuss with the principals their strategies for working with teachers as they set SLOs.  Attention to this key responsibility will help ensure teachers set ambitious SLOs.

## D.  PERFORMANCE RATINGS OVERVIEW

Based on the Rubrics, and throughout all six of the categories, there are four ratings:

- **Exceeds Standards (4)**
- **Accomplished (3)**

---

- **Needs Improvement (2)**
- **Does Not Meet Standards (1)**

Having four ratings allows the Superintendent and Administrators to clearly distinguish between effective and ineffective leadership practices.  Providing an exceptional rating, "**Exceeds Standards,**" also provides an Exceeds Standards benchmark towards which even very good administrators can strive.

"**Accomplished**" is the *expected* standard for Orange; it is a high standard, not a 'middle-of-the road' classification.  Most administrators will fall within this rating.  Thus, its indicators will be considered first, and the other ratings' indicators will be scored up or down *in relationship to this expected standard*.  All administrators should strive for, and many will attain, at least some ratings of "**Exceeds Standards,**" which represents the ideal -- a reachable, but truly exceptional goal.

## E.  TIMELINE

The following timeline (Figure 3) applies:

- In July of 2013, and one full-day in early October, all administrators will be fully-trained in the new Evaluation Plan and it processes during their own professional development.
- Thereafter, professional development regarding the implementation of their own and the teachers' evaluation plans will be ongoing and collegial. It will focus on walk-throughs, analysis, and conversation; on observations and analysis of classroom videos; on Problem of Practice exercises; and on district-level analysis of data at Admin Team meetings.
- Forms will be made available through *TalentEd Perform*.
- In August 2013, every administrator will complete a self-evaluation using the complete set of six Leadership Practice Rubrics. Thereafter, this self-evaluation will take place each May and will be used for goal-setting the following year.
- In addition to the following timeline, the Superintendent may request a conference with the Administrator regarding the six Leadership Practice Rubrics at any time areas of concern related to one or more of the rubrics become apparent.
- In Orange, it is intended that the new Administrator Evaluation Plan becomes an on-going system for positive school and district-wide change. Therefore, the Leadership Team should regularly address the features of the Plan and use it to build collaboration.
- For the first year of implementation, and as often as is deemed appropriate in subsequent years, the Leadership Team may use its bi-weekly Admin Council meetings to develop and facilitate the components of the Plan.

**Figure 3**

| Date | Activity |
|------|----------|
| **JULY** | **Orientation and Context-Setting:**<br>• In 2013 only, Administrator completes a self-evaluation using the six Leadership Practice Rubrics<br>• Administrator collects, reviews, and analyzes student data, state-assigned SPI rating, stakeholder survey data, and district goals as communicated by the Superintendent<br>• Superintendent provide Administrator with school improvement template<br>• Administrator develops a school improvement plan that includes Student Learning Objectives (SLOs) |

◀BACK

**Figure 3**

| | |
|---|---|
| **AUGUST** | **Goal Setting and Plan Development:**<br>• Administrator identifies three Student Learning Objectives (SLOs), one parent and one student survey target, drawing upon available data, the ditricts's priorities, their school improvement plan, and their own self-evaluation.<br>• Administrators identify areas of two specific areas of growth on which to focus to help them accomplish their SLOs and survey targets. One or both may be in Instructional Leadership, but both should connect to improvements in the Outcome Area.<br>• Administrator and Superintendent meet to discuss and agree on selected SLOs, outcome goals, and focus areas, as well as the evidence to be used in assessing the Administrator's performance. |
| **JANUARY** | **Mid-Year and Formative Review:**<br>• Administrator and Superintendent meet to discuss evidence of progress on the SLOs, outcome goals, and focus areas.<br>• The Administrator should use this meeting to highlight changes in the context<br>• Goals may be changed or adjusted at this time. |
| **MAY** | **Data Collection, Self-Assessment, and Summative Review:**<br>• Administrators re-survey stakeholders and review the data.<br>• Administrators complete a self-evaluation using the six Leadership Practice Rubrics, determining for each rubric areas where they need to grow and improve; areas where they feel they are strong and can empower others; and areas where they consider themselves to be on-track<br>• Administrator and Superintendent meet in late May or early June to discuss the self-assessment and all evidence collected<br>• The Superintendent uses this meeting to convey strengths, areas for growth, and probable rating.<br>• Summative ratings, with comments by Superintendent and Administrator, if he/she so chooses, must be completed by June 30th. |
| **ONGOING** | **Individual and Collegial Practice:**<br>• Administrator implements school improvement plan and collects data.<br>• Superintendent makes at least two purposeful site visits, which include the opportunity to visit classrooms and discuss observations, observe the administrator in meetings, and review data and evidence.<br>• Each Administrator engages in a Problem of Practice exercise and participates in the exercises for colleagues.<br>• Administrative Team engages in additional collegial activities, such as Walk-Throughs, collaborative viewing of classroom videos, and district data-team meetings. |

## F. RUBRICS

Underlying Principle: The purpose of the six Leadership Practice Rubrics is to improve school systems which will in turn result in increased student learning.  The guiding assumptions in this process are:

- Every administrator believes instructional improvement is always desirable and possible
- Every administrator believes that excellent instruction is the foremost factor in each student achieving his/her highest potential.
- It is the professional community's responsibility to define clear performance and accountability measures for teaching, student learning, and professional responsibility.
- Fulfilling these three assumptions will promote a positive educational climate.

The six Leadership Practice Performance Rubrics (hereafter called "Rubrics") are the culmination of current research about exceptional leadership practices and the Common Core of Leading; and, through the use of specific indicators at each level of performance, they summarize the six domains of leadership.

Self-evaluation using the rubrics is a key component of the Plan, in that only highly reflective administrators can improve their leadership practice.  Thus, the rubrics are designed to be developmental in use.  They contain a detailed continuum of performance for the indicators in the Connecticut School Leadership Standards and serve as a guide and resource for administrators and the Superintendent to talk about practice, identify specific areas for growth and development, and have language to use in describing what improved practice would be.

## G. CAREER DEVELOPMENT AND GROWTH

Underlying Principle:  One significant offering of this Plan is the opportunity for career development and growth for administrators who score in the "Accomplished" and "Exemplary" ranges of evaluation.   Rewarding accomplished performance identified through the evaluation process is a critical step in both building confidence in the evaluation system itself and in building the capacity of all administrators.

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

- leading Professional Development for the Administrative Team
- leading professional book discussion groups among faculty, leadership, or the wider community
- undertaking research-based, *district-supported* initiatives for curriculum, instruction, or technology within their schools, etc.
- coaching peers
- undertaking focused professional development based on their individual goals for continuous growth and development

[NOTE: Internships for 092 graduate-level degree programs, which teachers undertake of their own volition, may resemble, but are independent from, this Plan's evaluation-based career development and growth.  Teachers undertaking 092 programs, who do not meet the requirements for "Accomplished" or above, may need to seek an internship elsewhere to complete their 092 requirements.]

# Part 1: Leadership Practice

<u>Underlying Principle</u>:  Accomplished administrators are continuous, self-reflective learners. They are relentless in their quest to find the right combinations of organization and collaboration, of influence and advocacy, of vision and constraint, all to create an environment in which children and their teachers excel.  The Rubrics provide administrators the opportunity to reflect upon their performance relative to the districts' expectations, the Common Core of Leading, and quality research.   Each rubric is designed to provide administrators with a profile of their strengths as well as areas in which to set goals for improvement.

Effective implementation of the six Rubrics will accomplish the following:

5. Define, recognize, and reinforce Exceeds Standards leadership through specific indicators
6. Provide guided assistance in helping administrators individually and collectively identify next steps
7. Provide follow-up structures to support an administrator's areas of weakness.
8. Provide information to the Superintendent and Admin Team about their Professional Development needs.

