

# Teacher and Administrator Evaluation in Ansonia's Public Schools

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**A document co-created by the Ansonia Federation of Teachers, Ansonia Administrators' Organization, and the Ansonia Board of Education**

Excerpted from: SEED: Connecticut's System for Educator Evaluation and Development,  
Pilot State Model 2014-15



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Goal Setting Conference: On or Before October 2

Mid-Year Conference: On or Before February 12

End of the Year Conference: On or Before June 3 (depending on snow days)

**KEY NOTES**

- (1) Forty-five percent (45%) of a teacher’s evaluation shall be based on attainment of goals and/or objectives for student growth, using multiple indicators of academic growth and development to measure those goals/objectives. (see APPENDIX B page 23 for further clarification). Teachers will only have to create 1 or 2 goals.
- (2) Forty percent (40%) of a teacher’s evaluation shall be based on observation of teacher practice and performance.
- (3) Five percent (5%) of a teacher’s evaluation shall be based on whole-school student learning indicators or student feedback.
- (4) Ten percent (10%) of a teacher’s evaluation shall be based on parent or peer feedback, including surveys.

Scores from each of the four components will be combined to produce an End of Year summative performance rating of *Highly Effective, Effective, Developing, or Does Not Meet Standards*. The performance levels are defined as:

- ***Highly Effective*** – Substantially exceeding indicators of performance
- ***Effective*** – Meeting indicators of performance
- ***Developing*** – Meeting some indicators of performance but not others
- ***Does Not Meet Standards*** – Not meeting indicators of performance

**Important Definitions:**

- **Full Length Observation:** One **UNANNOUNCED** full length class period
- **Mini-Observation:** a 10 – 15 minute **UNANNOUNCED** observation similar to the ones used in 2014 – 2015
  - Included under a mini-observation is what is called a review of practice. A review of practice can include: an observation of someone during a data team, an observation of a presentation given by someone, an observation conducted of a person while in a mentoring session, an observation of someone during a parent meeting, an observation of someone who organizes any school based activity or event, and any other reviewable and observable practice.

All observations will have a post conference, however, under the Marshall Plan, but there are no traditional pre-conferences since **ALL OBSERVATIONS ARE UNANNOUNCED**

However, there will be 2 group pre-conference meetings with first and second year teachers and their TEAM mentors in order to review the expectations of classroom observations and to provide support for their goal setting.

In addition, there will be an individual pre-conference meeting with those teachers that were rated developing/below standard in their cumulative review from the prior year in order to review the expectations of classroom observations and to provide support for their goal setting.

## TEACHER EVALUATION AND DEVELOPMENT MODEL

### Introduction

This document outlines a new model for the evaluation and development of teachers in Ansonia. It has been heavily excerpted from the Connecticut State Department of Education's SEED model. SEED is Connecticut's System for Educator Evaluation and Development. It is based on the Connecticut Guidelines for Educator Evaluation, developed by a diverse group of educators in June 2014 (see **Appendix A** for a list of Performance Evaluation Advisory Council members) and on best practice research from around the country

### Core Design Principles

The following principles guided the design of the teacher model, developed in partnership with Education First.

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

An evaluation system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of a teacher's performance. The new model defines four categories of teacher effectiveness: student learning (45%), teacher performance and practice (40%), parent feedback (10%) and school-wide student learning or student feedback (5%). These categories are grounded in research-based, national standards: Kim Marshall's research on effective teaching practices; the Common Core State Standards, as well as Connecticut's standards: The Connecticut Common Core of Teaching (CCT); the Connecticut Framework K-12 Curricular Goals and Standards; the SBAC Assessments; and locally-developed curriculum standards.

- *Promote both professional judgment and consistency*  
Assessing a teacher’s professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how teachers interact with students, and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, teachers’ ratings should depend on their performance, not on their evaluators’ biases. Accordingly, the model aims to minimize the variance between school leaders’ evaluations of classroom practice and support fairness and consistency within and across schools.
- *Foster dialogue about student learning*  
This model hinges on improving the professional conversation between and among teachers and administrators who are their evaluators. The dialogue in the new model occurs more frequently and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.
- *Encourage aligned professional development, coaching and feedback to support teacher growth*  
Novice and veteran teachers alike deserve detailed, constructive feedback and professional development, tailored to the individual needs of their classrooms and students. SEED promotes a shared language of excellence to which professional development, coaching and feedback can align to improve practice.
- *Ensure feasibility of implementation*  
Launching this new model will require hard work. Throughout each district, educators will need to develop new skills and to think differently about how they manage and prioritize their time and resources. The model aims to balance high expectations with flexibility for the time and capacity considerations in our districts.

## TEACHER EVALUATION SYSTEM

### Evaluation and Support System Overview

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

- 1. Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:
  - (a) Observation of teacher performance and practice (40%)** as defined in the Connecticut Framework for Teacher Evaluation and Support, which articulates four domains and eighteen components of teacher practice
  - (b) Parent feedback (10%)** on teacher practice through surveys
- 2. Student Outcomes Related Indicators:** An evaluation of teachers' contribution to student academic progress, at the school and classroom level. There is also an option in this focus area to include student feedback. This focus area is comprised of two categories:
  - (a) Student growth and development (45%)** as determined by the teacher's student learning objectives (SLOs)
  - (b) Whole-school measures of student learning** as determined by aggregate student learning indicators or **student feedback (5%)** through student surveys

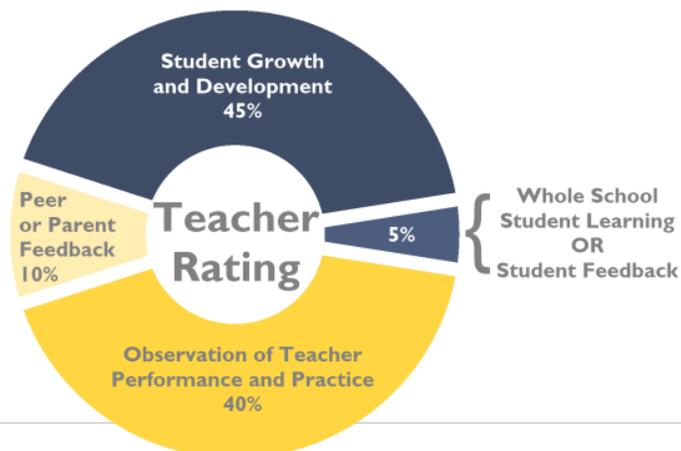
Scores from each of the four categories will be combined to produce a summative performance rating of Exemplary, Proficient, Developing or Below Standard. The performance levels are defined as:

**Exemplary** – Substantially exceeding indicators of performance

**Proficient** – Meeting indicators of performance

**Developing** – Meeting some indicators of performance but not others

**Below Standard** – Not meeting indicators of performance



## Teacher Evaluation Process and Timeline

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



### Goal-Setting and Planning:

Timeframe: Target is October 2; must be completed by **October 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 student learning objectives (SLOs), and they 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 survey results and the Connecticut Framework for Teacher Evaluation and Support to draft a proposed performance and practice goal(s), a parent feedback goal, student learning objectives (SLOs), and a student feedback goal (if required) for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.

3. *Goal-Setting Conference* – The evaluator and teacher meet to discuss the teacher’s proposed goals and objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher’s practice to support the review. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria.

Mid-Year Check-In:

Timeframe: Target is February 12; must be completed by **February 28**

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

End-of-Year Summative Review:

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

1. *Teacher Self-Assessment* – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.
2. *Scoring* – The evaluator reviews submitted evidence, self-assessments and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating. 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 and before September 15.
3. *End-of-Year Conference* – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year and before June 30.

## Primary and Complementary Evaluators

The primary evaluator for most teachers will be the school principal or assistant principal, who will be responsible for the overall evaluation process, including assigning summative ratings. Some districts may also decide to use complementary evaluators to assist the primary evaluator. Complementary evaluators are certified teachers, although they may also have administrative certification. They may have specific content knowledge, such as department heads or curriculum coordinators. Complementary evaluators *must* be fully trained as evaluators in order to be authorized to serve in this role.

Complementary evaluators may assist primary evaluators by conducting observations, collecting additional evidence, reviewing student learning objectives (SLOs) and providing additional feedback. A complementary evaluator should share his/her feedback with the primary evaluator as it is collected and shared with teachers.

Primary evaluators will have sole responsibility for assigning final summative ratings and must achieve proficiency on the training modules provided.

## Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All Administrators, including Central Office, as well as teachers in Ansonia have been trained by Dr. Anthony J. Rigazio-Digilio, Ed.D. and their practices have been deemed to meet the standards set for the by the state in regards to teacher evaluation. The Administrators evaluation practices have been calibrated through complete extensive training on the evaluation model. Continual follow-up PD will be given to staff to train them on the Marshall rubric. The Connecticut State Department of Education (CSDE) will provide districts with training opportunities and tools throughout the year to support district administrators and evaluators in implementing the model across their schools. Districts will adapt and build on these tools to provide comprehensive training and support to their schools and to ensure that evaluators are proficient in conducting teacher evaluations. Instructional Rounds have also been started in which teachers and administrators learn from one another while performing classroom observations and focusing in on a specific problem of practice.

At the request of a district or employee, the CSDE or a third-party designated by the CSDE will review evaluation ratings that include dissimilar ratings in different categories (e.g., include both *exemplary* and *below standard* ratings). In these cases, CSDE will determine a final summative rating.

In addition, CSDE will select districts at random annually to review evaluation evidence files for a minimum of two educators rated *exemplary* and two educators rated *below standard*.

## SUPPORT AND DEVELOPMENT

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 exemplary practice.

### 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 this model, every teacher will identify their professional learning needs in mutual agreement between the teacher and his/her evaluator to serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are 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.

### Improvement and Remediation Plans

If a teacher's performance is rated as *developing* or *below standard*, it signals the need for the administrator to create an individual teacher improvement and remediation plan. The improvement and remediation plan should be developed in consultation with the teacher and his/her exclusive bargaining representative. Improvement and remediation plans must:

- identify resources, support and other strategies to be provided to address documented deficiencies;
- indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued; and
- include indicators of success including a summative rating of *proficient* or better at the conclusion of the improvement and remediation plan.

