NORWICH PUBLIC SCHOOLS

EDUCATOR EVALUATION AND

DEVELOPMENT PLAN

June 2019

Introduction

Teacher Evaluation Philosophy

The purpose of the teacher evaluation program is to facilitate student learning by promoting and improving skillful teaching and to ensure that all members of the teaching staff perform at or above system standards. The teacher evaluation system is a cooperative effort between teachers and administrators to achieve the district's goals of academic excellence. All Norwich teachers are expected to demonstrate mastery of teaching standards and student growth.

It is expected that the system will provide appropriate assistance to help teachers maintain the district's standard of excellence as well as to encourage innovation and professional growth. The outcome of the evaluation process is that Norwich teachers will continuously strive to refine the skill and art of teaching in order to stimulate their professional growth and the growth of all students.

Evaluation-Based Professional Learning

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

Career Development and Growth

Rewarding Highly Effective performance identified through the evaluation process with opportunities for career development and professional growth 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:
- Observation of peers;
- Mentoring early-career teachers;
- Participating in the Norwich Public School's Teacher Leadership program;
- Participating in development of teacher improvement and remediation plans for peers whose performance is *Improvement Necessary* or *Does Not Meet Standards*;

- Leading Professional Learning Communities;
- Differentiated career pathways; and
- Focused professional development based on goals for continuous growth and development.

Training and Calibration

Evaluators and teachers will be trained in the facilitation of the new Teacher Evaluation & Professional Development system through a professional development session. New teachers to Norwich Public Schools will be trained during the new teacher orientation program. All building and district administrators, in positions which require the supervision and evaluation of teachers, will be trained in teacher evaluation system and the electronic platform. All administrators will demonstrate proficiency and participate in ongoing calibration with their colleagues to ensure that evaluators are proficient in conducting teacher evaluations.

Goals of the Norwich Teacher Evaluation System

1. To improve student learning.

2. To provide a teacher evaluation/professional growth process that recognizes the importance of observations, feedback, goals, and provides support for both individual and collaborative evaluation and professional growth.

3. To provide an opportunity for the staff member and evaluator to collaboratively analyze the staff member's strengths and needs as they relate to the teaching/learning process and to use this knowledge, as a reflective practitioner, to develop plans for continuous professional growth.

4. To provide a means for the evaluator to determine the effectiveness of teacher performance. This includes making decisions and recommendations concerning continued employment, granting of tenure, and other personnel related responsibilities

Responsibilities

All Educators have a shared responsibility to:
- grow professionally;
- share their knowledge with one another through various methods of data collection and collaborative work;
- become reflective practitioners; and
- contribute in a positive manner to the culture and climate of the total school community.

The primary responsibility of the staff member shall be successful performance in meeting the foundational skills and competencies as delineated in the [Connecticut Common Core of Teaching](#). The

teacher must be knowledgeable about this evaluation criterion.

To improve student learning, the staff member will actively participate in the evaluation process by:
- acknowledging the need for professional growth and self-improvement;

- establishing growth objectives and a professional growth plan that leads to more skillful teaching;

- engaging in reflection and self-evaluation; and

- seeking assistance and advice whenever necessary.

Ongoing Evaluation & Revision

The Teacher Evaluation and Professional Development Committee, composed of elementary and middle school teachers as well as building and central office administrators and representatives of the Norwich Teachers League is a standing committee charged with the responsibility of overseeing the implementation and evaluation of the Evaluation Plan.

Every three years, at a minimum, the plan will be formally evaluated to ensure that the plan is meeting its stated purposes, goals, and objectives. Input will be sought, through a structured process, from all personnel being evaluated under the plan.

The Teacher Evaluation and Professional Development Committee will be responsible for recommending modifications to the plan to assure that it meets its stated purposes and the professional development needs of all certified personnel of the Norwich Public Schools.

Evaluation Timelines

The following are the deadlines for the annual evaluation:

Goal Setting & Planning
- Orientation on process
- Teacher reflection and goal setting
- Goal-setting conference

By November 15

Mid-Year Check-in
- Review goals and performance to date
- Mid-year conferences

January/February

End-of-Year Review
- Teacher self-assessment
- Scoring
- End-of-year conference

By June 30

Observations should begin shortly after the start of the school year. Observations may be performed anytime between September and May. However, observations must be completed in a timely manner such that the results will be of assistance to a teacher in improving instruction.

<u>Goal-Setting and Planning:</u>

Timeframe: Target is October 15; must be completed by **November 15**

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

2. *Teacher Reflection and Goal-Setting*–The teacher examines student data, prior year evaluation and the Norwich Public Schools Teacher Evaluation rubrics to draft proposed Performance and Practice goal(s), Student Growth and Development goal(s), a Climate Survey goal, and a School Performance Index goal. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process. (Goal Setting forms in Appendix.)

3. G*oal-Setting Conference*–The evaluator and teacher meet to discuss the teacher's proposed goals and objectives in order to arrive at mutual agreement for the final goals of the year. The evaluator may request revisions to the proposed goals and objectives.

<u>Mid-Year Check-In:</u>

Timeframe: **January and February**

1. *Reflection and Preparation*–The teacher and evaluator collect and reflect on evidence to date about the teacher's practice and student learning in preparation for the check-in. The teacher completes the self-assessment prior to the meeting reflecting on their performance. The evaluator will also use the rubric to identify the teacher's performance in all areas of the rubric.

2. *Mid-Year Conference*–The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on all goals. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators will deliver mid-year formative feedback on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of goals to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in their development areas. During the mid-year conference, the evaluator and the teacher will discuss the rubric and any areas of disagreement and/or improvement. Any areas of concern and elements of the rubric with a preliminary rating below Effective must be identified in the mid-year conference and within the written summary by the Evaluator. A written summary of the mid-year conference should be completed within two school days (48 hours) of the mid-year conference and submitted to the teacher.

End-of-Year Summative Review:

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

1. *Teacher Self-Assessment*–The teacher reviews all information and data collected during the year and completes the End of Year Self-Reflection Form for review by the evaluator. The teacher will review the rubric for the purpose of self-evaluation and bring evidence of the individual indicators.

2. *End-of-Year Conference and Scoring*–The purpose of the end-of-year conference is to collectively reflect on the year and to inform the evaluator's final ratings for the teacher. The evaluator and the teacher meet to discuss all evidence collected to date, discuss areas of growth, and discuss areas of focus for the next school year. During the mid-year conference, the evaluator and the teacher will discuss the rubric and any areas of disagreement and/or improvement. Any areas of concern and elements of the rubric with a preliminary rating below Effective must be identified during the conference. Following the conference, the evaluator reviews submitted evidence, reflects on the end-of-year conference discussion, determines final ratings, and prepares a final summary for the evaluation. The written summary should be completed within two school days (48 hours) of the end-of-year conference and submitted to the teacher. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data change the student-related indicators significantly to change the final rating. Such revisions should take place as soon as state test data are available. Teachers have two school days (48 hours) to sign and respond to the written summary.

All timelines and procedures may be adjusted upon mutual agreement between the teacher and the supervisor

Modifications for Leaves or Part Time Employment

FTE Modifications

The district will modify the number of observations for a teacher based on their Full Time Equivalent (FTE). For example, if a teacher is a .6 FTE then their observations will be calculated at # of days worked / # of student days (minus all instructional days in June and professional development days) to determine the number of required observations.

Leave Modifications

The district will modify the number of observations for a teacher who is out on approved leave. For example, if a teacher is on a six week leave then their observations will be calculated at # of days worked / # of student days (minus instructional days in June and professional development days) to determine the

number of required observations.

Evaluation System Overview

CATEGORY #1: Teacher Performance and Practice (40%)

The Teacher Performance and Practice category of the model is a comprehensive review of teaching practice against a rubric of practice, based on multiple observations. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify teacher development needs and tailor support to those needs.

Unless agreed, a maximum of one observation should be conducted during a school week and not until the teacher and supervisor have met and discussed the first observation. All observations will be conducted by the teacher's immediate supervisor unless the teacher is notified in writing that another supervisor will be observing. Observations include both *in-class formal observations* and *reviews of practice*. All observations, regardless of type, include a post conference with timely written and verbal feedback (see feedback section below). I*n-class formal observations* are assumed to be unannounced, unless a pre-conference is required, and will capture evidence of at least thirty minutes of class time. *Reviews of practice*, or non-classroom observations, might include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, review of lesson plans or other teaching artifacts, meetings with families, or school function/performance. The exact combination of *in-class formal observations* (with or without a pre-conference) and *reviews of practice* shall be mutually agreed upon by the teacher and evaluator at the beginning of the evaluation process, subject to the requirements below. The requirements below establish the minimum number of observations for teachers. Evaluators may always increase the number of observations for teachers above the minimum number after discussion with the teacher when and if the need arises at any time during the evaluation process.

First and second year teachers shall receive at least four observations with at least three in-class formal observations. Two of the three in-class formal observations must include a pre-conference, and all of the observations must include a post-conference with timely written and verbal feedback (see feedback section below). Two observations should be completed within 90 days of the start of the school year or the time of employment if hired within the school year.

Teachers who receive a performance evaluation designation of does not meet standard or improvement necessary shall receive a number of observations appropriate to their individual development plan (structured support or intensive assistance plans are required for any teacher who received a performance evaluation designation of below standard or developing), but no fewer than least four observations with at least three in-class formal observations. Two of the three in-class formal observations must include a pre-conference, and all of the observations must include a post-conference with timely written and verbal feedback (see feedback section below). Two observations should be completed within 90 days of the start of the development plan.

Teachers who receive a performance evaluation designation of highly effective or effective shall receive a

minimum combination of at least three in-class formal observations and/or reviews of practice, one of which must be an in-class formal observation, and all of the observations must include a post-conference with timely written and verbal feedback (see feedback section below). There are no pre-conference requirements for teachers who receive a performance evaluation designation of highly effective or effective. However, teachers and their evaluators may elect to include a pre-conference for an in-class formal observations when establishing the combination of observations to take place at the beginning of the evaluation process.

Teacher Practice Framework

The Norwich Public Schools has adopted rubrics based on Kim Marshall's evaluation framework; this set of rubrics is designed to measure the level of performance, which contribute to student achievement within a classroom environment conducive to learning.

The following sets of rubrics are divided into six domains:
   A. Planning and Preparation for Learning
   B. Classroom Management
   C. Delivery of Instruction
   D. Monitoring, Assessment & Follow-Up
   E. Family and Community Outreach
   F. Professional Responsibilities.

The six domains are defined by the measurable indicators, which, in sum, contribute to the expectations of each domain for all teachers.

Each domain is based on a four-point scale to assess the overall impact on a specific or group of lessons observed over time through a set of observations. The rubric numerical key represents gradations of performance:

4= Highly Effective: The teacher demonstrates consistent Highly Effective knowledge and skill in all domains of practice.

3= Effective: The teacher demonstrates strong knowledge and skill in a majority of domains and indicators.

2= Improvement Necessary*   The teacher demonstrates some or inconsistent attempts at each domain and indicators.

1= Does Not Meet Standards*   The teacher demonstrates few or none of the skills required in each indicator.

N/O= Not Observed

* - Teachers who score in Improvement Necessary or Does Not Meet Standards categories will be offered assistance through the Teacher Evaluation system

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, presenting their comments in a way that is supportive and constructive. On the day a teacher is observed, the evaluator will inform the teacher that the observation took place either verbally, in writing, or through the platform. Face-to-face feedback must be provided within two school days of each observation. If a teacher or evaluator is out of school for this period of time, the face-to- face feedback must be completed within two school days (or 48 hours) of the teachers/evaluator return to school. Written feedback will be sent to the teacher electronically, within two school days of the face-to-face feedback, unless a technical difficulty prevents submission. Feedback should include:

- specific evidence and ratings, where appropriate, on observed components of the Norwich Public Schools Teacher Evaluation rubrics;
- prioritized commendations and recommendations for development actions;
- next steps and supports the teacher can pursue to improve their practice; and
- a timeframe for follow up.