> *"School leadership is about hiring great people and empowering them, and it requires a delicate balance between evaluation and encouragement."*

Leadership practice is described in that document through six Leadership Practice expectations:

**10%**
1. **Vision, Mission, and Goals**: Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.  (10%)

**50%**
2. **Teaching and Learning: Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning. (50%)**

**10%**
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. (10%)

**10%**
4. **Families and Stakeholders**: Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.  (10%)

**10%**
5. **Ethics and Integrity**: Education leaders ensure the success and achievement of all students by being ethical and acting with integrity. (10%)

**10%**
6. **Educational Systems**: Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal, and cultural contexts affecting education.  (10%)

## F.  THE RUBRIC PROCESS (40%)

In July 2013, and in May every year thereafter, the administrator will complete the six Leadership Practice Rubrics independently by selecting one indicator for each letter in the rubric. The indicator for each letter should be clearly highlighted in yellow, thereby creating an easily recognizable visual pattern. Administrators may not leave indicators blank in their self-evaluations.

Then, in a private conference, the Superintendent and Administrator will meet to discuss areas of strength and areas for improvement. They should also discuss strategies for improvement.

## G. THE OBSERVATION PROCESS

Each administrator should be observed in his/her school two or more times per year. All observations should include visits to classrooms, which are followed by analysis, conversation, and written feedback *within two days of the school visit*.

The Superintendent is not expected to provide an overall rating for each school observation visit, but he/she should use observations to collect evidence for the summative assessment of both the Leadership Practice Rubrics and the individual's goals. During school visit observations, both the Superintendent and the Administrator should note and discuss specific, evidence-based details about the schools progress in meeting its improvement plan, as well.

The Superintendent's observations may be based on the administrator's participation in leadership meetings and professional development, and in his/her leadership at faculty meetings, Board Meetings, PPT's, in conferences with parents, team meetings, and so on. It may also be based on written letters, presentations, data collections, and so on.

## H. THE STAKEHOLDER FEEDBACK PROCESS (10%)

Underlying Principles: Parents, students, teachers, and community members are a vital component in assessment of the success of school administrators. Surveys measuring stakeholder satisfaction may be conducted at the district level, but should be filtered and analyzed at the school level. Surveys must be valid and reliable. They must be administered in a way that allows *all* stakeholders to participate and makes stakeholders feel comfortable providing feedback *anonymously* and without fear of retribution. The survey should be administered every spring and trends analyzed from year-to-year. Adequate participation and representation of school stakeholder population is important; ensuring success in this area may include careful timing of the survey during the year, incentivizing participation, and pursuing multiple means of soliciting responses.

In the first year of implementation of this Plan, 2013-2014, Orange's baseline stakeholder feedback will come from the "Strategic Planning Committee's 2012-2013 Survey" and the Grades 2, 4, and 6 student surveys which can be filtered by school. Subsequent surveys must align to some or all of the Connecticut Leadership Standards, so that feedback is applicable to measuring performance against those standards.

Administrators will work collectively with their staff to analyze the data and create a TWO (2) school-wide SMART goals based on specific areas of the community and student surveys needing attention. A new survey will be administered in Spring 2014 and should contain questions which measure the SMART Goal and

serve as the success indicator for the 2013-2014 school year.  It should also include the broad questions which will become the baseline for future goal-setting.

There are several types of surveys – some with broader applications – that align generally with the areas of feedback that are relevant for administrator evaluation. These include:

- Leadership practice surveys which are given to teachers, students, staff, or parents focus directly on feedback related to a leader's performance and his/her impact on the stakeholders.  These types of surveys are readily available
- School practice surveys capture feedback related to the key strategies, actions, and events at the school. They tend to focus on measuring awareness and impact from parents and other members of the community, but they can include faculty and staff and even students.
- School climate surveys cover many of the same subjects as school practice surveys, but are also designed to probe for insiders' (i.e. students, staff, and parents) perceptions, attitudes, and expectations.

The share dive folder will contain many samples of survey and survey questions.  The survey used in Orange in the Fall of 2012 is included at the end of this document for reference.


# I.   ARRIVING AT EFFECTIVENESS SUMMATIVE RATING

Summative ratings are based on the preponderance of evidence for each performance expectation in the six Leadership Practice Rubrics.   The Superintendent collects written evidence about and observes the principal's leadership practice across the six performance expectations described in the rubrics.  Specific attention is paid to leadership performance areas identified as needing development.

This is accomplished through the following steps, undertaken by the Administrator being evaluated and by the Superintendent:

a.   The Administrator and the Superintendent meet in July for a Goal-Setting Conference to identify focus areas for development of the Administrator's leadership practice.
b.   The Administrator collects evidence about his/her practice and the Superintendent collects evidence with particular focus on the identified focus areas for development.
c.   The Superintendent must conduct at least two (2) school site observations for each Administrator and should conduct at least four (4) school site observations for Administrators who are new to Orange or the school or who have received ratings of developing or below standard.
d.   The Superintendent and the Administrator hold a Mid-Year Formative Conference, with a discussion of progress in the focus areas identified as needing development.
e.   Near the end of the school year, the Administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the Superintendent, identifying areas of strength and continued growth as well as progress on their focus areas.
f.   The Superintendent and the Administrator meet to discuss all evidence collected to date.  Following the conference, the Superintendent uses the preponderance of evidence to assign a summative rating of exceeds standards, accomplished, needs improvement, or does not meet standards for each performance expectation.
g.   Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year.

◄BACK

| Exceeds Standards (4) | Accomplished (3) | Needs Improvement (2) | Does Not Meet Standards (1) |
|---|---|---|---|
| ☐ Exceeds Standards on Teaching and Learning (4 x 5)<br><br>**AND**<br><br>☐ Exceeds Standards on at least 1 other rubric (4 X 1)<br><br>**AND**<br><br>☐ No score below Accomplished on any rubric (4 X 3) | ☐ Accomplished or Exceeds Standards on Teaching and Learning (3 x 5) (4 x 5)<br><br>**AND**<br><br>☐ Accomplished or higher on at least 3 other rubrics (3 5) (3 3)<br><br>**AND**<br><br>☐ No rating below Needs Improvement on any rubric ( 2 x 2) | ☐ Needs Improvement or Accomplished on Teaching and Learning (2 x 5) (3 x 5)<br><br>**AND/OR**<br><br>☐ Needs Improvement on 4 or more other rubrics (2 5) (2 x 4)<br><br>**AND**<br><br>☐ No rating below Needs Improvement on any rubric (3 x 1) | ☐ Does Not Meet Standards or Needs Improvement on Teaching and Learning (1 x 5) (2 x 5)<br><br>**OR**<br><br>☐ Does Not Meet Standards on 4 or more of other rubrics (4 x 1) (1 x 2) |
| **36 – 40** | **28 -- 35** | **20 -- 27** | **<20** |
| | | Total:_____ | |

BACK

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

Ratings should reflect the degree to which an administrator makes growth on the stakeholder goals (2 required), using data from the prior year or beginning of the year as a baseline for setting the parent and student feedback goals.
- For Administrators with high ratings, the rating should reflect the degree to which measures remain high.
- For Administrators new to their schools or roles, the rating should be based on a reasonable target, using district averages or averages of schools in similar situations.