### Career Development and Growth

Rewarding exemplary 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 development of teacher improvement and remediation plans for peers whose performance is *developing* or *below standard*; leading Professional Learning Communities; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

## TEACHER PRACTICE RELATED INDICATORS

The Teacher Practice Related Indicators half of this teacher evaluation model evaluates the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. It is comprised of two categories:

- Teacher Performance and Practice, which counts for 40%; and
- Parent Feedback, which counts for 10%.

These categories will be described in detail below.

### 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.

#### *Teacher Practice Framework*

The design team has chosen the research of Kim Marshall. A pilot in the use of his rubrics was conducted in the 2012-2013 school year for both the teacher and administrator groups. (see **Appendix B**)

# Teacher Evaluation Rubrics

by *Kim Marshall-*  
Revised January 2, 2014

## Rationale and suggestions for implementation

1. These rubrics are organized around six domains covering all aspects of a teacher's job performance:
  - A. Planning and Preparation for Learning
  - B. Classroom Management
  - C. Delivery of Instruction
  - D. Monitoring, Assessment, and Follow-Up
  - E. Family and Community Outreach (to be assessed via survey and evaluated in the 10% component of the teacher's summative evaluation.
  - F. Professional Responsibilities

The rubrics use a four-level rating scale with the following labels:

- 4 – Highly Effective
- 3 – Effective
- 2 – Improvement Necessary
- 1 – Does Not Meet Standards

## *Observation Process*

# Ansonia's Implementation of Kim Marshall's Observation Model 2015-2016 School Year

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### Facts to Consider

- State law and SBOE resolutions now require us to have an observation plan such as this.
- The plan must result in a numerical, leveled final assessment of each teacher's (and administrator's) practice.

### Observation Methods

- Several unannounced full and mini-observations per school year of each teacher.
- Each mini-observation will be followed (within 48 hours) by a short debriefing session.
- Each mini-observation **does not** result in an evaluative document or report.
- Administrators will observe lessons with a holistic, blank-slate approach and gather evidence on all observable features of the lesson....will not focus on one rubric/indicator specifically.

### Evaluation Processes

- The Marshall rubrics will be used as-is this year in an effort to gather evidence about what changes may be necessary to suit Ansonia.

- Kim Marshall was welcomed in Ansonia and spoke to both Administrators and teachers about the utilization of his evaluation plan in 2012.
- Because not all aspects of the Marshall rubrics are easily/readily observable, the teacher is encouraged to keep a binder/portfolio of evidence...i.e. parent and community outreach, planning, etc.
- The teacher and evaluator will conduct a mid-year, informal meeting to discuss progress, strengths, and needs.
- The teacher will conduct a self-assessment using the rubrics at year's end.
- The evaluator will review teacher's self-assessment and then meet with the teacher prior to arriving at the final ratings.

#### Process Details

- On each of the 6 rubrics, there are 10 indicators.
- In order to arrive at an overall rating for each rubric, administrators will gather evidence (observation or use teacher's portfolio) on at least 7 of the 10 indicators per rubric.
- This will prevent administrators from having to "fudge" a rating for which they have not been able to gather evidence.
- The overall rating at the bottom of each rubric **will not** be a numerical average of the ratings on each indicator.
- It **will** be the administrator's professional judgment of the level on which the teacher has predominantly demonstrated practice or to which the teacher has shown growth throughout the school year.
- The overall rating across all rubrics (Evaluation Summary Page) **will not** be a numerical average of each rubric's rating.
- It **will** be the administrator's professional judgment of the level on which the teacher has predominantly demonstrated practice or to which the teacher has shown growth throughout the school year.

#### Non-Classroom Reviews of Practice

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

#### Feedback

The goal of feedback is to help teachers grow as educators and become more 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. Feedback should include:

- specific evidence and ratings, where appropriate, on observed components of the Connecticut Framework for Teacher Evaluation and Support;
- prioritized commendations and recommendations for development actions;

- next steps and supports the teacher can pursue to improve his/her practice; and
- a timeframe for follow up.

Providing both verbal and written feedback after an observation is ideal, but school leaders are encouraged to discuss feedback preferences and norms with their staff.

### *Teacher Performance and Practice Goal-Setting*

As described in the Evaluation Process and Timeline section, teachers develop up to four practice and performance goals that are aligned to the Connecticut Framework for Teacher Evaluation and Support. These goals provide a focus for the observations and feedback conversations.

As is previously described, in-class observations will be guided by five of Marshall’s six rubrics. Each rubric has ten indicators; yielding 50 indicators in all for observations. In order to enhance collaboration across the district, the district will adopt the following protocol for selecting and setting areas of development for each teacher:

- Of the 50 indicators, the District Data Team will use data and experience to select ONE indicator which will be an area of growth for all teachers in the district.
- Of the remaining 49 indicators, each School Data Team will use data and experience to select ONE indicator which will be an area of growth for all teachers in that school.
- Of the remaining 48 indicators, each Instructional Data Team will use data and experience to select ONE indicator which will be an area of growth for all teachers on that data team.
- Of the remaining 47 indicators, each teacher will individually select ONE indicator which will be an area of growth for that teacher.
- *This method may be adapted for certified staff in the Student Services departments as needed and guided by the Director.*

Growth goals should be SMART:

S=Specific and Strategic

M=Measurable

A=Aligned and Attainable

R=Results-Oriented

T=Time-Bound

**SMART Goal Example for Teacher Performance and Practice (40%):**

By June 2016, I will use higher-order thinking questioning and discussion techniques to actively engage at least 85% of my students in discussions that promote understanding of content, interaction among students and opportunities to extend thinking.

Additional information on SMART goals can be found in **Appendix C: Template for Setting SMART 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*

### Individual Observations

Evaluators are not required to provide an overall rating for each observation. During observations, evaluators should take evidence-based notes, capturing specific instances of what the teacher and students said and did in the classroom. Evidence-based notes are factual (e.g., the teacher asks: Which events precipitated the fall of Rome?) and not judgmental (e.g., the teacher asks good questions). Once the evidence has been recorded, the evaluator can align the evidence with the appropriate indicator(s) on the rubrics and then make a judgment about which performance level the evidence supports. All observations are unannounced and the documentation is recorded in Bloomboard.

### Summative Observation of Teacher Performance and Practice Rating

At the end of the year, primary 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 and practice rating will be calculated by the evaluator in a three-step process:

- 1) Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine component ratings for each of the 5 Marshall rubrics (the sixth rubric will be used in the development of a survey for stakeholder feedback).
- 2) Evaluator holistically reviews evidence collected through observations and interactions and uses professional judgment to determine component ratings for each of the 5 Marshall rubrics.
  - a. By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and interactions. Evaluators then analyze the consistency, trends, and significance of the evidence to determine a rating for each of the 5 Marshall rubrics. Some questions to consider while analyzing the evidence include:

**Consistency:** What rating have I seen relatively uniform, homogenous evidence for throughout the semester? Does the evidence paint a clear, unambiguous picture of the teacher's performance in this area?

**Trends:** Have I seen improvement over time that overshadows earlier observation outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?

**Significance:** Are some data more valid than others? (Do I have notes or ratings from "meatier" lessons or interactions where I was able to better assess this aspect of performance?)

- 3) Use professional judgment to determine the teacher's summative rating on a scale of 1.0-4.0 based on each of the component ratings. Each of the 5 rubrics carries equal weight when considering the summative rating. Emphasis and consideration should be given to the level to which a teacher has grown (or regressed) in practice throughout the year rather than an averaging of levels of performance that occurred earlier and later in the year.

The summative Teacher Performance and Practice category rating and the component ratings will be shared and discussed with teachers during the End-of-Year Conference. This process can also be followed in advance of the Mid-Year Conference to discuss progress toward Teacher Performance and Practice goals/outcomes.

## Category #2: Parent Feedback (10%)

Feedback from parents via a survey will be used to help determine the remaining 10% of the Teacher Practice Indicators focus area of SEED<sup>3</sup>. However, teachers are required to keep a log of all parent/community connections that they make throughout the year and they are to bring this documentation to both the Mid-Year and End-of-Year Check-In's.

The process described below focuses on:

- (1) conducting a whole-school parent survey (meaning data is aggregated at the school level);
- (2) determining school-level parent goals (1-2) based on the survey feedback;
- (3) teacher and evaluator identifying **one** related parent engagement goal and setting improvement targets;
- (4) measuring progress on growth targets; and
- (5) determining a teacher's summative rating. This parent feedback rating shall be based on four performance levels.

### 1. Administration of a Whole-School Parent Survey

Parent surveys will be conducted at the whole-school level as opposed to the teacher-level, meaning parent feedback will be aggregated at the school level. This is to ensure adequate response rates from parents.

Parent surveys must be administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys should be confidential and survey responses should not be tied to parents' names. The parent survey should be administered every spring and trends analyzed from year-to-year.

NOTE: Teachers can set a goal based on previously-collected parent feedback, or if none is available, teachers can set a parent *engagement* goal that is not based on formal parent feedback.

**Appendix D** contains the parent survey that was used to collect parent feedback last year. In Ansonia, our School Culture and Climate Committee has worked tirelessly to develop this survey and to disseminate those results with the building Administrators. Parent representatives may be included in the process, but if a school governance council exists, the council must be included in this process. Parent surveys deployed by districts should be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time). This year, representatives from the School Governance Council will be invited to the Culture Committee meetings in order to provide guidance and input in amending the parent survey for this year.

## 2. Determining School-Level Parent Goals

Principals and teachers will review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals based on the survey results. Should the superintendent and/or district data team set district-wide goals for parent engagement, the school-level goals must be connected to the district goals unless the principal can substantially demonstrate with evidence that the goal is not appropriate for the school.

## 3. Selecting a Parent Engagement Goal and Improvement Targets

After these school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators **one** related parent goal they would like to pursue as part of their evaluation. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc. See the sample state model survey in **Appendix D** for additional questions that can be used to inspire goals.

Teachers will also set improvement targets related to the goal they select. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents such as sending bi-weekly updates to parents or developing a new website for their class. Part of the evaluator's job is to ensure (1) the goal is related to the overall school improvement parent goals, and (2) that the improvement targets are aligned and attainable.