All timelines and procedures may be adjusted upon mutual agreement between the teacher and the supervisor.

Teacher Performance and Practice Goal-Setting

As described in the Evaluation Process and Timeline section, teachers develop one to three practice and performance goals that are aligned to the Norwich Public School Teacher Evaluation rubrics. These goals provide a focus for the observations and feedback conversations.

At the start of the year, each teacher will work with his or her evaluator to develop their practice and performance goals through mutual agreement. All goals should have a clear link to student achievement and should move the teachers towards *effective* or *highly effective* on the Norwich Public School Teacher Evaluation rubrics. Schools may decide to create a school-wide goal aligned to a particular indicator (e.g., Strategy: Teachers select and effectively implement highly effective instructional strategies) that all teachers will include as one of their goals.

Progress towards goals and action steps for achieving progress should be referenced in feedback conversations following observations throughout the year. Goals and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Although performance and practice goals are not explicitly rated as part of the Teacher Performance and Practice category, progress on goals will be reflected in the scoring of Teacher Performance and Practice evidence.

Teacher Performance and Practice Scoring

At the end of the year, evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. The final teacher performance rating will be evaluated holistically within the domain keeping in mind average scores and the most recent scores in each of the six domains over all of the observations and mid/end of year conference discussions; each of the six domains will be weighted equally in the calculation of the 40% teacher performance rating.

CATEGORY #2: Climate Goal (10%)

Feedback from students, families, and/or staff will be used to help determine 10% of the NPS Educator Evaluation and Development Plan.

The process described below focuses on:
1. Conducting a whole-school Climate survey (meaning data is aggregated at the school level);
2. School Leadership Teams determine one or more school-level Climate goals based on the survey feedback;
3. Teacher and evaluator identify 1-3 **g**oal(s) and set improvement targets;
4. Measuring progress on growth targets;
5. Determining a teacher's summative rating. This Climate Survey rating shall be based on the four performance levels.

1. Administration of a Whole-School Climate Survey
Climate surveys will be conducted at the whole-school level, meaning feedback will be aggregated at the school level. This is to ensure adequate response rates. A researched based survey will be used with feedback from the School Governance Councils, if applicable, in order to encourage alignment with school improvement goals.

Climate surveys must be administered in a way that allows responders to feel comfortable providing feedback without fear of retribution. At minimum, climate survey should be administered every spring and trends analyzed from year-to-year for students, families, and staff.

2. Determining School-Level Climate Goals
Principals and teachers must review the climate survey results at the beginning of the school year to identify areas of need and set general climate goals based on the survey results. Ideally, this goal-setting process would occur between the principal and teachers (possibly during faculty meetings) in August or September so agreement could be reached on 1-3 improvement goals for the entire school.

3. Selecting Improvement Targets
After these school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators 1-3 climate improvement strategies/targets they will pursue as part of their evaluation. For example, if the goal is to improve communication with families, an improvement strategy/target could be specific to sending more regular correspondence to families such as sending bi-

weekly updates to families.

4. Measuring Progress on Growth Targets

Teachers and their evaluators should use their judgment in setting growth/improvement targets for the Climate survey category. There are two ways a teacher can measure and demonstrate progress on their growth targets. A teacher can (1) measure how successfully they implement a strategy to address an area of need (like the examples in the previous section), and/or (2) they can collect evidence directly from the climate surveys.

5. Arriving at a Climate Survey Rating

The Climate Survey rating should reflect the degree to which a teacher successfully reaches their climate goal and improvement targets. This is Effective through a review of evidence provided by the teacher and application of the following scale:

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Does Not Meet Standards (1)
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

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

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. Connecticut, like many other states and localities around the nation, has selected a goal-setting process as the approach for measuring student growth during the school year. Goals should be rigorous and aligned with the District Improvement Plan, School Improvement Plan, and State Mandated Targets.

To create their Student Learning Objectives (SLOs), teachers will follow these four steps:

Phase 1: Review the Data

This first phase is the discovery phase which begins with reviewing district initiatives and key priorities, school/district improvement plans and the building administrator's goals. Once teachers know their class rosters, they should examine multiple sources of data about their students' performance to identify an area(s) of need. Documenting the "baseline" data, or where students are at the beginning of the year, is a key aspect of this step. It allows the teacher to identify where students are with respect to the grade level or content area the teacher is teaching.

Examples of Data Review
A teacher may use but is not limited to the following data:

- Initial performance for current interval of instruction (writing samples, student interest surveys, pre-assessments etc.)
- Student scores on previous state standardized assessments
- Results from other standardized and non-standardized assessments
- Report cards from previous years (results from diagnostic assessments)
- Artifacts from previous learning
- Discussions with other teachers (across grade levels and content areas) who have previously taught the same conferences with students' families
- Individual Education Plans (IEPs) and 504 plans for students with identified special education needs
- Data related to English Language Learners (ELL) students and gifted students
- Attendance records
- Information about families, communities and other local contexts

It is important that the teacher understands both the individual student and group strengths and challenges. This information serves as the foundation for setting the ambitious yet realistic goals in the next phase.

Phase 2: Set Goals for Student Learning Outcomes

Based on a review of district and building data, teachers will develop one or two Student Learning Objectives that address identified needs. Each goal should address a central purpose of the teacher's assignment and should pertain to a large proportion of their students, including specific target groups where appropriate. Each goal should reflect high expectations for student learning at least a year's worth of growth (or a semester's worth for shorter courses) and should be aligned to relevant state, national (e.g., CT Core Standards) or district standards for the grade level or course. Depending on the teacher's assignment, a goal might aim for content mastery, growth, skill development, or some combination of mastery and growth.

Relative to Student Growth and Development, teachers may create one or two Student Learning Outcome goals. One half (22.5%) of the indicators of academic growth and development should be based on a standardized indicator, ***when available and appropriate***. Data used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including standardized indicators for other grades and subjects ***where available and appropriate***. **Those without an available standardized indicator will select, through mutual agreement, subject to the dispute-resolution procedure, a non-standardized indicator. The state mastery test data cannot be a measure included as an indicator of academic growth and development**. The other half (22.5%) of the indicators of academic growth and development may be a maximum of one additional standardized indicator, if there is mutual agreement subject to the dispute resolution process, or a minimum of one non-standardized indicator. When selecting indicators used to gauge attainment of goals/objectives, teachers and their evaluators shall agree on a balance in the weighting of standardized, ***when available and appropriate***, and non-standardized indicators.

Indicators of academic growth and development should be fair, reliable, valid, and useful to the greatest extent possible. These terms are defined as follows:

1. Fair to students – The indicator of growth and development is used in such a way as to provide students with an opportunity to show that they have met or are making progress in meeting the learning objective. The use of the indicator of growth and development is a free as possible from bias and stereotype.
2. Fair to teachers – The use of an indicator of growth and development is fair when a teacher has the professional resources and opportunity to show that their students have made growth and when the indicator is appropriate to the teacher's content, assignment and class composition.
3. Reliable – Use of the indicator is consistent among those using the indicator and over time.
4. Valid – The indicator measure what it is intended to measure.
5. Useful – The indicator may be used to provide the teacher with meaningful feedback about student knowledge, skills, perspective and classroom experience that may be used to enhance student learning and provide opportunities for teacher professional growth and development.

The Norwich Public Schools Teacher Evaluation system, in accordance with the Connecticut Guidelines for Educator Evaluation, defines standardized assessment as being characterized by the following attributes:

● Administered and scored in a consistent–or "standard"–manner;
● Aligned to a set of academic or performance "standards;"
● Broadly-administered (e.g., national-or statewide);
● Commercially-produced; and
● Often administered only once a year, although some standardized assessments are administered two or three times per year.

Goals should be rigorous, attainable and meet or exceed district expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success). Each indicator should make clear:

1. What evidence/measure of progress will be examined;
2. What level of performance is targeted; and
3. What proportion of students is projected to achieve the targeted performance level.

Goals can unify teachers within a grade level or department while encouraging collaborative work across multiple disciplines. Goals can also address student subgroups, such as high or low-performing students or ELL students. It is through the Phase 1 examination of student data that teachers will determine what level of performance to target for which population(s) of students. Goals are unique to the teacher's particular students; teachers with similar assignments may use the same assessment(s)/measure of progress for their goal(s), but it is unlikely they would have identical targets established for student performance. For example, all second grade teachers in a district might set the same goal and use the same reading assessment (measure of progress) to measure their goal, but the target(s) and/or the proportion of students expected to achieve proficiency would likely vary among second grade teachers. Additionally, individual teachers may establish multiple differentiated targets for students achieving at various performance levels. Goals provide the evidence that the objective was met.

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

- Baseline data used to determine goals;
- Selected student population supported by data;
- Learning content aligned to specific, relevant standards;
- Interval of instruction for the goals;
- Assessments/measures of progress teacher plans to use to gauge students' progress;
- Instructional strategies;
- Any important technical information about the indicator evidence (like timing or scoring plans); and
- Professional learning/supports needed to achieve the goals.

Review and Approval of Goals
Goals are proposals until the teacher and the evaluator mutually agree upon them. Prior to the Goal-Setting Conference, the evaluator will review draft goals relative to the following criteria to ensure that goals across subjects, grade levels and schools are both rigorous and comparable:
- Baseline – Trend Data;
- Student Population;
- Standards and Learning Content;
- Interval of Instruction;
- Assessments/Measures of Progress;
- Growth Targets; and
- Instructional Strategies and Supports.

Evaluators and teachers work together to finalize all goals by November 15th.

Goal Phase 3: Monitor Students Progress
Once goals are finalized, teachers should monitor students' progress towards the objectives. Teachers can, for example, examine student work; 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. Progress towards goals and action steps for achieving progress should be referenced in feedback conversations throughout the year.

If a teacher's assignment changes, or if their student population shifts significantly, the goals can be adjusted during the Mid-Year Conference as mutually agreed upon by the evaluator and the teacher.

Goals Phase 4: Assess Student Outcomes Relative to goals

At the end of the school year, the teacher should collect the evidence required by their goals, upload artifacts to the data management software system and submit to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment, which asks teachers to reflect on the goal outcomes by responding to the following four statements:

1. Describe the results and provide evidence for each goal.
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 learning going forward.

Evaluators use the following guide to score each goal:

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

For goals with more than one measure, the evaluator may score each indicator separately and then average the scores for the goal score, or he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the goal holistically.

The final student growth and development rating for a teacher is the average of their two goal scores. For example, if one goal was "Partially Met" for a rating of 2, and the other goal was "Met" for a rating of 3, the Student Growth and Development rating would be 2.5 [(2+3)/2]. The individual goal ratings and the Student Growth and Development rating will be shared and discussed with teachers during the End-of-Year Conference.

	Average Domain-Level Score
Goal 1	2
Goal 2	3
Student Growth and Development Rating	2.5

PLEASE NOTE: If data that may have a significant impact on a final rating is not available at the end-of-year summative review, the final rating may be revised before September 15.

CATEGORY #4: Whole-School Student Learning Indicators (5%)

A teacher's rating for the Whole-School Student Learning Indicators will be the same as the rating for the Building Principal's average rating for their three locally-determined Student Learning Indicators which align to Connecticut learning standards. Indicators must be relevant to the student population (e.g., grade levels) served by the school and may include:

1. Student performance and growth on district-adopted assessments.

2. Students' performance on growth on school or classroom developed assessments.

All Student Learning Indicators should reflect the measurement of District and/or School Improvement Plans. For schools in "review" or "turnaround" status in the state's accountability system, the indicators used must align with the performance targets set out in the school's mandated Improvement Plan.

Use of the Whole-School Learning Indicators for education evaluation is similar to that of Teacher Effectiveness in administrator evaluation. This rating connects the evaluation system creating a school team that is dependent on one another for success.