This is accomplished in the following steps, undertaken by the administrator being evaluated and reviewed by the evaluator:
- Select appropriate SMART goals relative to the previous survey data
- Set 1 target for both parent feedback and student feedback
- In the spring, administer surveys to relevant stakeholders
- Aggregate data and determine whether the Administrator achieved the established target

| Exceeds Standards (4) | Accomplished (3) | Needs Improvement (2) | Does Not Meet Standards (1) |
|---|---|---|---|
| Substantially exceeded STUDENT target (by more than 5%) | Met target | Made substantial progress, but did not meet target | Made little or no progress against target |
| Substantially exceeded PARENT target (by more than 5%) | Met target | Made substantial progress, but did not meet target | Made little or no progress against target |
| | | | Total:_____ |

## Domain 1: Vision, Mission, and Goals

# NOT FOR USE

|  | **4** | **3** | **2** | **1** |
|---|---|---|---|---|
| Diverse Perspectives | Involves stakeholders in a comprehensive diagnosis of the school's strengths and weaknesses. | Carefully assesses the school's strengths and areas for development. | Makes a quick assessment of the school's strengths and weaknesses. | Is unable to gather much information on the school's strong and weak points. |
| Vision | Wins staff, student, and school community buy-in for a succinct, inspiring, results-oriented vision; empowers staff and other stakeholders in implementing and sustaining the vision and goals. | Develops a memorable, succinct, results-oriented vision and goals that are known, implemented, and sustained by all staff. | Distributes a boiler-plate vision that few colleagues remember, or talks about the vision and goals with only the beginning steps of implementing and sustaining | Does not share, or dictates, a vision. |
| Strategy | Collaboratively crafts a comprehensive, results-oriented, strategic school plan with annual goals, develops strategies for measuring progress, and engages all stakeholders in the process. | Gets input and writes a comprehensive, measurable strategic school plan for the current year, regularly assesses progress and carries out changes in programs or activities. | Writes a cumbersome or vaguely accountable strategic school plan, asks stakeholders about the progress they think is being made, and adjusts programs as deemed necessary. | Recycles the previous year's cumbersome or vaguely accountable strategic school plan, is unaware of progress or steps to take to ensure goals are met. |
| Data Analysis | Collaboratively uses a wide range of data to inform stakeholders of the gap between current student achievement and the collective vision for students' future success. | Uses varied sources of data to motivate colleagues by comparing students' current achievement levels with rigorous expectations. | Presents data without a vision or a vision without data; bases decisions on anecdotal observations or own assumptions. | Bemoans students' low achievement data, and shows fatalism about bringing about significant change. |
| Targets | Gets strong staff commitment for 3 or 4 bold, ambitious student achievement targets which impact all students; effectively articulates urgency regarding targets. | Builds staff support for 2 or 3 student achievement targets which affect the learning opportunities of all students; publically advocates for these targets. | Expresses confidence that student achievement will improve each year through students' and teachers' hard work; generates support for equal opportunities for all. | Takes one year at a time and does not provide achievement targets, or focuses targets only on students who are struggling. |
| Teamwork | Recruits a strong leadership team and develops its skills and commitment to a high level. | Recruits and develops a leadership team with a balance of skills. | Enlists one or two like-minded colleagues to provide advice and support. | Works solo with little or no support from colleagues. |
| Accountability | Uses a wide variety of well-aligned data points (grades, attendance, behavior, bench-marks, surveys, and other valuable indicators) to monitor, adjust, and drive continuous improvement toward mission and goals. | Monitors data in several key areas and applies the right data points to illustrate successes in the school's improvement efforts; effectively aligns indicators with goals. | Monitors data to report progress on school mission and goals, but frequently uses misaligned indicators, such as attendance or discipline records, to document school successes. | Monitors limited sources of student, staff, and community data in measuring vision and goals; is attentive to the wrong indicators and/or inattentive to the important indicators. |

| | | | |
|---|---|---|---|
| Removes Barriers | Masterfully focuses on minimizing barriers and is unwavering in focusing staff on student achievement; uses barriers as opportunities to learn and develop staff; wins over those who fear change or harbor low expectations. | Identifies and addresses barriers to change, works on persuading resistant staff members to get on board, and manages other barriers such as low expectations, and fear of change. | Manages barriers on a situational level and is discouraged by barriers such as staff resistance, fear of change, and low expectations. | Does not proactively identify possible barriers or is thwarted and immobilized by barriers, such as staff resistance, fear of change, and low expectations. |
| Resources and Support | Fosters a sense of urgency, willing support, and shared responsibility among all stakeholders for achieving annual goals; prioritizes the allocation of resources to build capacity of the school and staff. | Builds ownership and support among stakeholders for achieving annual goals; seeks and aligns resources to the goals | Presents the annual plan to stakeholders and asks them to support it; aligns some resources to initiatives related to goals. | Gets the necessary signatures for the annual plan, but there is little ownership or support; is either unaware of how to support goals or incapable of seeking and aligning resources. |
| Delegation | Has highly competent people in key leadership roles and is able to entrust them with carrying out their portions of the schools' vision and goals as outlined in the school improvement plan. | Delegates some portions of the school improvement plan to competent staff members and checks on their progress. | Doesn't delegate some key areas of the school improvement plan to staff, but does them him or herself. | Does almost everything in the school improvement plan him or herself. |
| | **X 4 =** | **X 3 =** | **X 2 =** | **X 1 =** |
| | **Total _____** | | **Total divided by 10 = _____** | |

## Domain 2: Teaching and Learning

# NOT FOR USE

| | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| Baselines | Ensures that all teams use all the summative data from the previous year and fresh diagnostic data to plan instruction; establishes a culture which ensures all students achieve at high levels. | Provides teacher teams with previous-year test data and in-house data and asks them to assess students' current levels when setting achievement goals; works towards all students achieving at their highest level. | Refers teachers to the previous year's test data as a baseline for current-year instruction; recognizes gaps, but works towards all students achieving proficiency. | Does not provide historical test data to teachers; is unaware of gaps; or is working towards improving achievement of only some students |
| Professional Development | Orchestrates aligned, high-quality coaching, mentoring, workshops, school visits, and other professional learning aligned to student achievement and to staff needs; collaborates with staff to implement, monitor, and adjust for optimum effectiveness. | Organizes aligned, on-going coaching and training that builds classroom proficiency; evaluates professional development based on classroom implementations and makes adjustments as necessary | Provides staff development workshops that address some, but not all needs and rarely engage staff or improves instruction; uses show-and-tell reporting to check on implementation. | Provides for workshops which are misaligned, and/or leaves teachers mostly on their own in terms of professional development; does not monitor the implementation of professional development content. |
| Empowerment | Develops time and processes for continuous inquiry; builds a culture of candor and openness to new ideas; gets teams to take ownership for using data, student work samples, and research to drive constant refinement of instruction. | Fosters a respect for new ideas and inspires collaboration; orchestrates time for regular teacher team meetings which are the prime focus for discussions about student achievement and improvements in instruction. | Encourages staff to collaborate; suggests that teacher teams work together to address students' learning problems. | Does not emphasize or build systems for teamwork and teachers work mostly in isolation from colleagues. |
| Evaluation | Visits 3 or 4 classrooms a day and gives helpful, face-to-face and feedback to each teacher within 24 hours; sets and monitors meaningful goals for each staff member and provides supports; when necessary, counsels out or dismisses an ineffective teacher, scrupulously adhering to the evaluation plan. | Makes 2 or 3 unannounced visits to a few classrooms every day and gives helpful feedback to teachers; implements the district evaluation plan; when necessary, counsels out or dismisses an ineffective teacher, following the evaluation plan. | Tries to get into classrooms but is often distracted by other events and rarely provides feedback; uses some of the evaluation findings to arrange professional development; moves an ineffective teacher in-and-out of support plans, or is stymied by procedures. | Only observes teachers in the required evaluation format; does not connect evaluation results with professional development or school goals; either does not collect or ignores evidence that a teacher is ineffective. |
| Feedback | Provides regular, timely, and constructive feedback to all staff and monitors for implementation; courageously engages in difficult conversations with below-proficient teachers, helping them improve. | Provides timely and accurate feedback using evaluation methods that improve instruction; capably provides redirection and follow-up support to teachers who are less than proficient. | Provides sporadic feedback and monitors some teacher's progress for improvement; criticizes struggling teachers but does not give them much help improving their performance. | Does not consistently provide effective feedback or monitor changes in practice; shies away from giving honest feedback and redirection to teachers who are not performing well. |