## 4. Measuring Progress on Growth Targets

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

## 5. Arriving at a Parent Feedback Rating

The Parent Feedback rating should reflect the degree to which a teacher successfully reaches his/her parent goal and improvement targets. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

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

## STUDENT OUTCOMES RELATED INDICATORS

The Student Outcomes Related Indicators half of SEED captures the teacher’s impact on students. Every teacher is in the profession to help children learn and grow, and teachers already think carefully about what knowledge, skills and talents they are responsible for nurturing in their students each year. As a part of the SEED process, teachers will document those aspirations and anchor them in data.

Student Related Indicators includes two categories:

- Student growth and development, which counts for 45%; and
- Whole-school student learning counts for 5% of the total evaluation rating.

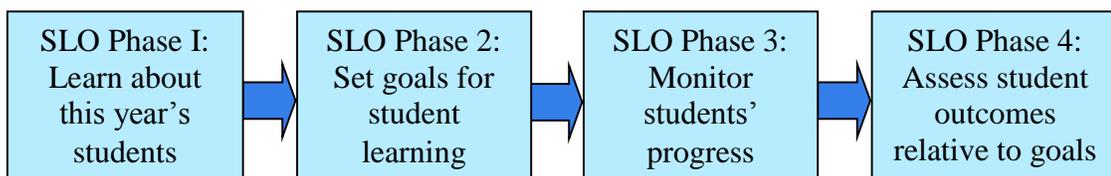
These categories will be described in detail below.

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

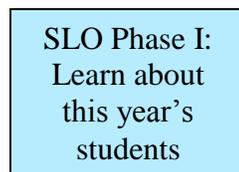
#### *Overview of Student Learning Objectives (SLOs)*

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 called **Student Learning Objectives (SLOs)** as the approach for measuring student growth during the school year.

SLOs in SEED will support teachers in using a planning cycle that will be familiar to most educators:



While this process should feel generally familiar, SEED will ask teachers to set more specific and measureable targets than they may have done in the past, and to develop them through consultation with colleagues in the same grade level or teaching the same subject and through mutual agreement with supervisors. The four SLO phases are described in detail below:



This first phase is the discovery phase, just before the start of the school year and in its first few weeks. Once teachers know their rosters, they will access as much information as possible about their new students’ baseline skills and abilities, relative to the grade level or course the teacher is teaching. End-of-year tests from the prior spring, prior grades, benchmark assessments and quick

demonstration assessments are all examples of sources teachers can tap to understand both individual student and group strengths and challenges. This information will be critical for goal setting in the next phase.

SLO Phase 2:  
Set 2 SLOs  
(goals for learning)

Each teacher will write two SLOs<sup>4</sup>. Teachers whose students take a standardized assessment will create one SLO based on standardized indicators and one SLO based on a minimum of one non-standardized indicator and a maximum of one additional standardized indicator. All other teachers will develop their two SLOs based on non-standardized indicators.

SEED uses a specific definition of “standardized assessment.” As stated in the CT Guidelines for Educator Evaluation, a **standardized assessment** is characterized by the following attributes:

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

To create their SLOs, teachers will follow these four steps:

Step 1: Decide on the Student Learning Objectives

The objectives will be broad goals for student learning. They should each address a central purpose of the teacher’s assignment and it should pertain to a large proportion of his/her students. Each SLO will reflect high expectations for student learning - at least a year’s worth of growth (or a semester’s worth for shorter courses) – and will be aligned to relevant state, national (e.g., common core), or district standards for the grade level or course. The superintendent, district data team, and school data teams may set out broad areas within which teachers will focus their SLOs. If a teacher’s students demonstrate strengths/needs that necessitate having SLOs outside of the broad areas set forth by the aforementioned parties, the teachers may present substantive evidence to the evaluator and the evaluator may grant permission for work on SLOs addressing other areas of need. Depending on the teacher’s assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes).

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

The following are examples of SLOs based on student data:

Teacher Category	Student Learning Objective
8th Grade Science	My students will master critical concepts of science inquiry.
High School Visual Arts	All of my students will demonstrate proficiency in applying the five principles of drawing.

Step 2: Select Indicators of Academic Growth and Development (IAGDs)

An **Indicator of Academic Growth and Development (IAGD)** is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. Each SLO must include at least one indicator.

Each indicator will make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high or low-performing students or ELL students. It is through the Step 1 examination of student data that teachers will determine what level of performance to target for which students. The Template for Setting SMART Goals should be referenced as a resource for setting SLOs/IAGDs (**Appendix C**).

Since indicator targets are calibrated for the teacher’s particular students, teachers with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all 2nd grade teachers in a district might use the same reading assessment as their IAGD, but the performance target and/or the proportion of students expected to achieve proficiency would likely vary among 2nd grade teachers.

NOTE: Our Grades 1 through 11 teachers of English/Language Arts and Math, teachers are encouraged to use the NWEA scores to set growth targets.

Taken together, an SLO’s indicators, if achieved, would provide evidence that the objective was met. Here are some examples of indicators that might be applied to the previous SLO examples:

### Sample SLO-Standardized IAGD(s)

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development ( <i>at least one is required</i> )
8th Grade Science	My students will master critical concepts of science inquiry.	1. 78% of my students will show 5 RIT growth points as assessed on the Science NWEA.
4th Grade	My 22 students will demonstrate improvement in or mastery of reading comprehension skills by June 2015.	1. 12 out of 19 students in my whole class will meet the grade level standard or show growth of one or more levels as measured by NWEA.

### Sample SLO-Non-Standardized IAGD(s)

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development ( <i>at least one is required</i> )
8th Grade Science	My students will master critical concepts of science inquiry.	1. My students will design an experiment that incorporates the key principles of science inquiry. 90% will score a 3 or 4 on a scoring rubric focused on the key elements of science inquiry.
High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.	1. 85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of the drawing rubric designed by visual arts teachers in our district.

### Step 3: Provide Additional Information

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

- the rationale for the objective, including relevant standards;
- any important technical information about the indicator evidence (like timing or scoring plans);
- the baseline data that was used to set each IAGD;
- interim assessments the teacher plans to use to gauge students' progress toward the SLO during the school year (optional); and
- any training or support the teacher thinks would help improve the likelihood of meeting the SLO (optional). The school and district will endeavor to address these needs to the extent that resources allow.

Step 4: Submit SLOs to Evaluator for Approval

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

The evaluator will examine each SLO relative to three criteria described below. SLOs must meet all three criteria to be approved. If they do not meet one or more criteria, the evaluator will provide written comments and discuss their feedback with the teacher during the fall Goal-Setting Conference. SLOs that are not approved must be revised and resubmitted to the evaluator within ten days. All SLO's are written into Bloomboard and must be approved by Administrators.

**SLO Approval Criteria**

<b>Priority of Content</b>	<b>Quality of Indicators</b>	<b>Rigor of Objective/Indicators</b>
Objective is deeply relevant to teacher's assignment and addresses a large proportion of his/her students.	Indicators provide specific, measurable evidence. The indicators provide evidence about students' progress over the school year or semester during which they are with the teacher.	Objective and indicator(s) are attainable but ambitious and taken together, represent at least a year's worth of growth for students (or appropriate growth for a shorter interval of instruction).

SLO Phase 3:  
Monitor students' progress

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

Progress on SLO's are discussed at the Mid-Year Check-In. If a teacher's assignment changes or if his/her student population shifts significantly, the SLOs can be adjusted during the Mid-Year Conference between the evaluator and the teacher.

SLO Phase 4:  
Assess student outcomes relative to SLOs

At the end of the school year, the teacher should collect the evidence required by their indicators and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment which asks teachers to reflect on the SLO outcomes by responding to the following four statements:

1. Describe the results and provide evidence for each indicator.
2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.

4. Describe what you learned and how you will use that going forward.

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

<b>Exceeded (4)</b>	All or most students met or substantially exceeded the target(s) contained in the indicator(s).
<b>Met (3)</b>	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
<b>Partially Met (2)</b>	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.
<b>Did Not Meet (1)</b>	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

For SLOs with more than one indicator, the evaluator will examine at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically.

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

NOTE: For SLOs that include an indicator based on state standardized tests, results may not be available in time to score the SLO prior to the June 30 deadline. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. Or, if state tests are the basis for all indicators, then the teacher’s student growth and development rating will be based only on the results of the SLO that is based on non-standardized indicators.

However, once the state test evidence is available, the evaluator is required to score or rescore the SLO, then determine if the new score changes the teacher’s final (summative) rating. The evaluation rating can be amended at that time as needed, but no later than September 15 of the school year following the evaluation. See Summative Teacher Evaluation Scoring (page 30 for details).

#### **Category #4: Whole-School Student Learning Indicator (5%)**

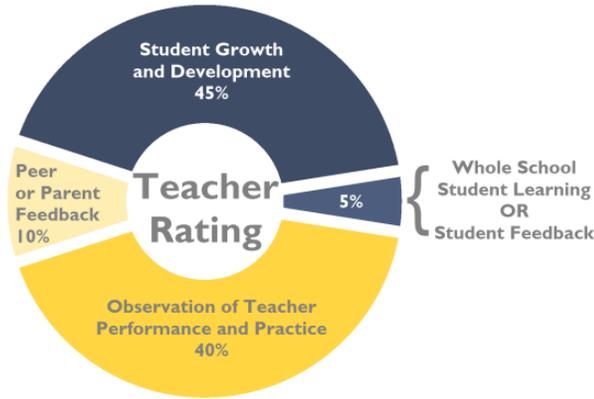
For districts that include the whole-school student learning indicator in teacher evaluations, a teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for the principal's evaluation rating at that school. For most schools, this will be based on the school performance index (SPI), which correlates to the whole-school student learning on a principal's evaluation.

NOTE: If the whole-school student learning indicator rating is not available when the summative rating is calculated, then the student growth and development score will be weighted 50 and the whole-school student learning indicator will be weighted 0 (see Summative Teacher Evaluation Scoring- page 36). However, once the state data is available, the evaluator should revisit the final rating and amend at that time as needed, but no later than September 15.