Summative Evaluation Scoring

The individual summative teacher evaluation rating will be based on the four categories of performance:
- Observations/Performance and Practice 40%
- Student Growth and Development Goal(s) 45%
- Climate Goal 10%
- School Performance Goal 5%

Every educator will receive one of four performance ratings:

Highly Effective – Substantially exceeding indicators of performance
Effective – Meeting indicators of performance
Improvement Necessary – 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 calculation:

1. Take the average of the 5 mini-observations and multiply by 40 (the percentage weight of Teacher performance and practice).
2. Take the average of the two goals and multiply by 45 (the percentage weight of Student Growth and Development).
3. Take the Climate Survey Goal score and multiply by 10 (the percentage weight of Climate Survey).
4. Take the SPI Goal score and multiple by 5 (the percentage weight of Student Feedback).
5. Add the totals for Steps 1-4, then divide by 4 (the total number of categories). This will give you a score between 1 and 100; use the chart below to determine your overall rating.

Total Points	Summative Rating
100-86	Highly Effective
85-71	Effective
70-60	Improvement Necessary
59 or Below	Does Not Meet Standards

Definition of Effectiveness and Ineffectiveness

Novice teachers and teachers new to Norwich Public Schools (coming from another school district) will be deemed effective if said educator receives at least two sequential Effective ratings, one of which must be earned in the fourth year of a novice teacher's career. A Does Not Meet Standards rating shall only be permitted in the first year of a novice teacher's career. There should be a trajectory of growth and development as evidenced by a subsequent rating of Improvement Necessary or higher in year two and sequential Effective ratings in years three and four. A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential Improvement Necessary ratings or one Does Not Meet Standards rating at any time.

Support and Development

The Teacher Evaluation System utilizes real time data to link Professional Development to Evaluation Level. The system provides the data to pinpoint both skill and knowledge competence, as well as the areas of need. With frequent mini-observations and immediate feedback, evaluators quickly identify areas for professional development for each staff member. After participating in targeted professional learning, teachers are held accountable for new learning through subsequent observations and feedback. As a standalone, evaluation cannot hope to improve teaching practice and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move teachers along the path to Highly Effective practice.

Structured Support (H.1)
The purpose of Structured Support is for the staff member and evaluator to work collaboratively to focus and remedy an identified area of concern. It is intended to provide a short-term avenue to address a concern in its early stage. Structured support is intended to be positive and supportive. The sequence of events, options and outcomes of Structured Support Level are listed below. *All teachers who in the previous school year have received a summative rating of Improvement Necessary or Does Not Meet Standards must have an active Structured Support Plan, Supervised Assistance or Intensive Assistance Plan on file (10-153b).

1. The evaluator makes the staff member aware of a concern.

2. The evaluator and staff member attempt to resolve the concern together. Their efforts will include the development of a collaborative design to remedy the concern and a timeline for review using the Professional Intervention Improvement Planning Form.

3. Upon review of the collaborative design, the evaluator will make one of the following recommendations:

A. Concern resolved.

Staff member is removed from Structured Support. Although a record of the concern is created and held with the immediate evaluator (Form H), no documentation is forwarded to the staff member's Central Office Personnel File.

B.   Concern is not resolved.

1. The collaborative design is continued or revised with a new timeline set for review using a new Professional Intervention Improvement Planning Form This option is available for up to one calendar year from the date of the original Professional Intervention Improvement Planning Form that identified the original concern.

2.   Staff member moved to the Professional Assistance Program. Documentation including the Professional Intervention Improvement Planning Form is forwarded to the staff member's Central Office Personnel file.

Professional Assistance Program

The Professional Assistance Program is intended to assist educators having difficulty consistently demonstrating competence as described in Connecticut's Common Core of Teaching (CCT). This program is composed of two levels: **Supervised Assistance** and **Intensive Assistance.** Staff members assigned to the Professional Assistance Program will work cooperatively with their evaluators to develop and implement an individualized remediation plan designed to assist the staff member in meeting competence. In general a staff member will be placed in the first level – Supervised Assistance – to address area(s) of concern in their performance. The Superintendent may however immediately place a staff member in the second level – Intensive Assistance – to address serious concerns.   The Professional Assistance Program will include sufficient opportunities for the staff member to obtain assistance from peers and evaluators and/or participate in special training that is purposefully designed to build the staff member's competency. The staff member shall be advised by the evaluator to discuss placement in the Professional Assistance Program with a representative of the Norwich Teachers' League (NTL). The staff member has a right to NTL representation in all subsequent meetings. Below is a description of Supervised and Intensive Assistance and the procedures to be followed for each.

Supervised Assistance: (H.2)

1.   The staff member will receive verbal and written notification when being moved into Supervised Assistance.

2.	A review of the recommendation to Structured Support level shall occur in the staff member had been originally previously place in the Structured Support level.

3.	Subject to the approval of the evaluator, the staff member may select a peer coach from their colleagues. The primary role of the peer coach is to assist the teacher. **The peer coach will have no role in the evaluation process.**

4.	A Plan of Action will be developed and included:
	● Identification of what must be Effective
	● Strategies for resolution of the problem/need and the level and type of assistance to be provided
	● Indicators of success; and
	● A timeline for meeting minimum performance expectations.

5.	All feedback from the evaluator to the staff member throughout Supervised Assistance shall be in writing. All documentation is forwarded to the staff member's Central Office personnel file.

6.	Upon review of progress toward correcting the problem/need, the evaluator will make the following recommendation:
	● Problem/need resolved. Staff member is removed from the Supervised Assistance and returned to Continuous Professional Growth Phase.	**OR**
	● Staff member is making progress but has not yet addressed all concerns/needs. Staff member remains in Supervised Assistance for a one-time extension. (Time to be mutually agreed upon).	**OR**
	● Problem/need not resolved. Staff member moved to Intensive Assistance.

Intensive Assistance: (H.3)

1.	When concerns are not alleviated through Supervised Assistance, the evaluator should confer with the Superintendent, follow-up the conference with a written statement of the specific concerns the evaluator has about the staff member's performance, and what has been done to date under the assistance process. After discussion and review by the Superintendent, an Intensive Assistance Program will be initiated which will be coordinated by the Superintendent.

2.	Intensive Assistance begins with a notice to the staff member that a meeting will be held in the Superintendent's office to discuss the staff member's performance. All evaluators involved with the staff member will attend this meeting, and it will be suggested that the staff member invite a representative of the Norwich Teachers' League to attend, as well. This meeting is conducted by

the Superintendent and its purpose is to clearly establish that the concerns previously expressed by the immediate evaluator have now become concerns of the school system.

3. The plan is developed clearly indicating what has to be done in order to alleviate the concerns. The responsibility is placed on the staff member, although help continues to be available from the evaluator involved. This meeting is summarized in writing by the Superintendent in the form of a letter to the staff member with copies to the evaluator(s).

    ● The plan includes a fixed time period, usually three to four months, with a regular schedule of observations at a designed frequency.
    ● Copies of all observation reports and conference summaries are forwarded to the Superintendent when they are prepared and given to the staff member under Intensive Assistance.

4. The Intensive Assistance Program plan also includes periodic meetings scheduled by the Superintendent to review progress.

    ● The first meeting date for this purpose is established when the Intensive Assistance Program is initiated.
    ● The staff member must show clear evidence of an intensive effort to improve teacher performance.

5. At the end of the designated three or four month period, all observation reports, conference summaries, and written summaries of progress review meetings will be examined to determine whether there is improved performance or, if improved performance has not occurred, the staff member will be informed that their performance continues to be unsatisfactory. In this case, the records of the Intensive Assistance program may be used to begin the process of termination. All documentation is forwarded to the staff member's Central Office personnel file.

Dispute and Conflict Resolution

A panel, composed of the superintendent, teacher union president and a mutually agreed upon neutral third person, shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent

Appendices
A.   Observation Rubrics
B.   Annual Goal Setting Form

C.	Annual CLIMATE SURVEY Goal Setting Form
D.	Annual SPI Goal Setting Form
E.	End of Year Self-Reflection Form (Goals)
F.	End of Year Self-Reflection (Climate Survey)
G.	End of Year Self-Reflection (Student Feedback) & Final Evaluation
H.	Structured Assistance & Professional Assistance Program Forms

Appendix A – Observation Rubrics
Planning and Preparation for Learning

The Teacher….	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Does Not Meet (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.
b. Standards	Has a detailed plan that is tightly aligned with high standards and ensures success on standardized assessments.	Plans so students will meet high standards and be ready for standardized assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
c. Units	Plans units with big ideas, essential questions, knowledge, skills, transfer, and non-cognitive goals covering most Bloom levels.	Plans most units with big ideas, essential questions, knowledge, skills, and non-cognitive goals.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an *ad hoc* basis with little or no consideration for long-range curriculum goals.
d. Assessments	Prepares diagnostic, interim, and/or summative assessments to monitor student learning.	Plans progress monitoring and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.
e. Anticipation	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has a general idea about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
f. Lessons	Designs each lesson with clear, measurable, achievable goals closely aligned with standards and unit outcomes.	Designs lessons focused on measurable, achievable outcomes aligned with unit goals.	Plans lessons with some consideration of long-term goals.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
g. Engagement	Designs highly relevant lessons that will motivate all students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage most students.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
h. Differentiation	Designs lessons that break down complex tasks and address students' learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate special populations.	Plans lessons with no differentiation.
i. Environment	Uses room arrangement, materials, and displays to create an inviting climate and maximize student learning.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Has a furniture arrangement that does not support unit and lesson goals, hard-to-access materials, and few wall displays.

Classroom Management

The Teacher….	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Does Not Meet (1)
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 consequences.	Comes up with *ad hoc* rules and consequences as events unfold during the year.
b. **Respect and Relationships**	Creates a climate of mutual respect and fairness for all students and builds strong relationships with limited disruptions.	Is fair and respectful toward students and builds positive relationships where discipline problems are few and far between.	Is fair and respectful toward most students and builds positive relationships with some, but there are regular disruptions in the classroom.	Is sometimes harsh, unfair, and disrespectful with students and/or the classroom is frequently chaotic with constant disruptions.
c. **Social Emotional**	Fully implemented classroom management program that successfully develops positive interactions.	Partially implemented classroom management program that successfully develops positive interactions.	Inconsistently implemented classroom management program that develops positive interactions.	Minimal or no evidence of a classroom management program that develops positive interactions.
d. **Routines**	Successfully instills class routines up front so that students maintain them.	Teaches routines and most students maintain them.	Tries to teach students the class routines, but many of the routines are not maintained.	Minimal and/or no evidence of routines.
e. **Prevention & Intervention**	Demonstrates several differentiated strategies to prevent and intervene with behaviors for all students.	Demonstrates differentiated strategies to prevent and intervene with behaviors for most students.	Demonstrates inconsistent differentiated strategies to prevent and intervene with behaviors for some students.	Demonstrates minimal or no differentiated strategies to prevent and intervene with behaviors.

Delivery of Instruction

The Teacher….	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Does Not Meet (1)
a. Expectations	Exudes high expectations, urgency, and determination that all students will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.
b. Goals	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars; virtually all students can articulate them.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
c. Purpose	Connects all students in units and lessons by activating prior knowledge, experiences, reading, and vocabulary to establish a clear purpose.	Connects students' prior knowledge, experiences, their interest in each lesson, reading, and vocabulary to create a clear purpose.	Is sometimes successful in making the subject interesting and relating it to things students already know with unclear purpose.	No connection or purpose.
e. Clarity	Presents material clearly and explicitly, with well-chosen examples and vivid, appropriate language.	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.
f. Repertoire	Uses a wide range of well-chosen, effective strategies, questions, materials, and/or technology, and groupings to accelerate student learning.	Uses effective strategies, questions, materials, technology, and groupings to foster student learning.	Uses a limited range of classroom strategies, questions, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.
g. Engagement	Gets virtually all students involved in focused activities, actively learning and problem- solving, losing themselves in the work.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.
h. Differentiation	Successfully reaches virtually all students by skillfully differentiating and scaffolding and using peer and adult helpers.	Differentiates and scaffolds instruction and uses peer and adult helpers to accommodate most students' learning needs.	Attempts to accommodate students with learning deficits, but with mixed success.	Fails to differentiate instruction for students with learning deficits.
i. Monitor and Adjust	Successfully adapts lessons and units to exploit teachable moments for a deeper understanding and/or corrects misunderstandings	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes takes advantage of teachable moments and/or does not correct misunderstandings.	Is rigid and inflexible with lesson plans and does not take advantage of teachable moments.