| | | | | |
|---|---|---|---|---|
| Curriculum | Builds the capacity of all staff to collaboratively align and develop standards-based curriculum and instruction; ensures that teachers backwards-design high-quality, aligned units; monitors and provides feedback on units. | Develops a shared understanding of standards-based curriculum, instruction, and alignment; asks teacher teams to cooperatively plan curriculum units following a common format; often provides feedback. | Builds and communicates own understanding of curriculum and standards; occasionally reviews teachers' daily lesson plans but not unit plans. | Is unaware of how to align curriculum and instruction with standards and assessments; does not review lesson or unit plans. |
| Ideas | Builds strong faculty commitment to extending learning beyond the classroom; ensures that the whole staff is current on professional literature and constantly exploring best practices; provides the resources necessary to support this. | Reads and shares research and fosters an on-going, school-wide discussion of best practices; provides access to instructional resources to extend learning beyond the classroom. | Occasionally passes along interesting articles and ideas to colleagues; provides inconsistent support and resources for staff learning | Provides only limited resources; Rarely reads professional literature or discusses best practices. |
| Differentiation | Builds the capacity of staff to collaboratively differentiate for student groups; fosters a no-blame, highly productive search for root causes of mediocre or underachievement; encourages risk-taking and hypothesis-testing in adjusting instructional practices to meet the needs of all students. | Promotes the instructional strategies which improve learning for high achievers and struggling students; asks that data meetings go beyond what students got wrong and delve into why; encourages differentiation as what's fair for all students. | Suggests that teachers look at work samples and focus on the areas in which students had the most difficulty; encourages strategies which address the learning needs of some students, but not all. | Does not exercise leadership in looking for underlying causes of student difficulties; does not distinguish between various instructional strategies. |
| Global Understanding | Ensures that all teachers have opportunities to discuss and implement the high-quality curriculum materials and technology which will promote their students' success as future global citizens; provides training on how to implement these resources. | Gets teachers effective literacy, math, science, and social studies materials and technology which support the skills students need for global citizenship. | Works with select staff members to procure the curriculum materials and technology for their classrooms which will support their students' development of 21$^{st}$ century skills. | Leaves teachers to fend for themselves in promoting 21$^{st}$ century skills. |
| Celebration | Boosts morale and a sense of efficacy among school staff by getting colleagues to regularly celebrate and own student achievements and measurable student gains. | Draws attention to student, classroom, and school-wide successes, giving credit where credit is due. | Congratulates individuals on their successes. | Takes credit for improvements in school performance, or misses opportunities to celebrate success. |
| | **X 4 =** | **X 3 =** | **X 2 =** | **X 1 =** |
| | **Total** _____ | | **Total divided by 10 =** _____ | |

**31**

## Domain 3: Organizational Systems and Safety <span style="color:red">**NOT FOR USE**</span>

| | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| Safety and Security | 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 with collaboration among district, school community, and public safety officials. | Creates and develops a safety and security plan with minimal school community engagement. | Insufficiently plans for school safety. |
| School Climate | Supports the ongoing collaboration of the staff and school community in strengthening school climate; ensures the school climate supports and sustains learning, social/emotional success, and safety for all. | Advocates for, creates, and supports the collaboration required in building a positive school climate which promotes both student achievement and the well-being of all. | Seeks input and discussion to build the staff's understanding of the school's climate and its relationship to student learning, but does not develop a plan. | Is unaware of the link between school climate and learning; acts alone when addressing school climate issues. |
| Behavior Norms | Gets staff buy-in for clear, school-wide student-behavior, standards, routines, and consequences; deals effectively with any disruptions to teaching and learning, analyzes patterns, and works on prevention. | Sets expectations for student behavior and establishes school-wide routines and consequences; deals quickly with disruptions to learning and looks for underlying causes. | Urges staff to demand good student behavior, but allows different standards in different classrooms; deals firmly with students who are disruptive in classrooms, but doesn't get to the root causes. | Often tolerates discipline violations and enforces the rules inconsistently; tries to deal with disruptive students but is overwhelmed by either the number of problems or the response from teachers and/or parents. |
| Prevention | Continuously evaluates and revises school processes; takes the initiative so that time-wasting activities and crises are almost always prevented or deflected; proactively improves systems to support new instructional strategies. | Uses problem-solving skills and knowledge of operational planning to constantly improve processes; is effective at preventing and/or deflecting many timewasting crises and activities. | Reviews existing processes when problem occur and makes adjustments if possible; tries to prevent them, but crises and time-wasters sometimes eat up lots of time. | Ineffectively monitors operational processes, and as a result, large portions of each day are consumed by crises and time-wasting activities. |
| Physical Plant | Leads staff to ensure effective, creative use of space and a clean, safe, and inviting campus; develops systems to maintain and improve the physical and rapidly resolve safety issues. | Supervises staff to keep the campus clean, attractive, and safe. | Works with custodial staff to keep the campus clean and safe, but there are occasional lapses. | Leaves campus cleanliness and safety to custodial staff and there are frequent lapses. |
| Outreach | Frequently solicits and uses feedback and help from support staff (technology, facilities, 21st Century), as well as parents, and external partners on new ideas that could improve systems and practice. | Regularly reaches out to support staff (technology, facilities, 21st Century), parents, and external partners for feedback and help. | Occasionally asks support staff (technology, facilities, 21st Century)students, parents, or external partners for feedback. | Rarely or never reaches out to others for feedback or help. |
| Expectations | Has total staff buy-in on exactly what is expected for daily, ongoing management of safety and security protocols. | Makes sure staff know what is expected for management of safety and security protocols. | Periodically reminds teachers of policies on safety and security. | Is constantly reminding staff what they should be doing regarding safety and security. |

| | | | |
|---|---|---|---|
| Budget | Aligns and reviews budget regularly; skillfully manages the budget to maximize opportunities for student achievement and staff growth; works with community to achieve additional funding goals. | Seeks, secures, and aligns resources to achieve the school's goals and maximize student and staff opportunities. | Manages budget and finances with few errors, but sticks to past practice and misses opportunities to support the school's improvement plan. | Makes errors in managing the budget and finances and misses opportunities to meet school goals; allocates resources based on past practice. |
| Staff | Implements practices that retain and develop effective teachers in the best possible assignments; assigns staff for maximized student learning; collaboratively with other staff or community members recruits, hires, and supports highly-effective teachers who share the school's vision. | Implements practices that support highly-qualified staff in every position; collaboratively recruits and hires effective teachers. | Moves or assigns staff to avoid confrontation; hires teachers based on the recommendations of outsiders or who seem to fit his or her philosophy of teaching. | Avoids reassignments; makes last-minute appointments to teaching vacancies based on candidates who are available. |
| Efficiency | Deals quickly and decisively with the highest-priorities; delegates to team members responsibly and appropriately; remains sharp and focused on what's important. | Has a system for dealing with priorities, responsibilities, and administrative chores; is focused and balanced. | Tries to stay on top of priority items and administrative chores but is often behind, unfocused, or unable balance responsibilities. | Is way behind or unfocused and cannot attend to the school's needs. |
| | **X 4 =** | **X 3 =** | **X 2 =** | **X 1 =** |
| | **Total _____          Total divided by 10 = _____** | | | |