## SUMMATIVE TEACHER EVALUATION SCORING

### *Summative Scoring*

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



Every educator will receive one of four performance ratings:

**Exemplary** – Substantially exceeding indicators of performance

**Proficient** – Meeting indicators of performance

**Developing** – Meeting some indicators of performance but not others

**Below Standard** – Not meeting indicators of performance

The rating is determined on Bloomboard using the following steps:

- 1) Transfer the teacher’s rating (1-4) from each category to the table below.
  - a. If the Student Growth and Development score and the Observation of Teacher Performance and Professional Practice scores are discrepant by more than two points, the administrator should seek additional information.
- 2) Calculate each category’s resulting contribution to the summative score via the prescribed weighted averages.
- 3) Sum the categories’ contributions to derive the raw numerical rating.

Category	Category Rating (a)	Category Weight (b)	Category Contribution (a x b)
Student Growth and Development		45%	(I)
Observation of Teacher Performance and Professional Practice		40%	(II)
Parent Feedback		10%	(III)
Whole-school Student Learning		5%	(IV)
Raw Numerical Rating (I+II+III+IV)			

4) Use the table below to assign the appropriate summative performance rating.

Raw Numerical Rating	Summative Performance Rating
3.50 – 4	<b>Exemplary</b> – Substantially exceeding indicators of performance
2.50 – 3.49	<b>Proficient</b> – Meeting indicators of performance
1.50 – 2.49	<b>Developing</b> – Meeting some indicators of performance but not others
1 – 1.49	<b>Below Standard</b> – Not meeting indicators of performance

***PLEASE NOTE: The BLOOMBOARD platform generates a Summative Rating for teachers based on the input that evaluators place into the system.***

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

## Definition of Effectiveness and Ineffectiveness

Each district shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system. A pattern may consist of a pattern of one. The state model recommends the following patterns:

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

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

## Dispute-Resolution Process

Our Teacher Evaluation committee is available to listen to and hear any complaints regarding an evaluation that an individual teacher deems to be incorrect. This panel is composed of the assistant superintendent, teacher union presidents, administrator union presidents, and teachers. This group 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. Pilot districts may choose alternatives such as a district panel of equal management and union members, the district Professional Development Committee, or a pre-approved expert from a Regional Educational Service Center (RES-C) so long as the superintendent and teacher union president agree to such alternative at the start of the school year. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

This group of stakeholders which includes teachers, administrators, and central office staff will convene quarterly throughout the year to progress monitor the teacher evaluation plan and to ensure that it is being implemented with fidelity. This committee will also meet in order to hear and handle any legitimate disputes that a teacher may have with his or her evaluation. The Superintendent or his/her designee has the final say in all disputes after hearing the arguments presented from the committee.

## **Appendix A: ANSONIA TEACHER EVALUATION PLAN HIGHLIGHTED**

CSDE

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**Goal Setting Conference: On or Before October 2**

**Mid-Year Conference: On or Before February 12**

**End of the Year Conference: On or Before June 3 (depending on snow days)**

### **KEY NOTES**

- (5) Forty-five percent (45%) of a teacher's evaluation shall be based on attainment of goals and/or objectives for student growth, using multiple indicators of academic growth and development to measure those goals/objectives. (see APPENDIX B page 23 for further clarification). Teachers will only have to create 1 or 2 goals.
- (6) Forty percent (40%) of a teacher's evaluation shall be based on observation of teacher practice and performance. (see APPENDIX B page 25 for further clarification)
- (7) Five percent (5%) of a teacher's evaluation shall be based on whole-school student learning indicators or student feedback. (see APPENDIX B page 26 for

further clarification)

- (8) Ten percent (10%) of a teacher's evaluation shall be based on parent or peer feedback, including surveys. (see APPENDIX B page 26 for further clarification).

Scores from each of the four components will be combined to produce an End of Year summative performance rating of *Highly Effective, Effective, Developing, or Does Not Meet Standards*. The performance levels are defined as:

- *Highly Effective* – Substantially exceeding indicators of performance
- *Effective* – Meeting indicators of performance
- *Developing* – Meeting some indicators of performance but not others
- *Does Not Meet Standards* – Not meeting indicators of performance

#### **Important Definitions:**

- **Full Length Observation:** One **UNANNOUNCED** full length class period
- **Mini-Observation:** a 10 – 15 minute **UNANNOUNCED** observation similar to the ones used in 2014 – 2015
  - Included under a mini-observation is what is called a review of practice. A review of practice can include: an observation of someone during a data team, an observation of a presentation given by someone, an observation conducted of a person while in a mentoring session, an observation of someone during a parent meeting, an observation of someone who organizes any school based activity or event, and any other reviewable and observable practice.

All observations will have a post conference, however, under the Marshall Plan, but there are no traditional pre-conferences since **ALL OBSERVATIONS ARE UNANNOUNCED** .

However, there will be 2 group pre-conference meetings with first and second year teachers and their TEAM mentors in order to review the expectations of classroom observations and to provide support for their goal setting.

In addition, there will be an individual pre-conference meeting with those teachers that were rated developing/below standard in their cumulative review from the prior year in order to review the expectations of classroom observations and to provide support for their goal setting.



## **VISION FOR ALL OF ANSONIA'S STUDENTS**

**The Ansonia Public Schools are committed to preparing its students to function effectively in an interdependent global community. Therefore, in addition to acquiring a core body of knowledge(\*) through the CCSS, all students will develop their individual capacities to:**

- Pose and pursue substantive questions
- Critically interpret, evaluate, and synthesize information
- Explore, define, and solve complex problems
- Communicate effectively for a given purpose
- Advocate for ideas, causes, and actions
- Generate innovative, creative ideas and products
- Collaborate with others to produce a unified work and/or heightened understanding
- Contribute to community through dialogue, service, and/or leadership
- Conduct themselves in an ethical and responsible manner
- Recognize and respect other cultural contexts and points of view
- Pursue their unique interests, passions and curiosities
- Respond to failures and successes with reflection and resilience
- Be responsible for their own mental and physical health

\*The core body of knowledge is established in local curricular documents which reflect national standards as well as workplace expectations.

### *Connecticut State Statute*

The Connecticut State Statute Section 10-151b governs evaluation by Superintendents of certain education personnel. "The superintendent of each local or regional board of education shall, in accordance with guidelines established by the State Board of Education for the development of evaluation programs and such other guidelines as may be established by mutual agreement between the local or regional board of education and the teachers' representative chosen pursuant to section 10-153b, continuously evaluate or cause to be evaluated each teacher. An evaluation pursuant to this subsection shall include, but not be limited to, strengths, areas needing improvement and strategies for improvement. The superintendent shall report the status of teacher evaluations to the local or regional board of education on or before June first of each year.

## ***Teacher Evaluation Program*** **2015-2016**

### **Goals:**

- To continue to use our Marshall rubrics that we have all been previously trained on in order to get the most out of effective teacher evaluation. All teachers will receive follow-up training on the Marshall rubric during each school year.
- From periodically evaluating teaching to continuously analyzing *learning*
- From very few announced visits to frequent *unannounced* visit
- From guarded, inauthentic one-way communication with teachers to authentic *two-way discussions* about the observation.
  - Teachers will be reminded at the beginning of the year that there will be a Goal setting conference, a Mid-Year Conference, and an End of Year Conference. The Goal setting conference is where they outline their SLO's as well as their IAGD's. The Mid-Year conference is where Evaluators and teachers will review progress toward the goals/objectives using available information, including agreed upon indicators. This review may result in revisions to the strategies or approach being used and/or teachers and evaluators may mutually agree on mid-year adjustment of student learning goals to accommodate changes. The End of Year conference is where the teacher shall collect evidence of student progress toward meeting the student learning goals/objectives. This evidence will be produced by using the multiple indicators selected to align with each student learning goal/objective. The evidence will be submitted to the evaluator, and the teacher and evaluator will discuss the extent to which the students met the learning goals/objectives.
  - As school opens, teachers self-assess, at mid-year, teacher and supervisor meet and compare ratings page by page, discuss any differences, assess progress on the teacher's goals, and identify areas for growth; and at the end of the year, teacher and supervisor meet and discuss the teacher's progress and plans for the 2014-2015 school year, that is why there has been some changes to the process. Stakeholder input has been listened to and taken into account

## **Overall Observation Breakdown:**

One half (or **22.5%**) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall be based on the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available (***NOT APPLICABLE FOR the 2014-2015 SCHOOL YEAR***). For the other half (**22.5%**) of the indicators of academic growth and development, there may be:

A maximum of one additional standardized indicator, if there is mutual agreement and a minimum of one non-standardized indicator. Some Standardized indicators are characterized by the following attributes: administered and scored in a consistent – or “standard” – manner; aligned to a set of academic or performance “standards.” Some Standardized assessments include, but are not limited to: AP exams, DRA, DIBELS, or NWEA. Some Non-standardized indicators include, but are not limited to: performances rated against a rubric or performance assessments or tasks rated against a rubric.

Forty percent (**40%**) of a teacher’s evaluation shall be based on observation of teacher practice and performance using the Marshall rubric. Using the Marshall plan, our evaluators will be in your classrooms multiple times in order to facilitate and encourage effective means of teaching. Administrators will also provide constructive oral or written feedback of observations in a timely and useful manner after each observation (***all evaluations will be documented on Bloomboard***).

Five percent (**5%**) of a teacher’s evaluation shall be based on whole-school student learning indicators or student feedback via a student survey that is fair and reliable. The student responses will be anonymous.

Ten percent (**10%**) of a teacher’s evaluation shall be based on parent or peer feedback via a survey that is created by our district wide climate and culture committee as well as the parent rubric located in the Marshall rubric.

Professional Growth and Development opportunities will be offered throughout the year provided by the district; however, we encourage all to continue their own professional growth as cited on page 13. Professional Responsibilities and growth are evaluated as a part of the Marshall Rubric. Areas of weakness are documented here and future PD opportunities are granted that will assist the teacher in becoming stronger in this area.

After all observations are complete for the year and the data is entered in Bloomboard, a cumulative rating is established based on the scores given on the rubrics. If the cumulative score is in the “Developing” or “Does not meet standards” category, then the teacher is deemed ineffective. Likewise, if the cumulative score is in the “Effective” or “Highly Effective” category, the teacher is deemed effective.

NOTE: All administrators will conduct collaborative evaluations with their colleagues throughout the year in order to calibrate their teacher observational practice.

In the event, that a teacher does not meet standards or there is improvement necessary, he or

she will be placed on structured support. Structured support is outlined at a meeting with the teacher and the administrator in order for them to outline the areas of improvement that are essential for growth.