Monitoring, Assessment, and Follow-Up

The Teacher….	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Does Not Meet (1)
a. Criteria	Consistently posts and/or reviews clear criteria for good work, with rubrics and exemplars of student work at each level of proficiency.	Posts criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.
b. Pre-assess	Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction.	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.	Does a quick K-W-L (Know, Want to Know, Learned) exercise before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.
c. Check for Understanding	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses mediocre methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding.
d. Self-Assessment	Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has students set goals, self-assess, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
e. Recognition	Frequently posts students' work with rubrics and commentary to celebrate progress and motivate and direct effort.	Regularly posts students' work to make visible their progress with respect to standards.	Posts some 'A' student work as an example to others.	Posts only a few samples of student work or none at all.
f. Interims	Works to immediately use interim assessment data to fine-tune teaching, re-teach, and help struggling students.	Promptly uses data from interim assessments to adjust teaching, re-teach, and follow up with struggling students.	Sometimes uses data and/or returns tests to students and follows up by clarifying a few items that caused problems.	Does not use test results with students and moves on without analyzing data and following up with students.
G. Progress Monitoring	Relentlessly follows up with struggling students with personal attention so that virtually all reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and do retakes.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.

Family and Community Outreach

(*Holistic: reviews of practice at mid year and end of year conferences*)

The Teacher….	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Does Not Meet (1)
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' culture and values.	Tries to be sensitive to the culture and beliefs of students' families but sometimes shows lack of sensitivity.	Is often insensitive to the culture and beliefs of students' families.
b. **Belief**	Shows each parent an in-depth knowledge of their child and a strong belief that he or she will meet or exceed standards.	Shows parents a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge of individual children or concern about their future.
c. **Expectations**	Gives parents clear, user-friendly learning and behavior expectations throughout the year.	Gives parents clear expectations for student learning and behavior for the year.	Sends home a list of classroom rules and classroom expectations.	Doesn't inform parents about learning and behavior expectations.
d. **Communication**	Makes sure parents hear positive news about their children first, and immediately flags any problems.	Promptly informs parents of behavior and learning problems, and also updates parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
g. **Responsiveness**	Deals immediately and addresses parent concerns. Makes parents feel welcome any time.	Responds in a timely manner to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and comes across as unwelcoming.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.
h. **Outreach**	Takes opportunities such as conferences, report cards, and informal talks to give parents detailed and helpful feedback on children's progress.	Uses opportunities such as conferences and report cards to give parents feedback on their children's progress.	Uses report card conferences to tell parents the areas in which their children can improve.	Gives out report cards and expects parents to deal with the areas that need improvement.

Professional Responsibilities

(Holistic: reviews of practice at mid year and end of the year meetings)

The Teacher….	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Does Not Meet (1)
a. Reliability	Carries out assignments conscientiously and punctually, keeps meticulous records, and is on time for collaborative meetings..	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records, and is mostly on-time.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
b. Professionalism	Presents as a consummate professional and always observes appropriate boundaries (words/actions/appearance)	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
c. Involvement	Is an important member of teacher teams and committees and frequently volunteers for extra activities.	Shares responsibility for grade- level and school wide activities and takes part in extra activities.	Will serve on a committee and attend an extra activity.	Does not serve on committees and attend extra activities.
d. Leadership	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student results.	Is a positive team player and contributes ideas, 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.
e. Analysis	Works with colleagues to analyze and chart data, draw action conclusions, and leverage student growth.	Analyzes data from assessments, draws conclusions, and shares them appropriately.	Records students' grades and notes some general patterns for future reference.	Records students' grades and moves on with the curriculum.
f. Collaboration	Meets regularly with colleagues to plan units, share ideas, and analyze interim assessments.	Collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and conversations lack educational substance.

Appendix B - Annual GOAL Setting Form

Goals are aligned to the School and District Improvement Plans and established between the teacher and evaluator per mutual agreement in accordance with the designated timelines. Teacher goals will be based on the teacher's assignment and show student growth as measured by an appropriate measure that is mutually agreed upon by both parties.

This goal is worth 22.5% of the total evaluation.

Goal #1 – Must be a standardized measure, if applicable to teaching assignment – (22.5 % of Evaluation):

Goal #2 – Non-standardized measure (22.5% of Evaluation):

Specific: What is your focus or objective for improving student performance in your school?

Measurable: How will you establish a baseline and show growth? What data will you collect to document progress?

Attainable: What strategies or actions will help you to improve student performance in this area?

Relevant: How do your goals align with school and district improvement efforts?

Time Bound: When do you expect to reach your goals? What are the benchmarks or checks along the way to indicate that you are making progress?

☐ Goals approved by evaluator   ☐ Goals need revision

Teacher signature: _____ Date _____

Administrator signature: _____ Date _____

Appendix C - Annual CLIMATE SURVEY Goal Setting Form

The CLIMATE SURVEY goal is based on District School Climate Survey and aligned to the School Improvement Plan. Data collection and analysis for this goal in accordance with the previously stated guidelines.

This goal is worth 10% of the total evaluation.

CLIMATE SURVEY goal:

Specific: What is your focus or objective for improving climate in your school?

Measurable: How will you establish a baseline and show growth? What data will you collect to document progress?

Attainable: What strategies or actions will help you to improve climate in this area?

Relevant: How does your goal align with school and district improvement efforts?

Time Bound: When do you expect to reach your goal? What are the benchmarks or checks along the way to indicate that you are making progress?

☐   CLIMATE SURVEY goal approved   ☐   CLIMATE SURVEY goal approved w/ revision

Teacher signature: _____ Date _____

Administrator signature: _____ Date _____

Appendix D - Annual School Performance Index Goal Setting Form

The School Performance goal is teacher designed based on the SPI report completed by the CSDE

This goal is worth 5% of the total evaluation.

Enter School performance goal:

Specific: What is your focus or objective for improving the school performance index in your school?

Measurable: How will you establish a baseline and show growth? What data will you collect to document progress?

Attainable: What strategies or actions will help you to improve feedback in this area?

Relevant: How does your goal align with school and district improvement efforts?

Time Bound: When do you expect to reach your goal? What are the benchmarks or checks along the way to indicate that you are making progress?

| | School improvement goal approved | | School Improvement goal approved w/ revision |

Teacher signature: _____ Date _____

Administrator signature: _____ Date _____

Appendix E - End of Year Self-Reflection Form (Student Growth GOALS)

Please complete this self-reflection form in advance of your end-of-year reflection meeting with your evaluator. If a meeting is requested you should come prepared to discuss the following areas:

I.   Revisit goals

Goal #1 – Must be a standardized measure, if applicable to teaching assignment – (22.5 % of Evaluation):

Goal #2 – Non-standardized measure (22.5% of Evaluation):

II.   Assessing progress towards goal

Did you make progress towards your goals? (Please attach data, student work, observational or anecdotal evidence to explain your assessment)

TEXT BOX…. (No more than 250 Words)

III.   Reflection

Where did you make the greatest gains or the most satisfying personal growth? Are there any events or accomplishments you want to highlight or celebrate?

TEXT BOX…. (No more than 250 words)

Smart Goal Rating

Goals are worth a total of 45% of the total Evaluation System.
4= Highly Effective:
The teacher demonstrates consistent Highly Effective knowledge in all domains of practice.
3=Effective:
The teacher demonstrates strong knowledge and skill in a majority of indicators.
2= Improvement Necessary:
The teacher demonstrates some or inconsistent attempts at some indicators.
1=Does Not Meet Standards:
The teacher demonstrates few or none of the skills required in each indicator.

A comment is expected to be provided with each goal rating.

 Goal #1   Rating (22.5% of Total Evaluation):

COMMENT TEXT BOX

 Goal #2   Rating (22.5% of Total Evaluation):

COMMENT TEXT BOX

Appendix F - End of Year Self-Reflection Form (CLIMATE SURVEY GOAL)

Please complete this self-reflection form in advance of your end-of-year reflection meeting with your evaluator. If a meeting is requested you should come prepared to discuss the following areas:

I.   Revisit CLIMATE SURVEY goal

Enter CLIMATE SURVEY goal:

II.   Assessing progress towards goal

Did you make progress towards your goals? (Please attach data, student work, observation or anecdotal evidence to explain your assessment)

TEXT BOX…. (No more than 250 Words)

III.   Reflection

Where did you make the greatest gains or the most satisfying personal growth? Are there any events or accomplishments you want to highlight or celebrate?

TEXT BOX…. (No more than 250 words)

CLIMATE SURVEY Goal Rating

CLIMATE SURVEY Goal is worth a total of 10% of the total Evaluation System.

4= Exceeded:
Exceeded the mutually agreed upon goal.
3=Met:
Met the mutually agreed upon goal.
2= Partially Met:
Partially met the mutually agreed upon goal.
1=Did Not Meet:
Did not meet the mutually agreed upon goal.

A comment is expected to be provided with the rating.

Climate Survey Goal   **Rating (10% of Evaluation) :**

COMMENT TEXT BOX

Appendix G - End of Year Self-Reflection Form (School Index GOAL) & Final Rating

Please complete this self-reflection form in advance of your end-of-year reflection meeting with your evaluator. If a meeting is requested you should come prepared to discuss the following areas:

I.   Revisit School Performance goal

Enter School Performance goal:

II.   Assessing progress towards goal

Did you make progress towards your goals? (Please attach data, student testimonial, observation or anecdotal evidence to explain your assessment)

TEXT BOX…. (No more than 250 Words)

III.   Reflection

Where did you make the greatest gains or the most satisfying personal growth? Are there any events or accomplishments you want to highlight or celebrate?

TEXT BOX…. (No more than 250 words)

School Performance Goal Rating

School improvement Goal is worth a total of 5% of the total Evaluation System.

    4= Exceeded:
        Exceeded the mutually agreed upon goal.
    3=Met:
        Met the mutually agreed upon goal.
    2= Partially Met:
        Partially met the mutually agreed upon goal.
    1=Did Not Meet:
        Did not meet the mutually agreed upon goal.

A comment is expected to be provided with the rating.

School Improvement Goal   **Rating (5% of Evaluation) :**

COMMENT TEXT BOX

Final Rating/Evaluation

Observation Rating: There are 5 mini-observations (40% of Total Evaluation)

Total Observation Rating:

Student Growth and Development Goal(s): There are 1-2 Goals (45% of Total Evaluation)
Goal #1: (22.5% of Total Evaluation):
Goal #2: (22.5% of Total Evaluation):

Total Student Growth and Development Rating:

Climate Goal: Climate Goal (10% of Total Evaluation)

Total Climate Rating:

School Index Goal: The School Index Goal (5% of Total Evaluation)

Total School Index Rating:

Overall Rating

(OBSERVATIONS x 45) + (GOAL Average x 40) + (CLIMATE GOAL x 10) + (STUDENT FEEDBACK GOAL x 5) / (# of Categories)

Rating Scale

86-100 = Highly Effective
71-85 = Effective
60-70 = Improvement Necessary*
59 or below = Does Not Meet Standards*
***Teachers earning summative ratings of Improvement Necessary or Does Not Meet Standards will be placed in a NPS Supervised Assistance Plan.**

Teacher signature: _____ Date _____

Administrator signature: _____ Date _____

Appendix H – Support and Assistance Forms

Norwich Public Schools Teacher Evaluation
Professional Intervention Improvement Planning Form
Structured Support (H.1)

The purpose of Structured Support is for the staff member and evaluator to work collaboratively to focus and remedy an identified area of concern. The following form shall be completed collaboratively with evaluator and staff member.