## Domain 4: Families and Stakeholders

<span style="color:red">**NOT FOR USE**</span>

| | **4** | **3** | **2** | **1** |
|---|---|---|---|---|
| Openness | Makes families feel welcome and respected, responds to concerns, and gets a number of them actively involved in the school. | Makes parents feel welcome, listens to their concerns, and tries to get them involved. | Reaches out to parents and tries to understand when they are critical. | Makes little effort to reach out to families and is defensive when parents express concerns. |
| Access | Consistently seeks and mobilizes family and community resources to support goals aligned to school improvement and achievement for all students. | Seeks out and coordinates those resources from families and the community which will best meet the needs of the school and support student achievement. | Reaches out to families and the broader community to accepted resources, but secures resources that are not consistently aligned with the school's goals. | Is unaware of how to access resources or support from families or other community members |
| Transparency | Is transparent about how and why decisions were made, involving stakeholders whenever possible. | Ensures that staff members and families are informed about how and why key decisions are being made. | Tries to be transparent about decision-making, but due to time-constraints or other circumstances, stakeholders are often shut out. | Makes decisions with little or no consultation with stakeholders , causing frequent miscommunications and problems. |
| Communication | Uses a wide variety of strategies and builds the capacity of staff to provide ongoing back-and-forth, open, and meaningful communication with families and the wider community. | Sends home school newsletters and uses press releases to communicate with parents and community; expects teachers to have regular channels of back-and-forth communication with the parents. | Shares information with families on an 'as needed' basis; communicates with individuals; suggests that teachers regularly communicate back-and-forth with parents. | Leaves parent contact and communication up to individual teachers; limits the opportunities for families to communicate. |
| Effectiveness | Communicates and interacts professionally and effectively  with a wide range of stakeholders, matching message and tone to the occasion; builds the capacity of staff to ensure clear and appropriate two-way communications. | Demonstrates the ability to understand, communicate with, and interact effectively with stakeholders. | Communicates effectively with most people in most situations, but sometimes does not match message and tone to the occasion. | Ineffectively or unprofessionally communicates within the school community. |
| Celebration | Publicly celebrates kindness, effort, achievement, and improvement and builds students', staff's, and families' pride in their school. | Praises staff and student success and achievement and works to build school spirit. | Praises staff who do something extra and students who are wee-behaved and/or get good grades. | Rarely praises students or staff and fails to build school pride. |
| Diversity | Integrates community diversity as appropriate into the multiple aspects of the school community; builds sensitivity to diversity of all kinds among staff and students. | Capitalizes on diversity within the community as an asset to strengthening student learning and understanding; ensures school programs meet diverse needs. | Values community diversity, develops some connections, but does not capitalize on opportunities within the school; meets the needs of some diverse students. | Has limited awareness of diversity as an educational asset; does not understand the needs of diverse students. |

| | | | |
|---|---|---|---|
| Support | Is highly effective getting counseling, mentoring, and other supports for high-need students; proactively identifies essential resources and services for children and families. | Identifies struggling students and works to get support services to meet their needs; collaborates with community agencies for health, social, and other services as needed for children and families. | Tries to get crisis counseling for highly disruptive and troubled students; provides some access to outside resources and services as needed. | Focuses mainly on discipline and punishment with highly disruptive and troubled students; is unaware of the supports of additional resources. |
| Relationships | Builds strong relationships with community agencies and key district and external personnel and gets them excited about the school's mission. | Builds relationships with community agencies and district and external staffers so they will be helpful with programs, paperwork, or processes. | Is correct and professional with community agencies and district and external staff but does not enlist their active support. | Neglects relationship building with community agencies and district and external staff, therefore has lost their support. |
| Conferences PPTs | Orchestrates productive parent/teacher meetings, PPTs, Open Houses, report card conferences, etc. in which parents and students get specific suggestions on next steps. | Works to maximize all face-to-face parent/teacher opportunities with timely, relevant, and accurate information. | Makes sure that report cards, IEPs and reports are completed and provided to parents. | Provides little or no monitoring of the conferencing and reporting process. |
| | **X 4 =** | **X 3 =** | **X 2 =** | **X 1 =** |
| | **Total _____** | **Total divided by 10 = _____** | | |

## Domain 5: Ethics and Integrity

<span style="color:red">**NOT FOR USE**</span>

| | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| Ethical Expectations | Holds high expectations for self and staff to ensure professionalism, ethics, integrity, justice, and fairness. | Models personal and professional ethics, integrity, justice, and fairness; expects others to follow suit. | X | Does not consistently model personal and professional ethics and integrity. |
| Respect | Shows great sensitivity and respect for family and community culture, values, and beliefs; promotes the dignity and worth of all. | Communicates respectfully with parents and is sensitive to different families' cultures and values; models respect for all. | X | Is often insensitive to or unaware of the culture and beliefs of students' families; does not treat everyone with respect. |
| Bureaucracy | Deftly handles bureaucratic, contractual, and legal issues with utmost confidentiality and so they never detract from, and sometimes contribute to, improved teaching and learning. | Manages bureaucratic, contractual, and legal issues confidentially, efficiently, and effectively. | X | Frequently mishandles bureaucratic, contractual, and legal issues in ways that rights of children, staff members, and families are not protected |
| Inspiration | Uses personal honesty and integrity to inspire confidence and instill mutual respect, open communication, and optimal levels of performance and success. | Inspires others and instills a sense of trust and mutual respect which contributes to achieving goals. | X | Ineffective attempts have not inspired the trust and respect of others. |
| Fairness | Equitably, and/or fairly, seeks and distributes resources to build and sustain the schools' improvement goal and increase and student achievement. | Allocates resources equitably to sustain a high level of organizational success. | Allocates resources to some people or to address some improvement, but not others. | Does not equitable distribute resources, or uses resources as rewards or punishments related to achievement. |
| Compliance | Fulfills all compliance and reporting requirements with fidelity, uses information to create new opportunities to support learning. | Fulfills with fidelity all compliance and reporting responsibilities to the district and beyond. | Meets minimum compliance and reporting responsibilities with occasional lapses in attention to deadlines. | Completes compliance and reporting responsibilities using old data or has difficulty keeping the school in compliance by meeting the requirements. |
| Presentation | Presents as a consummate professional and always observes appropriate boundaries. | Demonstrates professional demeanor and maintains appropriate boundaries. | Occasionally acts and/or dresses unprofessionally and/or violates boundaries. | Regularly acts and/or dresses unprofessionally and/or violates boundaries. |
| Judgment | Is invariably ethical, honest, and forthright; uses impeccable judgment and respects confidentiality. | Is ethical and forthright, uses good judgment, and maintains confidentiality with student records. | Sometimes uses questionable judgment, is less than completely honest, and/or discloses confidential information. | Is frequently unethical, dishonest, uses poor judgment, and/or discloses confidential information. |
| Growth | Actively seeks cutting-edge leadership ideas and engages in activities which will expand own potential. | Seeks out effective leadership ideas from colleagues, workshops, and other sources and implements them well. | Can occasionally be persuaded to try out new leadership practices. | Is not open to ideas for improving leadership |

| Self-Reflection | Models the self-reflection and continuous growth process by publically sharing with students and staff own learning and research and the relationship of these to improvement and best practices. | Reflects on and builds own capacity for life-long learning through increased understanding of experiences, research, and best practices. | Recognizes the importance of personal learning and uses some research and best practices for personal growth. | Resists reflection and change in personal practices. |
|---|---|---|---|---|
| | **X 4 =** | **X 3 =** | **X 2 =** | **X 1 =** |
| | **Total** _____ | **Total divided by 10 =** _____ **X .10** | | |