# Teacher Evaluation Plan Overview

## NON-TENURED TEACHERS

The Induction Phase is designed for beginning teachers, non-tenured teachers entering the system from another school district, or previously tenured Connecticut teachers entering within five years. Teachers in the Induction I and Induction II phases will be observed using both full length and mini observations during their several years leading to tenure. They will also be involved in the development of professional goals and collaboration with colleagues.

**To sum up, these teachers will be observed TWO times for a full class period. They will also have a minimum of THREE, 10 to 15 minute mini-observations.**

*Induction Level 1: Teachers in their first four years of service, non-tenured teachers entering from another school district or teachers entering the district with tenure from another state (not Connecticut).*

## INDUCTION LEVEL I -YEARS 1- 4

In Year 1, the following procedures will be in place:

- There will be a minimum of **two unannounced Full Length Observations** with written feedback using the Marshall Teacher Evaluation Rubric (one in the fall and the other in the spring). Ongoing **unannounced mini-observations (3 at the minimum)** by the evaluator will also occur and written feedback from these observations will also be communicated to the teacher via a face to face meeting.
- Post- observation conferences will be part of all observations. The teacher will come to the post-observation conferences with samples of student work to be utilized during the discussion and be prepared to discuss his/her reflection on the observed lesson.
- 1 or 2 Student Learning Objectives will be developed. New staff will meet with the evaluator to review the TEPL I process and to establish goals by October 1.
- The teacher will engage in reflective conversations with evaluators/administrators/peers.
- Mentor/peer support (formal and/or informal) will be provided.
- An end-of-year conference will take place prior to June 3(dependent on snow days).
- The End-of-Year Summative Report will be completed by June 30.

# Teacher Evaluation Plan Overview

## NON-TENURED TEACHERS

The Induction Phase is designed for beginning teachers, non-tenured teachers entering the system from another school district, or previously tenured Connecticut teachers entering within five years. Teachers in the Induction I and Induction II phases will be several unannounced observations, which consist of **2 Full Length Observations and several mini-observations (3 times at a minimum)** during their probationary period leading to tenure. They will also be involved in the development of professional goals and collaboration with colleagues. In addition, during the third year of Induction I and the first year of Induction II, teachers will develop and implement a unit of instruction as part of the evaluation process. Induction ensures that teachers meet or exceed the professional practice expectations of the Ansonia Public Schools.

**Induction Level II: *Teachers who enter the district as tenured teachers from another district in Connecticut within five years.***

## INDUCTION LEVEL II- YEAR 1

In Year 1, the following procedures will be in place:

- There will be a minimum of **two unannounced Full Length Observations** with written feedback using the Marshall Teacher Evaluation Rubric (one in the fall and the other in the spring). As well as ongoing **unannounced mini-observations (3 at the minimum)** by the evaluator will also occur and written feedback from these observations will also be communicated to the teacher via a face to face meeting.
- Post- observation conferences will be part of all observations. The teacher will come to the post-observation conference with samples of student work to be utilized during the discussion and be prepared to discuss her/his reflection on the observed lesson.
- 1 or 2 Student Learning Objectives will be developed. New staff will meet with the evaluator to review the process and to establish goals by October 1.
- The teacher will engage in reflective conversations with evaluators/
- Mentor/peer support (formal and/or informal) will be provided.
- An end-of-year conference will take place prior to June
- 3(depending on snow days).  
The End-of-Year Summative Report will be completed by June 30

# Teacher Evaluation Plan Overview

## TENURED TEACHERS

Tenured teachers are evaluated as follows:

- There will be a minimum of **one Full Length Observation** with written feedback using the Marshall Teacher Evaluation Rubric. There will also be a **minimum of three unannounced mini-observations** conducted by the evaluator and written feedback from these observations will also be communicated to the teacher via a face to face meeting. This will take place on a rotating basis based on alphabetical order (year 1 is A – G, year 2 is H – O, and year 3 is P – Z). Year 1 is just as above, but then in years 2 and 3, the tenured teacher will be evaluated using only mini-observations (a minimum of three in each of those proceeding years). However, at least one review of practice will also be completed every year for all teachers in this category.

**To sum up: Tenured teachers will be observed for one full class period and have a minimum of three 10 to 15 minute mini-observations in order to obtain their summative review.(Once again, please note that these are all unannounced).**

## **TENURED TEACHERS-**

- There will be a minimum of one **Full Length Observation** with written feedback using the Marshall Teacher Evaluation Rubric. Ongoing informal observations (at least three) by the evaluator will also occur and written feedback from these observations will also be communicated to the teacher.
- Post- observation conferences will be part of all observations. The teacher will come to the post-observation conference with samples of student work to be utilized during the discussion and be prepared to discuss her/his reflection on the observed lesson.
- 1 or 2 Student Learning Objectives will be developed. Tenured staff will meet with their evaluator to review the process and to establish their goal by October 1.
- The teacher will continue to engage in reflective conversations with evaluators/administrators/peers.
- An end-of-year conference will take place prior to June 15.
- The End-of-Year Summative Report will be completed by June 30, 2015.

## Sample Professional Growth Activities

- **Study Group** -Participants meet with a group of 3-5 colleagues to learn new strategies, experiment with these strategies, analyze the resulting student work from these strategies, and to problem solve. Study groups can be formed to focus on content that supports a teacher's goal or to support the implementation of a program goal.
- **Action Research**- The teacher develops a hypothesis and a research project to test that hypothesis. The teacher would then identify lessons or a unit in which to test the hypothesis and measure student achievement. Findings would be briefly presented in a paper and discussed with other faculty.
- **Analysis of Classroom Artifacts** -The teacher would maintain a file of instructional materials (e.g., lesson plan, handout, quiz, test, etc.) related to an area of instruction from the TEPL I rubric. The analysis might include the congruency between what is taught and how it is tested and the relationship between instructional strategies used and student achievement.
- **Preparing and Presenting a Staff Development Program** -The teacher, with interest and expertise in an area of instruction, would develop and present a program on the topic to staff. The presentation should include what participants will know or be able to do as a result of participation in the program, why it is important to learn, and how it relates to student learning. (Non-stipend).
- **Peer Coaching**- Peers agree to observe each other's classes a minimum of two times during the school year. The purpose is to provide and receive feedback pertaining to their goal. The peer should be someone who is helpful, supportive, and knowledgeable. The teacher may choose to have more than one peer observer at the same time or a series of peer observers over a period of time. With peer observation, two teachers may be working on similar growth plans or be working on different plans.
- **Collaborative Projects** -A teacher works with another teacher to develop units of learning, implement the units, and analyze and reflect on their impact on student learning.
- **Submission of articles for publication** - A teacher prepares and presents an article for publication in a professional journal.
- **Co-Teaching** -A teacher and a colleague collaboratively plan, implement, and evaluate a unit. Both share the responsibility for developing, presenting, and assessing the unit and identifying challenges and successes.
- **Curriculum development and adaptation** -The teacher creates new instructional materials and strategies or tailors existing ones to meet the learning needs of students and demonstrates/shares these materials with the grade level/department.

## **ROLES**

### **Prime Evaluator (Principal, Assistant Principal, or other approved Evaluators)**

The prime evaluator's role is to provide intense supervision and support to beginning teachers. She/he conducts ongoing observations with brief written/oral feedback and conducts a minimum of two full length observations each year in Induction I and Induction II. This individual also writes the End-of-Year Report and, in consultation with the contributing evaluator, notifies the teacher of progress toward tenure at

### **Mentor**

The role of the mentor is to help the first year teacher make a successful entry into the teaching profession and a successful adjustment to the policies and practices of the school to which she/he is assigned. The mentor also helps the beginning teacher meet state requirements set forth by TEAM.

Mentors are appointed only for teachers who hold an initial certificate in those areas of

certification designated by the State as requiring mentors, Alternative Route candidates for certification or Durational Shortage Area Permit holders. A support person will be designated for those teachers not eligible for mentors. *Appointed by the building principal from the pool of support teachers available in the building.*

### **Evaluation Committee**

This group of stakeholders which includes teachers, administrators, and central office staff will convene quarterly throughout the year to progress monitor the teacher evaluation plan and to ensure that it is being implemented with fidelity. This committee will also meet in order to hear and handle any legitimate disputes that a teacher may have with his or her evaluation. The Superintendent or his/her designee has the final say in all disputes after hearing the arguments presented from the committee.

## Suggested Post-Observation Conference Reflection Questions for Discussion

Name: \_\_\_\_\_ School: \_\_\_\_\_  
Department/Grade: \_\_\_\_\_ Date: \_\_\_\_\_

The questions are to be used as a guide in reflecting on the lesson. The observer and teacher will use these questions as a framework for discussion in the post-observation conference. This document will be attached to the observation report.

NOTE: Bring copies of student work to the post-observation conference to reference/use as evidence in responding to questions 1, 2, and 3.

References to APS Indicators of Professional Practice are cited below in parentheses.

1. Did the students learn what I intended? Were my instructional goals met?  
(Indicators: Planning and Assessment, Student Work)
2. How do I know? What evidence do I have? (Indicators: Student Work, Questioning)
3. To what extent were my students productively engaged?(Indicators: Student Work, Engagement, Discussion/ Group Work, Thinking and Problem Solving, Efficiency and Procedures, Classroom Management)
4. How did I adjust the instruction given the range of students in my class?  
(Indicators: Learning Outcomes, Questioning, Feedback, Differentiation)
5. **If** I were to teach this lesson again, what might I do differently and why?  
(Indicator: Reflection)
6. What did you discover about your students' learning and how will that impact future teaching and learning? (Indicators: Planning and Assessment, Reflection)

## Appendix B: Connecticut Framework for Teacher Evaluation and Support

# Teacher Evaluation Rubrics

by Kim Marshall-Revised January 2, 2014

### Organization, Rationale, and Suggestions for Implementation

1. The rubrics have six domains covering all aspects of a teacher's job performance:
  - A. Planning and Preparation for Learning
  - B. Classroom Management
  - C. Delivery of Instruction
  - D. Monitoring, Assessment, and Follow-Up
  - E. Family and Community Outreach
  - F. Professional Responsibilities
  
3. These rubrics aim to provide a shared definition of the work teachers do with students and colleagues. To gather the information needed to fill out the rubrics at the end of a school year, supervisors need to make frequent, short, unannounced classroom visits (at least ten per teacher per year); have a face-to-face coaching conversation after each one (ideally in the teacher's classroom when students aren't there); regularly observe teachers in team meetings and other settings; and possibly look at student survey data. The rubrics should *not* be used as checklists during classroom visits or in post-observation conferences –their comprehensive scope and evaluative tone are likely to hamper thoughtful observation and effective coaching. Rather, the rubrics should inform teachers' work and supervisors' observations throughout the year and serve as a memory prompt and structuring protocol when it's time to evaluate the year's work.
  