Staff Member's Name:		Grade/Subject	

Evaluator's Name(s):		Date of Plan:	

Area of Concern and/or Domain(s):
Desired Outcome:

Action Plan

Objectives	Action Steps	Success Criteria	Time Frame	Resources

Date(s) to Review Progress:	

Evaluator, check one:	Concern resolved ▢ *Removed from Structured Support; no documentation is forwarded to the staff member's Central Office Personnel File.*	Concern not resolved ▢ *Continue with Structured Support for 1 calendar year from original dated form OR move to Professional Assistance Program (supervised support)*

Evaluator's Signature:		Date:	
Staff Member's Signature		Date:	

Norwich Public Schools Teacher Evaluation
Professional Intervention Improvement Planning Form
Professional Assistance Program- Supervised Assistance (H.2)

The Professional Assistance Program assists the tenured or nontenured educator who is having difficulty consistently demonstrating competence as described in Connecticut's Common Core of Teaching (CCT). This program is composed of two levels: Supervised Assistance and Intensive Assistance.   Staff members will work cooperatively with their evaluators to develop and implement an individualized remediation plan designed to assist the staff member in meeting competence.

Staff Member's Name:		Grade/Subject	

Evaluator's Name(s):	

Level 1: Supervised Assistance

Date of Verbal Notification:		Date of Written Notification:	

If applicable, date of review of Structured Support Plan:	

If staff member opts for peer coach, name of colleague	

Area of Concern and Domain(s):
Desired Outcome:

Action Plan

Action	Strategies	Indicators of Success	Estimated Duration	Resources Needed	Date of Observation	Evaluator's Feedback

Date(s) to Review Progress:	

All feedback from evaluator needs to be submitted to staff member in writing in this stage. How do we want to do that? Create a separate form?

Evaluator, check one:	Concern resolved *Staff member is removed from the Supervised Assistance and returned to Structured Support Plan.*	Making progress *Staff member remains in Supervised Assistance for a onetime extension until: _____* *Insert Date*	Not resolved *Staff member moved to Level 2: Intensive Assistance*

Evaluator's Signature:		Date:	
Staff Member's Signature		Date:	

Norwich Public Schools Teacher Evaluation
Professional Intervention Improvement Planning Form
Professional Assistance Program- Intensive Assistance (H.3)

The Intensive Assistance Program begins with a notice to the staff member that a meeting will be held in the Superintendent's office to discuss the staff members performance. All evaluators involved with the staff member will attend this meeting, and it will be suggested that the staff member invite a representative of the Norwich Teachers' League to attend, as well. This meeting is conducted by the superintendent and its purpose is to clearly establish that the concern previously expressed by the immediate evaluator have now become concerns of the school system. Copies of all observations and conference summaries will be forwarded to the Superintendent.

Staff Member's Name:	Grade/Subject	

Evaluator's Name(s):	

Level 2: Intensive Assistance

Date of Verbal Notification:	Date of Written Notification:	

If applicable, date of review of Structured Support Plan:	

If staff member opts for peer coach, name of colleague	

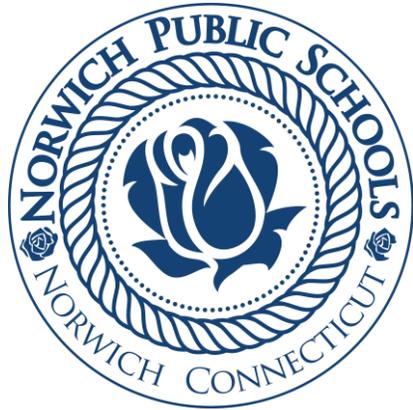| Area of Concern and/or Domain(s): |
|---|
| Desired Outcome: |

Action Plan

Action	Strategies	Indicators of Success	Time Frame (3 to 4 months)	Resources Needed	Date of Observation	Evaluator's Feedback

Date(s) to Review Progress with the Superintendent of schools: [ ]

All feedback from evaluator needs to be submitted to staff member in writing in this stage. Please attach the written memorandum that was sent to the teacher to this form.

Evaluator, check one:	Concern resolved *Staff member is removed from the Intensive Assistance and returned to Supervised Support Plan.*	Making progress *Staff member remains in Intensive Assistance for a one time extension until:* _____ *Insert Date*	Not resolved *Staff member moved to consideration for the process of termination.*

Evaluator's Signature:		Date:	
Staff Member's Signature		Date:	

NORWICH ADMINISTRATOR

Development & Performance Plan

June 2019

ADMINISTRATOR DEVELOPMENT AND PERFORMANCE PLAN

The NPS Administrator Development and Performance Plan is grounded in the following purposes as defined by our team:

- To support student learning, growth and development as a key measure of our success as leaders;
- To commit to continuous growth and development for ourselves and individuals that we lead;
- To use data, not just hunches, as a means to examine our practice and to drive our plans and leadership actions;
- To use reflection as a key tool, both individually and collectively, to shape our practice;
- To ensure that we develop and maintain high quality relationships with our stakeholders;
- To ensure that the practice of leadership incorporates the traits of efficacy, initiative and strategy, feedback and decision making, change management, and communication and relationships;
- To ensure that we communicate well and give and receive feedback on our leadership; and
- To ensure that we examine and seek to strengthen our capacity and resources.

This plan is grounded in the belief that great leaders lead great schools. The Model of Continuous Improvement in the Teacher Development and Performance Plan is a defining connection between the two plans.

The purpose of the evaluation model is both to evaluate administrator performance fairly and accurately and to help each leader strengthen his/her practice to lead to school and district development and improvement. Our administrator evaluation model is founded on a set of core principles about the power of great leaders and the critical role of accountability in developing them.

Guidelines for Administrator Evaluation

❏ Each Administrator will be notified in writing who their evaluator will be for that school year no later than August 31st of the new school year.

❏ If an Administrator is to be assigned a new evaluator or co-evaluator then the change must be in writing prior to the first observation or conference with the new evaluator.

❏ Any Administrator on a Supervised or Intensive Support Plan will be evaluated by the Superintendent supported by the Assistant Superintendent.

❏ All Administrators will be trained on the administrator evaluation plan and new administrators will be provided training upon hire.

Model of Continuous Improvement

The NPS Administrator Development and Performance Plan parallels the Teacher Development and Performance Plan defining effectiveness in terms of practice and performance (practice and stakeholder feedback), and student outcomes and teacher effectiveness outcomes/learning (academic progress and teacher growth and development).

This evaluation model describes 4 levels of performance for administrators and focuses on the practices and outcomes of accomplished administrators. These administrators can be characterized as:

● Meeting Performance Expectations of the CT Standards for School Leaders (as reflected in the NPS administrators rubric) with "Instructional Leadership" evidenced as Effective and/or Highly Effective

● Meeting Performance Expectations in the three other areas of leadership practice

● Meeting one target related to stakeholder feedback

● Meeting local targets on tests of core academic subjects

● Meeting and making progress on two student learning objectives/goals aligned to school and NPS priorities

● Having more than 60% of teachers proficient on the student growth portion of the evaluation

What follows is a description of the plan and the four components on which administrators will be evaluated: **1) leadership performance and practice, 2) stakeholder feedback, 3) student learning indicators, and 4) teacher effectiveness outcomes.** The document also includes steps for arriving at a final summative rating.

The evaluation of administrators, as well as supports for their growth and development, are based on 4 categories:

● Leadership practice (40%)
● Stakeholder Feedback (10%)
● Student Learning (45%)
● Teacher Effectiveness (5%)

Overview of the Process

Each administrator participates in the evaluation process as a cycle of continuous improvement. Beginning with the examination of student learning data, the administrator develops a school improvement plan, in collaboration with their leadership team, which supports the district improvement plan and the needs of each individual school. The school improvement plan must support high quality instruction, as well as how administrators provide feedback and collaborate with all stakeholders throughout the process.

The evaluation begins with goal-setting for the school year, setting the stage for implementation of a goal-driven plan. The cycle continues with a Mid-Year Formative Review, followed by continued implementation. The latter part of the process offers administrators a chance to self- assess and reflect on progress to date, a step that informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the administrator's subsequent goal setting, as the cycle continues into the subsequent year.

NPS Administrator Evaluation Orientation Process

Annually, NPS will provide professional learning for all administrators so that they will understand the administrator evaluation system including the processes, components, and the timeline for their evaluation. Training will align with the Common Core of Leading Performance Expectations. Prior to the start of the school year and on-going, NPS will provide evaluators training, coaching, and support in the processes, components, and the timelines for the educator/teacher evaluation system. Training for both plans will include: an in-depth overview of the four categories that are part of the plan; the process and timeline for the plan implementation; conducting effective observations with high-quality and actionable feedback; and the process for arriving at summative evaluation ratings. Training will be provided on the rubric/frameworks so that evaluators are thoroughly familiar with the language, expectations, and examples of evidence required for educator and administrator proficiency. Year one, NPS administrators also participate in state training for assessment/evaluation, if not completed in a prior district.

NPS Administrator Evaluation Timeline

The cycle itself begins with the following processes and general timeline:

- ○ July-August: Orientation and Context Setting

- ○ August-September: Goal-Setting and Plan Development

- September-December: Plan Implementation and Collect Evidence

- January-February: Self-Assessment & Mid-year Formative Review

- June: Self-Assessment & Summative Assessment

July-August: Orientation and Context Setting

To begin the process, the administrator needs the following:

1. Student learning data are available for review by the administrator and the school has been assigned an Accountability Index rating (if available);

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

3. The Superintendent or their designee has communicated student learning priorities for the year; *(as outlined in the district improvement plan)*

4. The administrator has developed a school improvement plan with their leadership team that includes three measurable strategies and reflects applicable areas of the district improvement plan; and,

5. The evaluator has reviewed the Educator Development and Performance Plan with the administrator to orient him/her to the evaluation process.

August-October: Goal-Setting and Draft SIP Plan

Complete your school improvement plan.

1. Review the District Improvement Plan with your leadership team.

2. School administrators meet with their building leadership teams to identify three school improvement focus areas drawing from available data, survey results, District Improvement Plan, and prior evaluation results (where applicable).

3. The leadership team led by the building principal or district administrator determines what data will be used to measure each of the goals of the School Improvement Plan and the desired outcomes. *(60% of an administrators evaluation is based on student learning, teacher effectiveness, and stakeholder feedback)*

4. When developing the School Improvement Plan the administrator should reflect if the SIP reflects a plan and data collection for student learning, family and stakeholder feedback, and/or teacher effectiveness.

5. The Administrator and the evaluator meet to discuss and agree on the selected outcome goals and the assessment tool for each. This is also an opportunity to discuss the administrator's choices and to explore questions such as:

   ● Are there any assumptions about specific goals that need to be shared because of the local school context?

   ● Are there any elements for which effective performance will depend on factors beyond the control of the principals? If so, how will those dependencies be accounted for in the evaluation process?

   ● What are the sources of evidence to be used in assessing an administrator's performance?

The evaluator and administrator also discuss the appropriate resources and professional development needs to support the administrator in accomplishing the goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation and support plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports, and sources of evidence to be used. The focus areas, goals, activities, outcomes, and timeline will be reviewed by the administrator's evaluator prior to implementing the goals themselves. The evaluator may suggest additional goals as appropriate.

September-December: Self-Assessment, Plan Implementation and Collect Evidence

1. The administrator may review the NPS rubrics (A0ppendix A) to determine areas of growth for their Leadership Practice *(40%, collected through direct evidence during observations and through administrator provided artifacts).*

2. Evidence collection – The administrator collects evidence about their practice and the superintendent or designee collects evidence about administrator practice to support the review. The superintendent or designee must conduct at least two school site observations for any administrator and should conduct at least four school site observations for

administrators who are new to their district, school, the profession, or who have received ratings of developing or below standard. Examples of school site observations could include observing the administrator leading professional development or facilitating teacher teams, observing the administrator working with families and community members, observing classrooms and instructional quality, or assessing elements of the school culture.