37

## Domain 6: Educational Systems

**NOT FOR USE**

| | **4** | **3** | **2** | **1** |
|---|---|---|---|---|
| Systems | Creates an equitable schedule that maximizes learning, teacher collaboration, and smooth transitions; ensures systems for efficient, friendly student entry, dismissal, meal times, transitions, and recesses; maximizes the school day. | Creates a schedule that provides meeting times for all key teams; provides systems for orderly student entry, dismissal, meals, class transitions, and recesses; schedules with instruction and minimal disruption in mind, | Creates a schedule with some flaws and few opportunities for team meetings; systems for student entry, dismissal, transitions, and meal times may be haphazard; instructional time is frequently lost. | Creates a schedule with inequities, technical flaws, and little time for teacher teams to meet. Rarely supervises student entry, dismissal, and common spaces and therefor is unaware the systems create frequent problems. |
| Behavioral Systems | Gets staff buy-in for a behavioral system with clear, district-wide and school-wide student behavior standards, routines, and consequences; is highly effective getting counseling, mentoring, and other supports for high-need students. | Sets school-wide behavioral expectations for students, and establishes school-wide routines and consequences; identifies struggling students and works to get support services to meet their needs. | Without implementing a behavior system, urges staff to demand good student behavior, but allows different standards in different classrooms; tries to get crisis counseling for highly-disruptive and troubled students. | Often tolerates low expectations for student behavior, and/or enforces the rules inconsistently; focuses mainly on discipline and punishment with highly-disruptive and troubled students. |
| Safety Nets | Advocates for and provides effective programs for all students with inadequate home supports. | Advocates for and provides programs for most students whose parents do not provide adequate support. | Provides ad hoc, occasional support for students who are not adequately supported at home. | Does not provide assistance for students with inadequate home supports. |
| Current | Has cutting edge knowledge of the current educational and social issues which impact school systems and frequently makes adjustments to stay current (green schools, Internet safety, emergency management). | Investigates current educational and social systems and issues and incorporates latest research in development of school policies, programs, and curriculum (green schools, Internet safety, emergency management). | Is aware of current issues and encourages teachers to incorporate these topics in their curriculum. | Is unaware of current issues and relies on status quo. |
| Strategies | Implements proven macro strategies (e.g., looping, flipped classrooms, team teaching, push-in vs. pull-out models) that boost student learning. | Suggests effective macro strategies (e.g., looping, team teaching) to improve student learning, and supports them when teachers are interested. | Explores macro strategies that teachers or other administrators suggest might improve achievement, but hesitates to implement them. | Plays it safe and sticks with the status quo. |
| Board Policy | Implements Board of Education policy with fidelity, and works collaboratively to research, revise, and reeducate stakeholders regarding new policies which will benefit the school and district and positively affect programs and achievement. | Implements Board of Education policy and suggests policy changes which could positively the schools. | Often checks Board of Education policy after a decision has been made and readjusts decisions to accommodate policies. | Is out of line with Board of Education policy and must be advised of such so corrections in decisions and programs can be made. |

| | | | |
|---|---|---|---|
| Educational Issues | Engages the entire school community in dialogue about educational issues that may lead to proactive change within and beyond his/her own school and/or district as appropriate. | Promotes public discussion within the school community about federal, state and local laws, policies and regulations affecting education. | Follows current education legislation, participates in professional learning activities to understand issues and implications, and shares information with the school community. | Does not consistently follow current federal, state and local education laws, policies and regulations and has limited conversations about how they impact education. |
| Shares Performance | Engages the school community and stakeholders in analysis of school and student data that leads to identifying strengths to celebrate and needs to address in school improvement plan goals. | Collects, analyzes, accurately communicates data about educational performance in a clear and timely way; uses data to set goals. | Reviews school growth measures and student data and conducts basic data analyses of overall educational performance. | Ineffectively communicates with members of the school community about data, trends, and implications for improvement. |
| Policy | Actively communicates and clarifies federal, state and local laws, policies and regulations with stakeholders to improve public understanding and input. | Communicates effectively with the community to improve public understanding of federal, state and local laws, policies and regulations. | Provides information to the community about federal, state and local laws, policies and regulations. | Does not provides information or provides incomplete information to the staff about legal issues and implications. |
| Builds Relationships | Actively engages local, regional, and/or national stakeholders and policymakers through participation in school programs and meetings or through other various modes of communication. | Develops and maintains relationships with a range of stakeholders and policymakers to influence their participation in the school and their impact on significant issues. | Identifies some issues that affect education and maintains a professional relationship with the local stakeholders and policymakers. | Takes few opportunities to engage stakeholders in the school. |
| | **X 4 =** | **X 3 =** | **X 2 =** | **X 1 =** |
| | **Total _____** | **Total divided by 10 = _____** | | |

# Part II: Outcomes

## A. MULTIPLE STUDENT LEARNING INDICATORS

Underlying Principles:  Every Administrator is in the profession to help children learn and grow, and to help teachers think carefully and critically about what knowledge, skills, and talents they will nurture in their students each year.   In addition, Administrators have taken on responsibility for the systems thinking that will both manage and advance their schools.  They are responsible for both removing the impediments to learning and expanding the vision and horizons which will advance it.  They aspire to make their schools excellent.  As a part of the Evaluation Plan process, Administrators will document those aspirations and anchor them in data.

According to the State Model, student learning is assessed in equal weight by:
1. Performance and progress on the academic learning measures in the state's accountability system for schools, i.e. the SPI
2. Performance and growth on locally-determined measures.

### STATE MEASURES OF ACADEMIC LEARNING

Currently, the state's accountability system includes four measures of student academic learning:
- School Performance Index (SPI) progress – changes from year to year in student achievement on Connecticut's standardized assessment, the Connecticut Mastery Test (CMT)
- SPI progress for student subgroups – changes from year to year in student achievement for subgroups on Connecticut's standardized assessments
- SPI rating – absolute measure of student achievement on Connecticut's standardized assessment
- SPI rating for student subgroups – absolute measure of student achievement for subgroups on Connecticut's standardized assessments

Evaluation ratings for Administrators on these state test measures will be generated as follows:

| | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| **SPI Progress** | > 125% of target progress | 100 - 125% of target progress | 50 - 99% of target progress | < 50% of target progress |
| **Subgroup SPI Progress** | ☐ Meets performance targets for all subgroups that have SPI <88 <br><br>**OR**<br><br> ☐ all subgroups have | ☐ Meets performance targets for 50% or more of sub-groups that have SPI <88 | ☐ Meets performance targets for at least one sub-group that has SPI <88 | ☐ Does not meet performance target for any subgroup that has SPI <88 |

| | SPI > 88<br><br>**OR**<br><br>☐ The school does not have any subgroups of sufficient size | | | |
|---|---|---|---|---|
| **SPI Rating** | **89-100** | **77-88** | **64-76** | **< 64** |
| **SPI Rating for Subgroups** | ☐ The gap between the "all students" group and each subgroup is < 10 SPI points or all subgroups have SPI > 88<br><br>**OR**<br><br>☐ The school has no subgroups | ☐ The gap between the "all students" group and 50% or more of sub-groups is < 10 SPI points | ☐ The gap between the "all students" group and at least one subgroup is > 10 SPI points. | ☐ The gap between the "all students" group and all subgroups is > 10 SPI points. |

## LOCALLY-DETERMINED MEASURES

Administrators establish two (2) student learning objectives (SLOs) on measures they select.  In selecting measures, certain parameters apply:

- All measures must align to Connecticut learning standards.  In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.
- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- Indicators may focus on student results from a subset of teachers, grade levels, or subjects.
- Measures may include student performance or growth on district-adopted assessments not included in the state accountability measures
- Measures may include students' performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.

The process for selecting measures and creating SLOs should strike a balance between alignment to district student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process unfold in this way:

1. First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new

priority that emerges from achievement data.

2.  The Administrator uses available data to craft an improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.

3.  The Administrator chooses student learning priorities for her/his own evaluation that are
    - Aligned to district priorities (unless the school is already doing well against those priorities)
    - Aligned with the school improvement plan.

4.  The Administrator chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators.

5.  The Administrator shares the SLOs with the Superintendent, informing a conversation designed to ensure that:
    - The objectives are adequately ambitious.
    - There is adequate data that can be collected to make a fair judgment about whether the Administrator met the established objectives.
    - The professional resources are appropriate to supporting the Administrator in meeting the performance targets.