4. This suggests that the rubrics should be used formally at three points: (a) As school opens, teachers self-assess, meet with their supervisor, and set 2-3 improvement goals; (b) At mid-year, teacher and supervisor meet and compare ratings page by page, discuss any differences, assess progress on the teacher's goals, and identify areas for growth; and (c) At the end of the year, teacher and supervisor repeat this process and reach closure on the year's ratings (the supervisor, of course, has the final say). Evaluation meetings work best if the teacher and supervisor fill out the rubrics beforehand, discuss only the areas where they disagree, and talk about those areas based on the teacher's actual performance. Some supervisors sugar-coat criticism and give inflated scores to keep the peace and avoid hurt feelings. This does not help teachers improve. The best thing a supervisor can do for an underperforming teacher is to visit frequently, give candid, evidence-based feedback, listen to the teacher's concerns, and organize robust follow-up support.
  
5. When scoring each rubric line, it's best to read the *Effective* level first, and if that doesn't capture the teacher's work, look left or right and mark the level that contains the most accurate description. When all ten lines are done, the page provides a graphic display of areas that deserve praise and those that need improvement. The supervisor gives an overall rating at the bottom and writes a brief comment (if needed), and when all six pages have been scored, records the ratings on the summary page, gives the teacher an overall rating, and they both write summative comments and sign off.
  
6. When an entire staff is scored honestly using the rubrics, it's possible to create a color-coded spreadsheet that can serve as a (confidential) road-map for schoolwide professional development (see the samples on page 9 and 10).
  
7. The rubrics synthesize an extensive research base on classroom and professional practices that affect children's learning. Although student achievement is not evaluated by the rubrics, it's reasonable to assume that in a well-run school (positive climate, professional working conditions, aligned curriculum, etc.) the more *Effective* and *Highly Effective* ratings a teacher has, the better students will do. For ideas on how to include student learning in the teacher-evaluation process, see Marshall's book, *Rethinking Teacher Supervision and Evaluation* (Jossey-Bass, 2nd edition, 2013, p. 121).
  
8. The rubrics are open source and may be used and adapted by schools and districts as they see fit.

## A. Planning and Preparation for Learning

The teacher	<b>4</b> Highly Effective	<b>3</b> Effective	<b>2</b> Developing	<b>1</b> Does Not Meet Standards
<b>a.</b> <b>Knowledge</b>	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>b.</b> <b>Standards</b>	Has a detailed plan for the year that is tightly aligned with high standards and ensures success on standardized assessments.	Plans the year 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.
<b>c.</b> <b>Units</b>	Plans almost all units with big ideas, essential questions, knowledge, skill, transfer, and non-cognitive goals covering most Bloom levels.	Plans most units with big ideas, essential questions, knowledge, skill, and non-cognitive goals.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an <i>ad hoc</i> basis with little or no consideration for long-range curriculum goals.
<b>d.</b> <b>Assessments</b>	Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.
<b>e.</b> <b>Anticipation</b>	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 hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
<b>f.</b> <b>Lessons</b>	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.
<b>g.</b> <b>Engagement</b>	Designs highly relevant lessons that will motivate virtually 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.
<b>h.</b> <b>Materials</b>	Designs lessons that use an effective mix of high-quality, multicultural learning materials and technology.	Designs lessons that use an appropriate, multicultural mix of materials and technology.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
<b>i.</b> <b>Differentiation</b>	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 needs students.	Plans lessons with no differentiation.
<b>j.</b> <b>Environment</b>	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 conventional furniture arrangement, hard-to-access materials, and few wall displays.

Overall rating: \_\_\_\_\_ Comments: \_\_\_\_\_

## B. Classroom Management

The teacher	<b>4</b> Highly Effective	<b>3</b> Effective	<b>2</b> Developing	<b>1</b> Does Not Meet Standards
<b>a.</b> <b>Expectations</b>	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 <i>ad hoc</i> rules and consequences as events unfold during the year.
<b>b.</b> <b>Relationships</b>	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes harsh, unfair, and disrespectful with students and/or plays favorites.
<b>c.</b> <b>Respect</b>	Creates a climate of respect and buy-in such that disruption of learning is virtually unthinkable.	Wins almost all students' respect and discipline problems are few and far between.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
<b>d.</b> <b>Social-emotional</b>	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior, and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.
<b>e.</b> <b>Routines</b>	Successfully inculcates class routines up front so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
<b>f.</b> <b>Responsibility</b>	Gets virtually all students to be self-disciplined, take responsibility for their actions, and have a strong sense of efficacy.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.
<b>g.</b> <b>Repertoire</b>	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and some students are not paying attention.	Has few discipline skills and constantly struggles to get students' attention.
<b>h.</b> <b>Efficiency</b>	Skillfully uses coherence, momentum, and transitions so that almost every minute of classroom time produces learning.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, inefficient transitions, and off-task teacher behavior.	Loses a great deal of instructional time because of confusion, interruptions, ragged transitions, and off-task teacher behavior.
<b>i.</b> <b>Prevention</b>	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Has a confident, dynamic presence and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
<b>j.</b> <b>Incentives</b>	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.	Uses incentives wisely to encourage and reinforce student cooperation.	Uses extrinsic rewards in an attempt to get students to cooperate and comply.	Gives out extrinsic rewards (e.g., free time) without using them as a lever to improve behavior.

Overall rating: \_\_\_\_\_ Comments: \_\_\_\_\_

## C. Delivery of Instruction

The teacher	<b>4</b> Highly Effective	<b>3</b> Effective	<b>2</b> Developing	<b>1</b> Does Not Meet Standards
<b>a. Expectations</b>	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>b. Mindset</b>	Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn't counteract students' misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.
<b>c. Goals</b>	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's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
<b>d. Connections</b>	Hooks virtually all students in units and lessons by activating knowledge, experience, reading, and vocabulary.	Activates students' prior knowledge and hooks their interest in each lesson and new vocabulary.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives.
<b>e. Clarity</b>	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.
<b>f. Repertoire</b>	Uses a wide range of well-chosen, effective strategies, questions, materials, technology, and groupings to accelerate student learning.	Orchestrates 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.
<b>g. Engagement</b>	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.
<b>h. Differentiation</b>	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.
<b>i. Nimbleness</b>	Defly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
<b>j. Closure</b>	Consistently has students summarize and internalize what they learn and apply it to real-life situations and future opportunities.	Has students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application to other contexts.

Overall rating: \_\_\_\_\_ Comments: \_\_\_\_\_

## D. Monitoring, Assessment, and Follow-Up

**4**  
**Highly Effective**

**3**  
**Effective**

**2**  
**Developing**

**1**  
**Does Not Meet Standards**

The teacher:

<b>a.</b> <b>Criteria</b>	Consistently posts and 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>b.</b> <b>Diagnosis</b>	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.
<b>c.</b> <b>On-the-Spot</b>	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.
<b>d.</b> <b>Self-Assessment</b>	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.
<b>e.</b> <b>Recognition</b>	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.
<b>f.</b> <b>Interims</b>	Works with colleagues 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 failing students.	Returns tests to students and follows up by clarifying a few items that caused problems.	Is slow getting test results back to students and moves on without analyzing data and following up with students.
<b>g.</b> <b>Tenacity</b>	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 re-takes.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.
<b>h.</b> <b>Support</b>	Makes sure that students who need specialized diagnosis and help receive appropriate services immediately.	When necessary, refers students for specialized diagnosis and extra help.	Sometimes doesn't refer students promptly for special help, and/or refers students who don't need it.	Often fails to refer students for special services and/or refers students who do not need them.
<b>i.</b> <b>Analysis</b>	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.
<b>j.</b> <b>Reflection</b>	Works with colleagues to reflect on what worked and what didn't and continuously improve instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

**Overall rating:** \_\_\_\_\_ **Comments:** \_\_\_\_\_

## E. Family and Community Outreach

**4**  
**Highly Effective**

**3**  
**Effective**

**2**  
**Developing**

**1**  
**Does Not Meet Standards**

The teacher-

<b>a.</b> <b>Respect</b>	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>b.</b> <b>Belief</b>	Shows each parent an in-depth knowledge of their child and 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.
<b>c.</b> <b>Expectations</b>	Gives parents clear, user-friendly learning and behavior expectations and exemplars of proficient work.	Gives parents clear expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Doesn't inform parents about learning and behavior expectations.
<b>d.</b> <b>Communication</b>	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.
<b>e.</b> <b>Involving</b>	Frequently involves parents in supporting and enriching the curriculum for their children as it unfolds.	Updates parents on the unfolding curriculum and suggests ways to support learning at home.	Sends home occasional suggestions on how parents can help their children with schoolwork.	Rarely if ever communicates with parents on ways to help their children at home.
<b>f.</b> <b>Homework</b>	Assigns highly engaging homework, gets close to a 100% return, and promptly provides helpful feedback.	Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.	Assigns homework, keeps track of compliance, but rarely follows up.	Assigns homework but is resigned to the fact that many students won't turn it in, and doesn't follow up.
<b>g.</b> <b>Responsiveness</b>	Deals immediately and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly 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.
<b>h.</b> <b>Reporting</b>	Uses student-led conferences, report cards, and informal talks to give parents detailed and helpful feedback on children's progress.	Uses 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.
<b>i.</b> <b>Outreach</b>	Successfully contacts and works with virtually all parents, including those who are hard to reach.	Reaches out to all parents and is tenacious in contacting hard-to-reach parents.	Tries to contact all parents, but ends up talking mainly to the parents of high-achieving students.	Makes little or no effort to contact parents.
<b>j.</b> <b>Resources</b>	Successfully enlists classroom volunteers and extra resources from homes and the community to enrich the curriculum.	Reaches out to families and community agencies to bring in volunteers and additional resources.	Asks parents to volunteer in the classroom and contribute extra resources.	Does not reach out for extra support from parents or the community.