3. The administrator will meet monthly/bi-monthly with their building leadership team to review the goals of the School Improvement plan.

4. The administrator will review the data being collected for each of the three goals of the school improvement plan as applicable.

Unlike visiting a classroom to observe a teacher, school visits to observe administrator practice can vary significantly in length and setting and focus. This may include direct observation of the administrator's practice, observations of the day to day operations of the school and instructional practice, and discussing other forms of evidence with the administrator. Further, central to this process is providing meaningful feedback based on observed practice. Evaluators need to provide timely feedback (oral or written) after each visit. This process relies on the professional judgment of the administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence.

January-February: Mid-year Formative Review

Midway through the school year *(especially at a point when interim student assessment data are available for review)* is the appropriate time for a formal check-in to review progress. In preparation for meeting:

- The administrator analyzes available student achievement data and considers progress toward the stated goals. *(Student Learning Targets are 45% of the administrators final evaluation score)*

- The administrator may share samples of evaluation documents, feedback to teachers, etc. or other artifacts to identify key themes for discussion. *(Teacher Effectiveness is 5% of an administrators final evaluation score)*

- The administrator may share School Governance Council agendas, highlights from family events, and/or other data that supports their stakeholder feedback goal. *(Stakeholder feedback is 10% of the final evaluation)*

- The administrator will use the NPS Administrator Evaluation Rubric *(see Appendix A)* to self-assess and reflect on their own leadership practice. During the mid-year the administrator and their evaluator will review the rubric and discuss areas of growth and areas for continued improvement as necessary. *(Leadership Practice as measured through observation using the rubric is 40% of the final evaluation score).*

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

June: Summative Assessment

At the end of year conference, the administrator and evaluator analyze the administrator's performance based on all available evidence.

1. Using the School Improvement Plan, the administrator reports on the results and outcomes that were achieved based on the plan and its actions. Those goals connect to the student learning outcomes, teacher proficiency and effectiveness, and stakeholder feedback.

2. Regarding the leadership practice, the administrator will self-reflect using the NPS rubric *(Appendix A)*. The administrator and the evaluator will discuss the three observations and any artifact data the administrator presents.

3. The administrator and evaluator will review areas of improvement and reflect on areas of growth. At this time the evaluator and administrator may also work together to plan evaluation-based professional learning for the summer or following school year with the goal of growth and development.

Following the conference, the evaluator completes the summative evaluation report, shares it with the administrator, and adds it to the personnel file with any written comments attached that the administrator requests to be added within two weeks of receipt of the report. Summative ratings are expected to be completed for all administrators prior to June 30 of a given school year. Should any data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly

impacted by state standardized test data or teacher effectiveness ratings, the evaluator may recalculate the summative rating when the data is available and submit the adjusted rating no later than September 15. This adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

The Four Components of the Evaluation

Administrators will be evaluated and supported on the basis of four key components:

1. **Leadership Performance and Practice**
2. **Stakeholder Feedback**
3. **Student Learning Indicators**
4. **Teacher Effectiveness Outcomes**

School Improvement Planning	45%	**Student Learning** Student Learning Indicators, as measured by at least three locally-determined student learning indicators, represent 45% of the administrator's summative rating.
	10%	**Stakeholder Feedback** Feedback from stakeholders represents 10% of an administrator's summative rating. It is assessed by administration of a survey with measures that align to the Connecticut School Leadership Standards.
	5%	**Teacher Effectiveness** Teacher effectiveness – as measured by an aggregation of teachers' student learning objectives (goals) – is 5% of an administrator's evaluation. **Improving teacher effectiveness is central to the administrator's role in driving improved student outcomes.**

Observations	40%	**Leadership Practice**
		An assessment of an administrator's leadership practice is 40% of the summative rating. It is determined by direct observation of practice and the collection of other evidence based on the NPS Administrator Leadership Rubric.

Summative Evaluation and Administrative Support Planning

Summative Administrator Evaluation Rating

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

1. **Highly Effective:** Substantially exceeding indicators of performance

2. **Effective:** Meeting indicators of performance

3. **Needs Improvement:** Meeting some indicators of performance but not others

4. **Does Not Meet Standard:** Not meeting indicators of performance

Determining a Summative Rating for Student Learning Indicators (45%)

An administrator's evaluation shall be based on at least three locally-determined indicators which align to Connecticut learning standards.

For 092 holders serving in central office administrative roles, performance will be based on results in the group of schools, groups of students, or subject area most relevant to the administrator's job responsibilities, or on district-wide student learning results. For assistant principals or building-based administrative specialists, indicators may focus on student results from a subset of teachers, grade levels, or subjects consistent with the administrator's job responsibilities.

For all school-based administrators, selected indicators must be relevant to the student population (e.g., grade levels) served by the administrator's school and may include:

3. Student performance and growth on district-adopted assessments.

4. Students' performance on growth on school or classroom developed assessments.

All Student Learning Indicators should reflect the measurement of District and/or School

Improvement Plans. For any administrator assigned to a school in "review" or "turnaround" status in the state's accountability system, the indicators used for administrator evaluation must align with the performance targets set out in the school's mandated Improvement Plan.

The administrator and evaluator collect interim data on the goals to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings. Based on this process, administrators receive a rating for each goal based on a 4-point system (found below) and averaged together to arrive at a final score.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Does not Meet Standard (1)
Substantially exceeded target	Met target	Made substantial progress but did not meet target	Made little or no progress against target

Determining a Summative Rating for Stakeholder Feedback (10%)

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

The stakeholders surveyed will be those in the best position to provide meaningful feedback to the administrator. For administrators, stakeholders may include teachers and parents and other staff, community members, students, etc. Surveys will be administered anonymously and all NPS administrators will collect and analyze stakeholder feedback data that will be used for continuous improvement. The surveys shall be administered annually. Data will be used as baseline data for the following year. Using the survey data, administrators will establish goals, within their school improvement plans, to address stakeholder feedback. Once the stakeholder feedback goal has been determined, the administrator will identify the strategies he/she will employ to meet the target.

Ratings should reflect the degree to which an administrator makes growth on feedback measures,

using data from the prior year or beginning of the year as a baseline for setting a growth target.

Exceptions to this include:

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

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

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

1. Select appropriate survey measures aligned to the CT Standards for School Leaders.

2. Review baseline data on selected measures.

3. Set one (1) target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high).

4. Later in the school year, administer surveys to relevant stakeholders.

5. Aggregate data and determine whether the administrator achieved the established target.

6. Assign a rating, using the 4-point scale:

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Does not Meet Standard (1)
Substantially exceeded target	Met target	Made substantial progress but did not meet target	Made little or no progress against target

Summative Evaluation of Teacher Effectiveness Outcomes (5%)

Teacher effectiveness – as measured by an aggregation of teachers' student learning objectives

(goals) for those teachers being evaluated by the administrator – is 5% of an administrator's evaluation. 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 and placement to ongoing professional development to feedback on performance – the administrator evaluation model also assesses the outcomes of all of that work.

As part of Norwich Public Schools teacher evaluation model, teachers are assessed in part on their accomplishment of goals. This is the basis for assessing administrators' contribution to teacher effectiveness outcomes.

In order to maintain a strong focus on teachers setting ambitious goals for their evaluation, it is imperative that evaluators discuss with the administrators their strategies in working with teachers to set goals. During the evaluation process, administrators are expected to share samples of their work with teacher supervision and evaluation, as the process of evaluation is also a critical variable in an administrator's success.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Does not Meet Standard (1)
100-95% of teachers are rated *accomplished* or *exemplary* on the student growth portion of their evaluation	94.99-85% of teachers are rated *accomplished* or *exemplary* on the student growth portion of their evaluation	84.99-75% of teachers are rated *accomplished* or *exemplary* on the student growth portion of their evaluation	74.99-0% of teachers are rated *accomplished* or *exemplary* on the student growth portion of their evaluation

The same effectiveness ratings apply for Assistant Principals or other administrators who evaluate teachers. For Central Office Administrators, the 5% is based on the ratings of the individuals that the Central Office Administrator evaluates. It is supported by evidence of the level of success of the evaluations that were conducted.

Summative Evaluation of Leadership Practice Rating (40%)

An assessment of an administrator's leadership practice is 40% of the summative rating. It is determined by direct observation of practice and the collection of other evidence based on the NPS Administrator Leadership Rubric. These expectations are described in the Common Core of

Leading; Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June, 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations. These standards form the foundation of the NPS Leadership rubric. Administrators are evaluated on the 4 domains that directly define their work.

Domain 1: Instructional Leadership

Domain 2: Talent Management

Domain 3: Organizational Skills

Domain 4: Culture and Climate

Improving teaching and learning is at the core of what effective educational leaders do. As such, "Performance Expectation 1: Instructional Leadership" comprises half of the leadership performance and practice rating and the other three performance expectations are equally weighted.

In order to arrive at these ratings, administrators are measured against the NPS Leadership Rubric **(Appendix A)** which describes leadership actions across four performance levels for each of the performance expectations and associated attributes.

Summative ratings are based on the preponderance of evidence for each Performance Expectation in the Norwich Administrator Evaluation Rubric. Evaluators collect written evidence about and observe the administrator's leadership practice across the performance expectations described in the rubric. Specific attention is paid to leadership performance areas identified as needing development. This is accomplished through the steps described above, undertaken by the administrator being evaluated and by the evaluator completing the evaluation. The steps include:

1. The administrator and evaluator meet for a School Improvement Plan Review meeting to identify focus areas for development of the administrator's leadership practice.

2. Evidence collection – The administrator collects evidence about their practice and the superintendent or designee collects evidence about administrator practice to support the review. The superintendent or designee must conduct at least two school site observations for any administrator and should conduct at least four school site observations for administrators who are new to their district, school, the profession, or who have received ratings of developing or below standard. Examples of school site observations could include observing the administrator leading professional development of facilitating teacher teams,

observing the administrator working with families and community members, observing classrooms and instructional quality, or assessing elements of the school culture.

3. The administrator and evaluator hold a Mid-Year Conference, with a focused discussion of progress toward the expectations of *effective* performance, with particular emphasis on any focus areas identified as needing development or attention.

4. Near the end of the school year, the Administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth as well as progress on their focus areas.

5. The evaluator and the Administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *Highly Effective, Effective, Needs Improvement, or Does Not Meet Standard* for each Performance Expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Does not Meet Standard (1)
Exceeds the expectations of educational and personal leadership practices of the NPS Leadership Rubric.	Meets expectations of educational and personal leadership practices of the NPS Leadership Rubric.	Progressing toward expectations of educational and personal leadership practices of the NPS Leadership Rubric. (developing on instructional leadership)	Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the NPS Leadership Rubric.

Determining End of Year Summative Ratings

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

1. Highly Effective: Substantially exceeding indicators of performance

2. Effective: Meeting indicators of performance

3. Needs Improvement: Meeting some indicators of performance but not others

4. Does Not Meet Standard: Not meeting indicators of performance

The rating will be determined using the following calculation:

1. Take the total score for Leadership Performance and Practice and multiply by 40%.

2. Take the total score for Student Learning Indicators (average of the three goals) and multiply by 45%.

3. Take the Stakeholder Feedback score and multiply by 10%.

4. Take the Teacher Effectiveness score and multiple by 5%.

5. Add the totals for Steps 1-4. This will give you a score on the 4-point scale. The table below assigns a final rating.