6.  The Administrator and the Superintendent collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

Based on this process, administrators receive a rating for this portion, as follows:

| Exceeds Standards (4) | Accomplished (3) | Needs Improvement (2) | Does Not Meet Standards (1) |
|---|---|---|---|
| Substantially exceeded **FIRST** target (by more than 5%) | Met target | Made substantial progress, but did not meet target | Made little or no progress against target |
| Substantially exceeded **SECOND** target (by more than 5%) | Met target | Made substantial progress, but did not meet target | Made little or no progress against target |
| | | | Total:_____ |

## B. TEACHER EFFECTIVENESS (5%)

<u>Underlying Principles</u>:  Improving teacher effectiveness is central to an Administrator's role in driving improved student learning outcomes.  That is why, in addition to measuring the actions that Administrators take to increase teacher effectiveness – from hiring, scheduling, and placement to ongoing professional development to feedback on performance – the Administrator evaluation model also assesses the outcomes of all of that work.

Teacher effectiveness – as measured by an aggregation of teachers' student learning objectives (SLOs) is 5% of an Administrator's evaluation.  As part of Connecticut's teacher evaluation state model, teachers are assessed in part on their accomplishment of SLOs.  This is the basis for assessing Administrator's contribution to teacher effectiveness outcomes.  In order to maintain a strong focus on teachers setting ambitious SLOs for their evaluation, it is imperative that the Superintendent discuss with the Administrators their strategies in working with teachers to set SLOs.

| Exceeds Standards (4) | Accomplished (3) | Needs Improvement (2) | Does Not Meet Standards  (1) |
|---|---|---|---|
| > 80% of teachers are rated accomplished or exceeds standards on the student growth portion of their evaluation | > 60% of teachers are rated accomplished or exceeds standards on the student growth portion of their evaluation | > 40% of teachers are rated accomplished or exceeds standards on the student growth portion of their evaluation | < 40% of teachers are rated accomplished or exceeds standards on the student growth portion of their evaluation |

## C. DEFINITION OF EFFECTIVENESS AND INEFFECTIVENESS

The Orange School District differentiates between effectiveness and ineffectiveness as follows:

Effectiveness:
6.  "Accomplished" is the expected standard for all Orange Administrators.  Most Administrators will fall within this rating.   All Administrators should strive for, and some will sometimes attain, "Exceeds Standards," which represents the highest ideal -- a reachable, but truly exceptional goal.  Administrators who are "Accomplished" or above are considered effective.
7.  In general, a **Novice** Administrators is effective once the Administrators receives at least two sequential "Accomplished" ratings, one of which is in the current year.  A "Needs Improvement" rating will only be permitted in the first year of a novice Administrator's career.

Ineffectiveness:
8.  Administrators are seen to be in need of an assistance plan if their ratings for either Effectiveness or Outcomes, when compiled, fall below "Accomplished".   Please see the following "Summative Rating Matrix."   An 'Assistance Plan' for the following year is required in the area (Effectiveness or Outcomes) or in both areas which are in need of improvement.  An Administrator shall be deemed ineffective if the Administrator receives *two sequential* overall ratings of "Needs Improvement" or if the Administrator receives *one* "Does Not Meet Standards" rating at any time.  In such extreme cases, a pattern *may* consist of one year's rating.
9.  An Administrator who receives "Needs Improvement" in Effectiveness and "Accomplished" in Outcomes, must set goals to bring his/her practice into the "Accomplished" range.
10. An Administrator is ineffective if the Administrator receives a "Does Not Meet Standards"

rating, even in the first year of the Administrator's career.

# D. TALENT-ED PERFORM AND PERSONNEL FILES

The *TalentEd Perform* Platform will retain:

Through the *TalentEd Perform* Platform, the **Administrators** will have access to the following for themselves and for every teacher they supervise:
8. ALL CATEGORIES OF GOALS
9. MID-YEAR REFLECTIONS
10. END-OF-THE-YEAR REFLECTIONS
11. ALL OBSERVATIONS (Classroom and Professional)
12. PRE- and POST OBSERVATION FORMS (optional, but required for new teachers and teachers on remediation action plans)
13. RUBRICS and FINAL RUBRICS
14. SUMMATIVE REVIEWS

In addition, the **Administrator** should retain in his/her own personal files:
5. DATA
6. ARTIFACTS -- which support his/her goals
7. LOG of PROFESSIONAL DEVELOPMENT ACTIVITIES (undertaken collaboratively and independently in pursuit of goals)
   a. Books and articles read
   b. DVD workshops and demos watched
   c. Administrative Instructional Rounds
   d. Administrative 'Problem of Practice' Activities
   e. Conferences attended
8. LOG OF ADDITIONAL PROFESSIONAL ACTIVITIES which happen outside the district, such as representation of district on Regional and State Committees
9. LOG OF SCHOOL AND DISTRICT COMMUNITY ACTIVITIES AND MEETINGS

## SUMMATIVE ADMINISTRATOR EVALUATION

| Category | Score | Multiplier | Points (Score x Multiplier) |
|---|---|---|---|
| **Leadership Practice Rubrics (40%)** | | **40** | |
| **Stakeholder Feedback (10%)** | | **10** | |
| | **TOTAL "EFFECTIVENESS"** | | |
| **Student Learning (45%)** | | **45** | |
| **Teacher Effectiveness (5%)** | | **5** | |
| | **TOTAL "OUTCOMES"** | | |

| Rating Table for Administrator Evaluation | |
|---|---|
| 175 – 200 | **Exceeds Standards (4)** |
| 127 – 174 | **Accomplished (3) *** |
| 81 - 126 | **Needs Improvement (2)** |
| 0 - 8 | **Does Not Meet Standards (1)** |

| | | EFFECTIVENESS | | | |
|---|---|---|---|---|---|
| | | **Exceeds Standards** | **Accomplished** | **Needs Improvement** | **Does Not Meet Standards** |
| **GROWTH** | **Exceeds Standards** | **Exceeds Standards** | **Accomplished** | **Accomplished *** | *Gather More Information* |
| | **Accomplished** | **Accomplished** | **Accomplished** | **Needs Improvement** | **Does Not Meet Standards** |
| | **Needs Improvement** | **Accomplished** | **Needs Improvement** | **Needs Improvement** | **Does Not Meet Standards** |
| | **Does Not Meet Standards** | *Gather More Information* | **Does Not Meet Standards** | **Does Not Meet Standards** | **Does Not Meet Standards** |

**Summative Rating Matrix**

\* Administrator Practice Goals must be written in the areas needing improvement and improvement must be noted.

Final Rating is the intersection of the ratings for EFFECTIVENESS and GROWTH

**FINAL RATING: _____**

**Comments by Superintendent:**


Superintendent's signature: _____ Date: _____

**Comments by Administrator:**

Administrator's signature: _____ Date: _____
[Administrator's signature indicates he/she has seen and discussed the evaluation.  It does not necessarily denote agreement.]

# Part III:  Additional Information

## B. ADMINISTRATOR IMPROVEMENT AND REMEDIATION PLAN

Underlying Principle: This remediation section has been developed to assist and guide the administrator who is not meeting the district's standards in improving his/her performance.  In the spirit of collegiality, the Superintendent and the Principal or Director will jointly analyze the administrative rubrics and work through the following procedures in order to achieve an "Accomplished" rating.

Administrators whose summative evaluation ratings are "Needs Improvement" or "Does Not Meet Standards" will be required to work with their local association president (or designee) and the Superintendent to design a growth plan that address identified deficiencies.

**The plan must include the following components:**

8.  A clear description of the administrator's deficiency;
9.  A clear description of the expected outcomes;
10. Criteria for success that will result in an evaluation rating of "Accomplished";
11. The resources and support that the local district will provide to the administrator, if necessary;
12. A clear statement of who is responsible for providing each of the designated supports;
13. A clear timeline for activities of the plan, within the school year in which the plan will be implemented; it is required that a mid-plan conference take place among the administrator, local association president or designee, and the Superintendent to determine how effective the plan is to date, and to make any necessary changes to the improvement plan;
14. Any extenuating circumstances that will be taken into account in the implementation of the plan (e.g. summer months, illness, etc.).