**Overall rating:** \_\_\_\_\_ **Comments:** \_\_\_\_\_

## F. Professional Responsibilities

The teacher	<b>4</b> Highly Effective	<b>3</b> Effective	<b>2</b> Developing	<b>1</b> Does Not Meet Standards
<b>a.</b> <b>Attendance</b>	Has perfect or near-perfect attendance (98-100%).	Has very good attendance (95-97%).	Has moderate absences (6-10%). If there are extenuating circumstances, state below.	Has many absences (11% or more). If there are extenuating circumstances, state below.
<b>b.</b> <b>Language</b>	In professional contexts, speaks and writes correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.
<b>c.</b> <b>Reliability</b>	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	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>d.</b> <b>Professionalism</b>	Presents as a consummate professional and always observes appropriate boundaries.	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.
<b>e.</b> <b>Judgment</b>	Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality.	Is ethical and forthright, uses good judgment, and maintains confidentiality with student information.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.
<b>f. Above- and- beyond</b>	Is an important member of teacher teams and committees and frequently volunteers for extra activities.	Shares responsibility for grade level and schoolwide activities and takes part in extra activities.	When asked, will serve on a committee and attend an extra activity.	Declines invitations to serve on committees and attend extra activities.
<b>g.</b> <b>Leadership</b>	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.
<b>h.</b> <b>Openness</b>	Actively seeks out feedback and suggestions from students, parents, and colleagues and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
<b>i.</b> <b>Collaboration</b>	Meets at least weekly 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.
<b>j.</b> <b>Growth</b>	Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.	Can occasionally be persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning.

Overall rating: \_\_\_\_\_ Comments: \_\_\_\_\_

## Evaluation Summary Page

Teacher's name: \_\_\_\_\_ School year: \_\_\_\_\_

School: \_\_\_\_\_ Subject area: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Position: \_\_\_\_\_

### **RATINGS ON INDIVIDUAL RUBRICS:**

#### A. Planning and Preparation for Learning:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

#### B. Classroom Management:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

#### C. Delivery of Instruction:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

#### D. Monitoring, Assessment, and Follow-Up:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

#### E. Family and Community Outreach:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

#### F. Professional Responsibilities:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

### **OVERALL RATING:**

**Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards**

OVERALL COMMENTS BY SUPERVISOR:

OVERALL COMMENTS BY TEACHER:

Principal's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

(The teacher's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)



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## Appendix C: Template for Setting SMART Goals

The SMART goal-setting process ensures that every goal is measurable and clear. The advantages of the SMART goal-setting process are:

- Provides a structured approach to a complex task;
- Gives a clear framework for creating meaningful and achievable goals;
- Accommodates all kinds of goals;
- Is easy to teach others how to develop;
- Helps to define goals in terms that can be widely understood; and
- Requires thinking through the implementation as well as the outcome.

The characteristics of SMART goals are:

- **Specific and Strategic**
  - The goal should be well defined enough that anyone with limited knowledge of your intent should understand what is to be accomplished.
- **Measurable**
  - Goals need to be linked to some form of a common measure that can be used as a way to track progress toward achieving the goal.
- **Aligned and Attainable**
  - The goal must strike the right balance between being attainable and aligned to standards but lofty enough to impact the desired change.
- **Results-Oriented**
  - All goals should be stated as an outcome or result.
- **Time-Bound**
  - The time frame for achieving the goal must be clear and realistic.

### SMART goals Dos and Don'ts

#### **DO:**

Create a plan  
Start small  
Write it down  
Be specific  
Track your progress  
Celebrate your success  
Ask for support sooner than later  
Make commitments

#### **DON'T:**

Expect to accomplish without effort  
Focus on too much at once  
Forget to make a deadline  
Deal in absolutes  
Expect perfection  
Keep your goal on a shelf  
Beat yourself up over shortcomings  
Try to accomplish it alone  
Forget that you CAN DO IT!

## Appendix D: Sample Parent Survey

The survey included is an example survey for parents/guardians. A state model parent survey will be released in the Spring of 2015.

### Parent Feedback Survey, All Grades

I often communicate with my child’s teacher(s) about my child’s schoolwork, challenges and academic programs, whether in person, by phone, by email or in some other way.	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don’t Know
I feel welcome at this school.					
I have opportunities for involvement at this school.					
The school provides opportunities for me to learn about district and state expectations for my child.					
I know how my child is doing in school before I get my child’s report card.					
I receive a timely response when I contact my child’s school with questions or concerns.					
Bullying is addressed seriously at my child’s school.					
I feel comfortable discussing my child’s needs with teachers and staff.					
The school environment supports learning.					
If my child has a problem, there is someone at school who can help.					
I take initiative to talk with my child’s teacher(s) about what I can do to help my child learn.					
The school promotes awareness and understanding of student differences and commonalities (ie: race, gender, sexual orientation, and disabilities).					
The school encourages my child to prepare for college and other career choices in the future (Grades 6-12 ONLY).					
<b><i>My child’s teacher(s) treat me with respect.</i></b>					
My child feels safe at this school.					
The school facilities are clean and well-maintained.					
My child’s school communicates well with me regarding school news and activities (school closings and delays, special events, etc.) using					



**Connecticut State  
Administrator Evaluation Model**

**ADMINISTRATOR EVALUATION MODEL AND DEVELOPMENT**

## Introduction

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

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

- Meeting expectations as an instructional leader
- Meeting expectations in at least 3 other areas of practice
- Meeting 1 target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on 3 student learning objectives aligned to school and district priorities
- Having more than 60% of teachers proficient on the student growth portion of their evaluation

The model includes a level of performance *exemplary* for those who exceed these characteristics, but exemplary ratings are reserved for those who could serve as a model for leaders across their district or even statewide. A *proficient* rating represents fully satisfactory performance and it is the rigorous standard expected of most experienced administrators.

This model for administrator evaluation has several benefits for participants and for the broader community. It provides a structure for the ongoing development of principals and other administrators so that we have a basis for assessing their strengths and growth areas so they have the feedback they need to get better. It also serves as a means for districts to hold themselves accountable for ensuring that every child in their district attends a school with effective leaders.

The model described here was developed by New Leaders, a national non-profit organization committed to developing transformational school leaders and advancing the policies and practices that allow great leaders to succeed, and a group of Connecticut stakeholders convened as the Principal Working Group of the Performance Evaluation Advisory Administration Council (see **Appendix A**, "List of Working Group Members"). It is built on both research on principal evaluation and the practice of states across the country and within Connecticut. The model meets all of the requirements for the evaluation of 092 license holders outlined in Connecticut Statute and Connecticut State Board of Education regulations. The model does not establish any new employment-related consequences for administrators, as existing statute outlines the process by which the results of evaluations are used for employment matters.

In the 2012-13 school year, ten Connecticut school districts/consortia implemented this model on a pilot basis for their 092 administrators (along with new evaluation systems for other educators), and the University of Connecticut conducted a comprehensive evaluation of the pilot implementation to inform ongoing design and implementation of the state model. In the next year (2013-14), all districts in Connecticut are required to implement new educator evaluation and support systems that meet new statutory and regulatory requirements. While districts may design their own systems, they may also use this model. Districts choosing to use parts of the model, but not the whole model, must submit their evaluation system plans for review by the Commissioner of Education, per the state guidelines.

This document describes the administrator evaluation model, beginning with a set of underlying core design principles. We then describe the four components on which administrators are evaluated – leadership practice, stakeholder feedback, student learning and teacher effectiveness – before describing the process of evaluation and, finally, the steps evaluators take to reach a summative rating for an administrator. The appendices include a number of tools and resources designed to support effective implementation of the model.

As noted, the model applies to all administrators holding an 092 license. Because of the fundamental role that principals play in building strong schools for communities and students and because their leadership has a significant impact on outcomes for students, the descriptions and examples focus on principals. However, where there are design differences for assistant principals and central office administrators, we note those.

## Core Design Principles

The Working Group has designed this state model for the evaluation of principals and other administrators on the basis of four core design principles that, we believe, will resonate with educators and leaders in many districts.

- 1. Focus on what matters most:** The State Board guidelines for evaluation specifies four areas of administrator performance as important to evaluation – student learning (45%), administrator practice (40%), stakeholder feedback (10%), and teacher effectiveness (5%). Since the first two categories make up 85% of an administrator’s evaluation, we focus the bulk of our model design on specifying these two categories. In addition, we take the view that some aspects of administrator practice – most notably instructional leadership – have a bigger influence on student success and therefore demand increased focus and weight in the evaluation model.
- 2. Emphasize growth over time:** The evaluation of an individual’s performance should primarily be about their improvement from an established starting point. This applies to their professional practice focus areas and the outcomes they are striving to reach. Attaining high levels of performance matters – and for some administrators, maintaining high results is a critical aspect of their work – but the model should encourage administrators to pay attention to continually improving their practice. Through the goal-setting processes described below, this model does that.

3. **Leave room for judgment:** In the quest for accuracy of ratings, there is a tendency to focus exclusively on the numbers. We believe that of equal importance to getting better results is the professional conversation between an administrator and his/her supervisor that can be accomplished through a well-designed and well-executed evaluation system. So, the model requires evaluators to observe the practice of administrators enough to make informed judgments about the quality and efficacy of practice.
4. **Consider implementation at least as much as design:** We tried to avoid over-designing the system for two reasons: (1) the pilot provides a significant opportunity for the state to learn and adapt the model before full implementation; and (2) the model should not be so difficult or time-consuming to implement as to create excessive demands on those doing the evaluation or being evaluated. Sensitive to the tremendous responsibilities and limited resources that administrators have, we designed the model to align with other responsibilities (e.g., writing a school improvement plan) and to highlight the need for evaluators to build important skills in setting goals, observing practice, and providing high quality feedback.

## THE MODEL'S FOUR CATEGORIES

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

### Category #1: Leadership practice (40%)

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

- **Proficient:** The rubric is anchored at the Proficient Level using the indicator language from the Connecticut School Leadership Standards. The specific indicator language is highlighted in **bold** at the Proficient level.
- **Exemplary:** The Exemplary Level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Proficient performance.
- **Developing:** The Developing Level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.
- **Below Standard:** The Below Standard Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

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

The full rubric can be found in **Appendix G**.