Total Points	Summative Rating
3.4 or higher	Highly Effective
2.8 to 3.39	Effective
2.4 to 2.79	Needs Improvement
2.39 or Lower	Does Not Meet Standard

Supporting administrators to reach the effective level is at the very heart of this evaluation model. *Highly Effective* ratings are reserved for performance that significantly exceeds accomplished and could serve as a model for leaders district-wide or even statewide. Few administrators are expected to demonstrate *Highly Effective* performance on more than a small number of practice elements. *Effective* represents fully satisfactory performance, that is, effective performance.

A rating of *Needs Improvement* means that performance is meeting proficiency in some components but not others. Improvement is necessary and expected and a pattern at the *Needs Improvement level* is, for an experienced administrator, a cause for concern: an administrator would then be put on the professional assistance plan. On the other hand, for administrators in their first year, performance rated *Needs Improvement is* acceptable at the beginning of their practice. If a pattern of *Needs Improvement* continues without adequate progress or growth, the Administrator will be moved to professional assistance. A rating of *Does not Meet Standard* indicates performance that is below proficient on all components or unacceptably low on one or more components. The Administrator will be moved to a professional assistance plan.

Administrator Professional Assistance Plan

An experienced administrator who receives a final summative rating of "Needs Improvement" or "Does not Meet Standard" will be required to work with their evaluator to design a professional assistance plan unless their work assignment has changed in such a way that the concern is no longer applicable. This personalized improvement plan will be created after the completion of the summative evaluation rating conference. If an administrator does not successfully complete the plan and make adequate progress or growth, they will be deemed ineffective. An administrator may be moved to a Professional Assistance Plan at any point during the school year as appropriate.

The Administrator Evaluation System is not intended to address disciplinary action. It is meant to support educators in refining their skills in the art of teaching in order to stimulate professional growth. The system utilizes real time data to link Professional Development to Evaluation. The system provides data to pinpoint both skill and knowledge competencies, as well as areas of need. With three observations and immediate feedback, evaluators quickly identify areas for professional development as needed. After participating in targeted professional learning, administrators are held accountable for new learning through subsequent observations and feedback. As a standalone, evaluation cannot hope to improve teaching practice and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move administrators along the path to Effective practice. Within the Administrator

Evaluation System, differentiated support is given to administrators as detailed below. In most cases, support would begin with Targeted Professional Learning and/or Structured Support. However, the evaluator may, with the approval of the Superintendent, support an administrator in a more intensive fashion through the Professional Assistance Program.

Tier 1 - Targeted Professional Learning

Using observations and feedback, administrators and /or evaluators identify areas for professional development. Resources and supports are discussed that will help move administrators to the *effective* or *highly effective* category.

Tier 2 - Structured Support (H.1)

The purpose of Structured Support is for the administrator and evaluator to work collaboratively to focus and remedy an identified area of concern. It is intended to provide a short-term avenue to address a concern in its early stage. Structured Support is intended to be positive and supportive.

The sequence of events, options and outcomes of Structured Support Level are listed below.

1. The evaluator makes the administrator aware of a concern.

2. The evaluator and administrator attempt to resolve the concern together. Their efforts will include the development of a collaborative design to remedy the concern and a timeline for review using the Professional Intervention Improvement Planning Form (Form H.1).

3. The plan is executed.

4. Upon review of the plan, the evaluator will make one of the following recommendations:

    a. Concern resolved.

    Administrator is removed from Structured Support. Although a record of the concern is created and held with the immediate evaluator (Form H.1), no documentation is forwarded to the administrators Central Office personnel file.

    b. Concern is not resolved.

    1. The collaborative design is continued or revised with a new timeline set for review using a new Professional Intervention Improvement Planning Form. This option is available for up to one calendar year from the date of the

original Professional Intervention Improvement Planning Form that identified the original concern.

2. Administrator member moved to the Professional Assistance Program. Documentation, including the Professional Intervention Improvement Planning Form is forwarded to the administrator Central Office personnel file.

Tier 3 - Professional Assistance Program

The Professional Assistance program is intended to assist the tenured or non-tenured educator who is having difficulty consistently demonstrating competence as described in Connecticut's Common Core of Leadership.

Ex: Despite targeted professional learning and structured support for all areas of concern, the administrator is now having difficulty consistently demonstrating competence in CCL.

This program is composed of two levels: **Supervised Assistance** and **Intensive Assistance.** Administrator members assigned to the Professional Assistance Program will work cooperatively with their evaluators to develop and implement an individualized remediation plan designed to assist the administrator member in meeting competence. In general a administrator will be placed in the first level – Supervised Assistance – to address area(s) of concern in their performance. The Superintendent may however immediately place an administrator in the second level – Intensive Assistance – to address serious concerns. The Professional Assistance Program will include sufficient opportunities for the administrators to obtain assistance from peers and evaluators and/or participate in special training that is purposefully designed to build the administrators competency. The administrators shall be advised by the evaluator to discuss placement in the Professional Assistance Program with a representative of the Norwich Administrators' League. The administrator has a right to union representation in all subsequent meetings. Below is a description of Supervised and Intensive Assistance and the procedures to be followed for each.

Supervised Assistance: (H.2)

1. The administrator will receive verbal and written notification when being moved into Supervised Assistance.

2. A review of the recommendation to Structured Support level shall occur if the administrator had been originally previously place in the Structured Support level.

3. Subject to the approval of the evaluator, the administrator may select a peer coach from their colleagues. The primary role of the peer coach is to assist the administrator. **The peer coach will have no role in the evaluation process.**

4. A Plan of Action will be developed and included:

    ○ Identification of what must be *Effective*

    ○ Strategies for resolution of the problem/need and the level and type of assistance to be provided

    ○ Indicators of success; and

    ○ A timeline for meeting minimum performance expectations.

5. All feedback from the evaluator to the administrator throughout Supervised Assistance shall be in writing.

6. Upon review of progress toward correcting the problem/need, the evaluator will make the following recommendation:

    ○ Problem/need resolved. Administrator is removed from the Supervised Assistance and returned to Continuous Professional Growth Phase.
    OR

    ○ Administrator is making progress but has not yet addressed all concerns/needs. Administrator remains in Supervised Assistance for a one-time extension. (Time to be mutually agreed upon).
    OR

    ○ Problem/need not resolved. Administrator moved to Intensive Assistance.

<u>Intensive Assistance: (H.3)</u>

1. When concerns are not alleviated through Supervised Assistance, the evaluator should confer with the Superintendent, follow-up the conference with a written statement of the specific concerns the evaluator has about the administrator's performance, and what has been done to date under the assistance process. After discussion and review by the

Superintendent, an Intensive Assistance Program will be initiated which will be coordinated by the Superintendent.

2. Intensive Assistance begins with a notice to the administrator that a meeting will be held in the Superintendent's office to discuss the administrator's performance. All evaluators involved with the administrator will attend this meeting, and it will be suggested that the administrator invite a representative of the Norwich Administrators' League to attend, as well. This meeting is conducted by the Superintendent and its purpose is to clearly establish that the concerns previously expressed by the immediate evaluator have now become concerns of the school system.

3. The plan is developed clearly indicating what has to be done in order to alleviate the concerns. The responsibility is placed on the administrator, although help continues to be available from the evaluator involved. This meeting is summarized in writing by the Superintendent in the form of a letter to the administrator with copies to the evaluator(s).

   a. The plan includes a fixed time period, usually three to four months, with a regular schedule of observations at a designed frequency.

   b. Copies of all observation reports and conference summaries are forwarded to the Superintendent when they are prepared and given to the administrator under Intensive Assistance.

4. The Intensive Assistance Program plan also includes periodic meetings scheduled by the Superintendent to review progress.

   a. The first meeting date for this purpose is established when the Intensive Assistance Program is initiated.

   b. The administrator must show clear evidence of an intensive effort to improve their performance.

5. At the end of the designated three or four month period, all observation reports, conference summaries, and written summaries of progress review meetings will be examined to determine whether there is improved performance or, if improved performance does not occur, the administrator will be informed that his/her performance continues to be unsatisfactory. In this case, the records of the Intensive Assistance program may be used to begin the process of termination.

Evaluation-Based Professional Learning

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

NPS, as an organization, is committed to supporting the continuous growth and development of the leadership of the organization. NPS provides professional learning opportunities for administrators, based on the individual or group of individuals' needs that are identified through the evaluation process. These learning opportunities are clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observations of professional practice, or the results of stakeholder feedback. They may be provided through our regularly scheduled administrative team meeting time, or additional sessions as necessary. In addition, individual opportunities to NPS may be provided both within and outside of the organization to meet individual learning needs.

Career Development and Growth

NPS values opportunities for career development and professional growth. These opportunities may be about deepening skills, knowledge or understanding in the particular job an administrator holds and/or helping to develop and explore new career options, and/or helping others to develop into leaders throughout the organization. NPS provide opportunities for career and professional growth based on an Administrator's performance identified through the evaluation process. Examples of these range of growth opportunities include but are not limited to: observation of peers; mentoring/coaching early career administrators, leading NPS experiences for peers, cultivating leaders within a building, connecting research to practice, contributing to NPS as an organization and providing opportunities for others to grow, differentiated career pathways, or the development of skills to lead to new career opportunities, and targeted professional development based on areas of need. The development of leadership occurs on a continuum. The NPS approach allows for the development of leadership at every stage of a leader's career and to support others along that journey of growth and development.

Appendices

A. **NPS Leadership Rubric**

B. **Professional Assistance Planning Forms (H.1, H.2, H.3)**

Appendix A: NPS Leadership Rubric

Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

Shared Vision, Mission and Goals				
Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.				
	Highly Effective	**Effective**	**Needs Improvement**	**Below Standard**
Data Driven Decision Making	Builds capacity of staff to use a wide-range of data to guide ongoing decision making to address student and adult learning needs and progress toward school or district vision, mission and goals.	Analyzes varied sources of data about current practices and outcomes to guide ongoing decision-making that addresses student and adult learning needs and progress toward the school or district vision, mission and goals.	Uses some data to guide ongoing decision making to address student and adult learning needs.	Uses little to no data to guide ongoing decision making to address student and adult learning needs.
Analysis of Instruction	Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team and school and	Develops collaborative processes for staff to analyze student work, monitor student progress and examine and adjust instruction to meet the diverse	Guides individual staff to examine and adjust instruction to meet the diverse needs of students.	Provides little guidance or support to individual staff regarding the analysis of instruction.

	district improvement goals, identify and address areas of improvement and celebrate successes.	needs of students.		
Solution Focused Leadership	Builds the capacity of staff to develop and implement solutions to school wide or districtwide challenges related to student success and achievement.	Persists and engages staff in solving school wide or districtwide challenges related to student success and achievement.	Attempts to solve school wide or districtwide challenges related to student success and achievement.	Makes little or no attempt to solve school wide or districtwide challenges related to student success and achievement.
High Expectations for Students	Creates a process to regularly review and renew shared vision, mission and goals that articulate high expectations, including college and career readiness, for all students.	Develops implements and sustains shared vision, mission and goals that articulate high expectations, including college and career readiness, for all students.	Develops implements and sustains vision, mission and goals with limited commitment to high expectations for all students.	Does not develop, implement or sustain vision, mission and goals that convey a commitment to high expectations for all students.
School/District Improvement Plan (SIP/DIP) Action Plan and Goals	Develops capacity of staff to create and implement cohesive SIP/DIP and goals that address student and staff learning needs; the plan is aligned to district goals, teacher goals, school or district resources,	Creates and implements cohesive SIP/DIP and goals that address students and staff learning needs; the plan aligns to the district goals. Teacher goals, school or district resources, and best practices	Creates and implements SIP/DIP and goals that partially address student and staff learning needs; the plan aligns district goals, teacher goals, school or district resources, and best practices of	Does not create or implement SIP/DIP and goals to address student and staff learning needs; the plan is not aligned to district improvement plan or does not apply best practices of instruction and

	and best practices of instruction and organization.	of instruction and the organization.	instruction and the organization.	organization.
Stakeholder Engagement	Builds capacity of staff, students and other stakeholders to collaboratively develop, implement and sustain the shared vision, mission and goals of the school and district. Builds capacity of staff to identify and address barriers to achieving the vision, mission and goals.	Engages a broad range of stakeholders to develop, implement and sustain the shared school or district vision, mission and goals. Identifies and addresses barriers to achieving the vision, mission and goals.	Engages some stakeholders to develop, implement and sustain the school or district's vision, mission and goals.	Rarely engages with stakeholders about the school or district's vision, mission and goals.
Instructional Strategies and Practices	Builds the capacity of staff to collaboratively research, design and implement evidence based instructional strategies and practices that address the diverse	Promotes and models evidence based instructional strategies and practices that address the diverse needs of the students.	Promotes and models evidence-based instructional strategies and practices that address the diverse needs of some students.	Does not or rarely promotes the use of instructional strategies or practices that address the diverse needs of all students.

	needs of students.			

Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to highly-quality systems for professional learning.

<table>
<tr><td colspan="5">Professional Learning

<i>Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and conditions improvement through the use of data to advance the school or district's vision, mission and goals.</i></td></tr>
<tr><td></td><td>Highly Effective</td><td>Effective</td><td>Needs Improvement</td><td>Below Standard</td></tr>
<tr><td>Cultivation of Positive, Trusting Staff relationships</td><td>Leads others to cultivate trusting, positive relationships with school and district staff and external partners to recruit and retain highly qualified and diverse staff.</td><td>Develops and maintains positive and trusting relationships with school and district staff and external partners to recruit and retain highly qualified and diverse staff.</td><td>Develops positive or trusting relationships with some schools and district staff and external partners to recruit and retain highly qualified and diverse staff.</td><td>Does not have positive or trusting relationships with staff or relationships have an adverse effect on staff recruitment and retention.</td></tr>
</table>

Reflective Practice and Professional Growth	Leads others to reflect on and analyze multiple sources of data to identify and develop their own professional learning.	Models reflective practice using multiple sources of evidence and feedback to determine professional development needs and exhibits a commitment to lifelong learning through individual and collaborative practices.	In some instances, uses evidence that may or may not promote reflection and to determine professional learning opportunities.	Does not use evidence to promote reflection or determine professional development needs.
Evidence-based Evaluation Strategies	Fosters peer-to-peer evaluation based on evidence gathered from multiple sources, including peer-to-peer observation, which results in improved teaching and learning.	Evaluates staff using multiple sources of evidence such as observation, artifact review, collegial dialogue and student-learning data that is aligned to educator performance standards, which result in improved teaching and learning.	Evaluates staff using limited evidence such as observation, artifact review, collegial dialogue or student-learning data that is aligned to educator performance standards, which may result in improved teaching and learning.	Evaluates staff using minimal evidence that is not aligned with educator performance standards.

Feedback	Establishes conditions for peers to lead difficult conversations to strengthen teaching and enhance student learning.	Regularly provides clear, timely and actionable feedback based on evidence. Proactively leads difficult conversations about performance or growth to strengthen teaching and enhance student learning.	Provides ambiguous or untimely feedback that may not be actionable. Participates in some difficult conversations with staff, only when prompted.	Provides inappropriate or inaccurate feedback, or fails to provide feedback. Avoids difficult conversations with staff resulting in status quo or negative impact on student learning and results.

Domain 3: Organizational Systems

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

Operational Management *Strategically aligns organizational systems and resources to support student achievement and school improvement.*				
	Highly Effective	Effective	Needs Improvement	Below Standard

Organizational Systems	Builds staff capacity to make or inform decisions about the establishment, implementation and monitoring of organizational systems that support the vision, mission and goals and orderly operation of the school or district.	Decisions about the establishment, implementation and monitoring of organizational systems consistently support the vision, mission and goals and orderly operation of the school or district.	Decisions about the establishment implementation and monitoring of organizational system usually support the vision, mission and goals and orderly operation of the school or district.	There is little or no evidence that decisions about the establishment; implementation and monitoring of organizational systems support the vision, mission and goals or orderly operation of the school or district.
School Site Safety and Security	Empowers staff to address and resolve any identified safety issues and concerns in a timely manner.	Designs and implements a comprehensive school site safety and security plan. Ensures safe operations and proactively identifies and addresses issues and concerns that support a positive learning environment. Advocates for maintenance of physical plant.	Partially implements a school site safety and security plan. Reactively addresses safety requirements. Addresses physical plant maintenance, as needed.	Fails to respond to or comply with feedback regarding the school site safety and security plan. Does not enforce compliance with safety requirements. Fails to address physical plant maintenance or safety concerns.

Communication and Data Systems	Solicits input from all stakeholders to inform decisions regarding continuously improving the data and communication systems. Collaboratively develops capacity of staff to document and access student learning progress over time and continually seeks input on improving information and data systems.	Develops or implements communication and data systems that assure the accurate and timely exchange of information. Develops capacity of staff to document and access student learning progress over time.	Develops communication and data systems that provide information but is not always timely in doing so. Minimally develops capacity of staff to document and access student learning progress over time.	Uses existing data systems that provide inadequate information or does not establish communication systems that encourage the exchange of information.
Budgeting	Builds capacity of staff to play an appropriate role in the creation and monitoring of budgets within their respective areas.	Develops implements and monitors a budget aligned to the school and district improvement plans and district, state and federal regulations. The budget is transparent and fiscally responsible.	Develops and implements a budget that is partially aligned to the school and district, state and federal regulations.	Does not develop a budget that aligns to the school and district improvement plans or district, state and federal regulations.

Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community partners and other stakeholders

to support the vision, mission and goals of the school and district.

	Highly Effective	Effective	Needs Improvement	Below Standard
Communications	Creates a school wide or districtwide culture in which all staff makes themselves accessible and approachable to families, students and community members through inclusive and welcoming behaviors.	Communicates and advocates for the vision, mission and SIP/DIP and goals so that the families, community partners and other stakeholders understand and support equitable and effective learning opportunities for all students.	Communicates vision, mission and SIP/DIP and goals to families, community partners and other stakeholders.	Provides limited or ineffective communication about vision, mission and SIP/DIP and goals to families, community partners and other stakeholders.
Inclusive Decision Making	Engages families and members of the community as leaders and partners in decision making that improves school wide or districtwide student achievement or student specific learning.	Provides opportunities for families and members of the community to be actively engaged in decision making that supports the improvement of school wide or districtwide student achievement or student-specific learning.	Promotes family and community involvement in some decision-making that supports the improvement of student specific learning.	Minimal attempts to involve families or members of the community in decision making about improving student-specific learning.

Relationship Building	Actively engages with local, regional or national stakeholders to advance the vision, mission and goals of the school or district.	Develops and maintains culturally responsive relationships with a wide range of families, community partners and other stakeholders to discuss, respond to and influence educational issues.	Maintains professional and cordial relationships with some families, community partners and other stakeholders regarding educational issues.	Takes few opportunities to build relationships with families, community partners and other stakeholders regarding educational issues.
Student Conduct	Establishes a school culture in which students monitor themselves and peers regarding the implementation of expectations for conduct.	Establishes implements and monitors expectations for student conduct aligned to stated values for the school or district, and provides appropriate training for staff and students to uphold these expectations.	Establishes expectations for student conduct aligned to stated values for the school or district and provides some opportunities to reinforce expectations with staff and students.	Establishes limited or unclear expectations for student conduct or provides unclear communication about expectations.
Positive School Climate for Learning	Supports ongoing collaboration with staff and community to maintain and strengthen a positive school climate.	Advocates for, creates and supports a caring and inclusive school or district climate focused on learning, high expectations and the personal well-being of students and staff.	Seeks input and discussion from school community members to build his or her own understanding of school climate. Maintains a school climate focused on learning and the personal well-being of students.	Acts alone in addressing school climate issues. Demonstrates little awareness of the link between school climate and student learning, or makes little effort to build understanding of school climate.

Appendix B: Professional Assistance Plan

The following appendices includes Structured Support planning (H.1),

Supervised Support Planning (H.2), and Intensive Support (H.3) Norwich Public Schools Administrator Evaluation Professional Intervention Improvement Planning Form

Professional Assistance Program: Structured Support (H.1)

The purpose of Structured Support is for the administrator and evaluator to work collaboratively to focus and remedy an identified area of concern. The following form shall be completed collaboratively with evaluator and administrator.

Administrator's Name:		Grade/Subject:	
Evaluator's Name(s):		Date of Plan:	

Area of Concern and/or Domain(s):
Desired Outcome:

Action Plan				
Objectives	Action Steps	Success Criteria	Time Frame	Resources

Date(s) of Review Progress:	

Evaluator: *(check one)*		**Concern resolved** *Removed from Structured Support; no documentation is forwarded to the administrator's Central Office Personnel File.*		**Concern not resolved** *Continue with Structured Support for 1 calendar year from original dated form OR move to Professional Assistance Program (supervised support)*

Evaluator's Signature:		Date:	
Administrator's Signature:		Date:	

Norwich Public Schools Administrator Evaluation Professional Intervention Improvement Planning Form

Professional Assistance Program: Supervised Assistance (H.2)

The Professional Assistance Program assists the tenured or nontenured administrator who is having difficulty consistently demonstrating competence as described in Connecticut's Common Core of Leadership. This program is composed of two levels: Supervised Assistance and Intensive Assistance. Administrators will work cooperatively with their evaluators to develop and implement an individualized remediation plan designed to assist the administrator in meeting competence.

Administrator's Name:		Grade/Subject:	

Evaluator's Name(s):		Date of Plan:	

Level 1: Supervised Assistance

Date of Verbal Notification:		Date of Written Notification:	
If applicable, date of review of Structured Support Plan:			
If administrator opts for peer coach, name of colleague:			

Area of Concern and/or Domain(s):	
Desired Outcome:	

Action Plan

Objectives	Action Steps	Success Criteria	Time Frame	Resources

Date(s) of Review Progress:	

All feedback from evaluator needs to be submitted to administrator in writing in this stage.

Evaluator: *(check one)*		**Concern resolved** *Administrator is removed from the Intensive Assistance and returned to Supervised Support Plan.*		**Making progress** *Administrator remains in Intensive Assistance for a one-time extension until:* _____ *Insert Date*		**Concern not resolved** Administrator moved to Level 2: Intensive Assistance.

Evaluator's Signature:		Date:	
Administrator's Signature:		Date:	

Professional Assistance Program - Intensive Assistance (H.3)

The Intensive Assistance Program begins with a notice to the administrator that a meeting will be held in the Superintendent's office to discuss the administrators performance. All evaluators involved with the administrator will attend this meeting, and it will be suggested that the administrator invite a representative of the Norwich Administrators' League to attend, as well. This meeting is conducted by the superintendent and its purpose is to clearly establish that the concern previously expressed by the immediate evaluator have now become concerns of the school system. Copies of all observations and conference summaries will be forwarded to the Superintendent.

Administrator's Name:		Grade/Subject:	
Evaluator's Name(s):		Date of Plan:	

Level 2: Intensive Assistance

Date of Verbal Notification:		Date of Written Notification:	
If applicable, date of review of Structured Support Plan:			
If administrator opts for peer coach, name of colleague:			

Area of Concern and/or Domain(s):	

Desired Outcome:	

Action Plan				
Objectives	Action Steps	Success Criteria	Time Frame	Resources

Date(s) of Review Progress with the Superintendent of Schools:	

All feedback from evaluator needs to be submitted to administrator in writing in this stage. Please attach the written memorandum that was sent to the administrator to this form.

Evaluator: *(check one)*		**Concern resolved** *Administrator is removed from the Intensive Assistance and returned to Supervised Support Plan.*		**Making progress** *Administrator remains in Intensive Assistance for a one-time extension until:* _____ *Insert Date*		**Concern not resolved** Administrator moved to consideration for the process of termination.

Evaluator's Signature:		Date:	
Administrator's Signature:		Date:	