The plan will be designed and written using form for "Administrator Performance Remediation Plan" and signed by the administrator, local association president or designee, and the Superintendent.  Copies will be distributed to all those who will be involved in the implementation of the plan.  The contents will be kept confidential.

**Administrator Performance Remediation Plan must**:

- Be completed within 30 days of beginning of school year
- Span at least 90 school days
- Include a conference held half-way through the expected length of plan
- Include a conference scheduled at end of the plan.  The Superintendent will determine the progress as:
    - Fully addressed; return to "Accomplished" rating
    - Partially addressed; plan continues/changes attached (Follow up date, determined by supervisor, to review status of plan)
    - Little or no movement; move to dismissal procedures

**Additional Information to Consider when Developing the Plan**

9. **Deficiency to be addressed** – List the specific standard and component of the administrator framework used in the district, including the wording of same.  Describe, in concrete terms, what the administrator specifically does that does not meet the district's expectations.  As appropriate, include the frequency of the behavior.

10. **Expected outcomes** – Give concrete description of what the Superintendent should see the administrator doing that will show that the administrator is now meeting the standard.  As appropriate, include how frequently the administrator is expected to exhibit the behavior in order to be successful.  When determining the desired outcomes, several factors should be considered, including but not limited to, the number of years of administrative experience the administrator has; the administrator's unique school climate; other "control factors" pertaining to the staff, students, and school community; the condition of the building; and the resources the school has available.

11. **Action to be taken** – Actions may include:  engaging in professional learning, learning new skills, meeting and working with a coach or peer, keeping a log or file of evidence that shows performance changes, etc.  Actions may occur simultaneously and/or occur for a short or long period of time.

12. **Resources needed** – Resources might include: time for professional learning, materials and equipment, and access to people.  If an administrator works with an outside, professional peer or coach, the resources that person may need should also be listed.

13. **Evidence collected** – For each action taken by the administrator or another person involved in the implementation of the remediation plan, there should be evidence collected that the action was taken, and when appropriate, what the impact of the action was.  For example, if one action of the administrator is to implement a different leadership strategy, then some evidence of how that strategy affected the staff/school may be appropriate to include.

14. **Timeline for completing action** – This should be carefully and realistically planned, taking into account the professional responsibilities of the administrator, the school calendar, and unplanned-for-issues that arise (e.g. a school-based crisis or a large number of snow days).

15. **Extenuating Circumstances** – Circumstances that may lead to changes in the plan or extending the timeline may include, but are not limited, to summer months, illness, snow days, student population changes, etc.

16. **Responsibilities** – For each action this area should describe what the specific responsibilities are for each person involved in the action – the administrator, the Superintendent, and/or any others working with the administrator.

The following represents the **ADMINISTRATOR REMEDIATION PLAN** which is applied through *TalentEd Perform*.

## Administrator Performance Remediation Plan

Administrator:
School:
Date:

| | |
|---|---|
| **Deficiency to be addressed** Standard/component number & description: Specific Administrator behavior that does not meet the standard: | |
| **Expected outcomes** Specific behavior/performance the Administrator will exhibit that will show s/he now meets the standard: Extenuating circumstances to consider: | |

**NOT FOR USE**

| | Steps to Reach Desired Outcome | | | |
|---|---|---|---|---|
| **Actions to be taken** | **Resources needed** | **Evidence collected** | **Timeline for completion** | **Person Responsible for Action** |
| 1. | 1. | 1. | 1. | 1. |
| 2. | 2. | 2. | 2. | 2. |
| 3. | 3. | 3. | 3. | 3. |
| 4. | 4. | 4. | 4. | 4. |
| **In attendance:** | | | | |

| Name: | Signature: |
|---|---|
| | |
| | |
| | |

Administrator's signature: _____ Date: _____

Superintendent's signature: _____ Date: _____

| Mid-Plan Conference |
|---|
| **Date:** |
| **Notes during conference / changes to plan:** |
| **In attendance:** |

| Name: | Signature: |
|---|---|
|  |  |
|  |  |
|  |  |

| End of Plan Conference |
|---|
| **Date:** |
| **Notes during conference:** |

**NOT FOR USE**

Administrator status at end of plan period:

_____ Fully addressed; return to "Accomplished" rating

_____ Partially addressed; plan continues/changes attached (Follow up date to review status of plan, determined by supervisor)

_____ Little or no movement; move to dismissal procedures

| **In attendance:** | |
|---|---|
| Name: | Signature: |
|  |  |
|  |  |
|  |  |

## D.  PROCEDURES FOR RESOLUTION OF DIFFERENCES

Underlying Principle:  Orange Elementary School System believes that evaluation must be a collaborative process between the Superintendent and the Administrator, drawing on the expertise and perspective of both parties. However, recognizing that disagreements may arise during the process and, in accordance with the Connecticut Guidelines for Educator Evaluation, a comprehensive dispute resolution process has been designed and agreed to by the design committee.

The right of appeal is inherent in the evaluation process and is available to every participant at any point in the evaluation process.  The appeal procedure is designed to facilitate the resolution of conflicts generated by the evaluation *process*.  It is not intended to resolve conflicts arising from differences of opinion gained through observations.

An Appeal Committee will be formed, *composed of four (4) members*; including two (2) Administrator members and two members of the Board of Education, one of whom will be the Chair of the Board of Education.

**Educator Evaluation Appeal Procedure**

To initiate an appeal, the Administrator must submit the Appeal Initiation Form (next page) to the Superintendent, the Chair of the Board of Education, and his/her Union President.  Within three (3) school days of receipt of the appeal, the Superintendent/Board Chair will schedule a joint meeting of the parties involved to be held within seven (7) school days of the original receipt of the appeal.

When the appeal is initiated, the following will occur:
6. The Appeal Committee will convene, appoint its own chairperson, and meet with both parties simultaneously.
7. At the hearing, the parties will present their concerns.
8. When the committee is satisfied that they have sufficient information; they will recess to formulate a resolution.  **The Hearing Committee <u>must</u> come to a resolution.**
9. When the Appeal Committee has reached consensus, the chairperson will prepare the written resolution on, the Appeal Initiation Form (next page) which will be delivered to both parties by the Appeal Committee Chair within three (3) school days.

Appeal hearing timelines may be extended by mutual agreement of both parties involved, as well as by their respective bargaining associations.

Orange Board of Education

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www.oess.org

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FAX: (203) 891-8025
SPECIAL EDUCATION: (203) 891-8023
SCHOOL OF THE 21ST CENTURY: (203) 891-8033

## Initiation of Educator Evaluation Appeals Process

**Description of Dispute**

| | |
|---|---|
| Administrator Name: | Date: |
| Assignment: | |
| A conflict exists between:<br>Name: | Name: |
| With regard to the following issue(s):<br>**Please cite specific area, section, process or procedure with the evaluation process that is under appeal.  Be as explicit as possible.** | |
| Signature of Appeal Initiator: | Date: |
| Signature of Chairperson:<br>**Upon receipt** | * Date: |

BACK

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## Notification of Appeal Hearing (within 3 days)

To:
From (Appeal Committee Chair):
Date:
Re:  Appeal-Procedure

The Committee chosen to hear this appeal is:
1.  Chair:
2.
3.
4.

The hearing of the appeal is scheduled as follows: **(within 7 days*)**

| Date: | Time: |
|---|---|
| Location: | Room: |

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## Administrator Evaluation Appeal Process: Notification of Resolution
**(Within 3 days)**

To:
From (Appeal Committee Chair):
Date:
Re:  Appeal Resolution


In response to your appeal of [fill in date] regarding [fill in complaint], the following resolution has been formulated:



Sincerely,

# APPENDIX

### F.  COMMON CORE OF LEADING

[Link to Connecticut's Common Core of Leading](#)

### G. CONNECTICUT SEED WEBSITE

[Link to Connecticut's SEED Website](#)

**SEED = System for Educator Evaluation and Development**

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