## Arriving at a Leadership Practice Summative Rating

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

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

The administrator and evaluator meet for a Goal-Setting Conference to identify focus areas for development of the administrator's leadership practice.

1. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified focus areas for development. **Principal evaluators must conduct at least two school site observations for any principal and should conduct at least four school site observations for principals who are new to their district, school, the profession, or who have received ratings of *developing* or *below standard*.** Assistant principal evaluators shall conduct at least four observations of the practice of the assistant principal.
2. The administrator and evaluator hold a Mid-Year Formative Conference, with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
3. 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.
4. 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 *exemplary*, *proficient*, *developing*, or *below 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. (Supported by the "Summative Rating Form," **Appendix B.**)

### Principals and Central Office Administrators:

Exemplary	Proficient	Developing	Below Standard
<p><i>Exemplary</i> on Teaching and Learning</p> <p><i>Exemplary</i> on at least 2 other performance expectations</p> <p>No rating below <i>Proficient</i> on any performance expectation</p>	<p>At least <i>Proficient</i> on Teaching and Learning</p> <p>At least <i>Proficient</i> on at least 3 other performance expectations</p> <p>No rating below <i>Developing</i> on any performance expectation</p>	<p>At least <i>Developing</i> on Teaching and Learning</p> <p>At least <i>Developing</i> on at least 3 other performance expectations</p>	<p><i>Below Standard</i> on Teaching and Learning</p> <p>or</p> <p><i>Below Standard</i> on at least 3 other performance expectations</p>

### Assistant Principals and Other School-Based Administrators:

Exemplary	Proficient	Developing	Below Standard
<p><i>Exemplary</i> on at least half of measured performance expectations</p> <p>No rating below <i>Proficient</i> on any performance expectation</p>	<p>At least <i>Proficient</i> on at least a majority of performance expectations</p> <p>No rating below <i>Developing</i> on any performance expectation</p>	<p>At least <i>Developing</i> on at least a majority of performance expectations</p>	<p><i>Below Standard</i> on at least half of performance expectations</p>

### Category #2: Stakeholder feedback (10%)

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

There are a multitude of survey instruments that districts might select to generate feedback which vary significantly in quality and cost. The state may invest in the design and validation of a survey panorama instrument to assess leaders’ effectiveness. In the meantime, we offer this framework for districts that are selecting or designing appropriate survey instruments to provide principals with meaningful feedback.

## APPLICABLE SURVEY TYPES

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

- **Leadership practice surveys** focus directly on feedback related to a leader’s performance and the impact on stakeholders. Leadership Practice Surveys for principals and other administrators are available and there are also a number of instruments that are not specific to the education sector, but rather probe for information aligned with broader leadership competencies that are also relevant to Connecticut administrators’ practice. Typically, leadership practice surveys for use in principal evaluations collect feedback from teachers and other staff members.
- **School practice surveys** capture feedback related to the key strategies, actions and events at a school. They tend to focus on measuring awareness and impact from stakeholders, which can include faculty and staff, students, and parents.
- **School climate surveys** cover many of the same subjects as school practice surveys but are also designed to probe for perceptions from stakeholders on the school’s prevailing attitudes, standards and conditions. They are typically administered to all staff as well as to students and their family members.

**See Appendix C for examples of each type of survey as well as sample questions that align to the Connecticut Leadership Standards.**

The survey(s) selected by a district for gathering feedback must be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time). In order to minimize the burden on schools and stakeholders, the surveys chosen need not be implemented exclusively for purposes of administrator evaluation, but may have broader application as part of teacher evaluation systems, school-or district-wide feedback and planning, or other purposes. Adequate participation and representation of school stakeholder population is important; there are several strategies districts may choose to use to ensure success in this area, including careful timing of the survey during the year, incentivizing participation, and pursuing multiple means of soliciting responses.

Any survey selected must align to some or all of the Connecticut Leadership Standards, so that feedback is applicable to measuring performance against those standards. In most cases, only a subset of survey measures will align explicitly to the Leadership Standards, so we advise administrators and their evaluators to select relevant portions of the survey’s results to incorporate into the evaluation model.

For each administrative role, stakeholders providing feedback might include:

### **SCHOOL-BASED ADMINISTRATORS**

#### **Principals:**

All family members  
All teachers and staff members  
All students

#### **Assistant Principals and other school-based administrators**

All or a subset of family members  
All or a subset of teachers and staff members  
All or a subset of students

### **CENTRAL OFFICE ADMINISTRATORS**

#### **Line Managers of Instructional Staff (e.g., Assistant/Regional Superintendents):**

Principals or principal supervisors  
Other direct reports  
Relevant family members

#### **Leadership for offices of curriculum, assessment, special services, and other central academic functions:**

Principals  
Specific subsets of teachers  
Other specialists within the district  
Relevant family members

#### **Leadership for offices of finance, human resources, and legal/employee relations offices and other central shared services roles**

Principals  
Specific subsets of teachers  
Other specialists within the district

## **STAKEHOLDERS**

For each administrative role, the stakeholders surveyed should be those in the best position to provide meaningful feedback. For school-based administrators, stakeholders solicited for feedback must include teachers and parents, but may include other stakeholders (e.g., other staff, community members, students, etc.). If surveyed populations include students, they can provide valuable input on school practices and climate for inclusion in evaluation of school-based administrative roles.

## ARRIVING AT A STAKEHOLDER FEEDBACK SUMMATIVE RATING

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 Connecticut Leadership Standards
2. Review baseline data on selected measures, which may require a fall administration of the survey in year one
3. Set 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 this scale:

<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Below Standard</b>
Substantially exceeded target	Met target	Made substantial progress but did not meet target	Made little or no progress against target

Establishing what results in having “substantially exceeded” the target or what constitutes “substantial progress” is left to the discretion of the evaluator and the administrator being evaluated in the context of the target being set.

### Category #3: Student learning (45%)

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

## STATE MEASURES OF ACADEMIC LEARNING

Currently, the state's accountability system includes four measures of student academic learning:

1. School Performance Index (SPI) progress – changes from year to year in student achievement on Connecticut's standardized assessments.
2. SPI progress for student subgroups – changes from year to year in student achievement for subgroups on Connecticut's standardized assessments
3. SPI rating – absolute measure of student achievement on Connecticut's standardized assessments
4. SPI rating for student subgroups – absolute measure of student achievement for subgroups on Connecticut's standardized assessments

See **Appendix D** for a complete definition of Connecticut's measures of student academic learning, including a definition of the SPI.

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Note: All of the current academic learning measures in the state accountability system assess status achievement of students or changes in status achievement from year to year. There are no true growth measures. If the state adds a growth measure to the accountability model, we recommend that it count as 50% of a principal's state academic learning rating in Excelling schools, 60% in Progressing and Transition schools, and 70% in Review and Turnaround schools.

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

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

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

**Step 2: Scores are weighted to emphasize improvement in schools below the State’s SPI target of 88 and to emphasize subgroup progress and performance in schools above the target.** While districts may weigh the four measures according to local priorities for administrator evaluation, we recommend the following weights:

	SPI >88	SPI between 88 and 64	SPI <64
School Performance Index (SPI) progress from year to year	10%	50%	50%
SPI progress for student subgroups	40%	50%	50%
SPI rating	10%	0%	0%
SPI rating for student subgroups	40%	0%	0%

\*For schools with no subgroups, 50% on SPI progress, 50% on SPI rating

**Step 3:** The weighted scores in each category are summed, resulting in an overall state test rating that is scored on the following scale:

Exemplary	Proficient	Developing	Below Standard
>3.5	Between 2.5 and 3.5	Between 1.5 and 2.4	Less than 1.5

See **Appendix E** for sample calculations of evaluation ratings for administrators in schools with different SPI ratings and levels of progress.

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

For any school that does not have tested grades (such as a K-2 school), the entire 45% of an administrator’s rating on student learning indicators is based on the locally-determined indicators described below.

## LOCALLY-DETERMINED MEASURES

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

- All measures must align to Connecticut learning standards. In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.

- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in the State’s approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.

	<b>SLO 1</b>	<b>SLO 2</b>
<b>Elementary or Middle School Principal</b>	Non-tested subjects or grades	Broad discretion
<b>High School Principal</b>	Graduation  (meets the non-tested grades or subjects requirement)	Broad discretion
<b>Elementary or Middle School AP</b>	Non-tested subjects or grades	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels, or subjects, consistent with the job responsibilities of the assistant principal being evaluated.
<b>High School AP</b>	Graduation  (meets the non-tested grades or subjects requirement)	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels, or subjects, consistent with the job responsibilities of the assistant principal being evaluated.
<b>Central office Administrator</b>	(meets the non-tested grades or subjects requirement)	

Beyond these parameters, administrators have broad discretion in selecting indicators, including, but not limited to:

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).
- Students’ progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.
- Students’ performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.

Below are a few examples of indicators, goals and SLOs:

Grade level	Indicator of Academic Growth and Development	Goal	SLO
2nd Grade	Students making at least one year's worth of growth in reading	Among 2nd graders who stay in my school from September to May, 80% will make at least one year's growth in their reading skills.	MAP (NWEA)
Middle School Science	Student understanding of the science inquiry process	78% of students will attain at least the proficient or higher level on the CMT section concerning science inquiry.	8th grade CMT Science
High School	Credit accumulation	95% of students complete 10th grade with __ credits.	Grades

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

- First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
- The principal uses available data to craft an improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The principal chooses student learning priorities for her/his own evaluation that are (a) aligned to district priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
- The principal chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators.
- The principal shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:
  - ◆ The objectives are adequately ambitious.
  - ◆ There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.

- ◆ The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
- ◆ The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- ◆ We describe the broader purpose and structure of this conversation later.
- The principal and evaluator collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

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

Exemplary	Proficient	Developing	Below Standard
Met all 3 objectives and substantially exceeded at least 2 targets	Met 2 objectives and made at least substantial progress on the 3rd	Met 1 objectives and made substantial progress on at least 1 other	Met 0 objectives  OR  Met 1 objective and did not make substantial progress on either of the other 2

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

		State Test Portion			
		Exemplary	Proficient	Developing	Below Standard
Locally-determined Portion	Exemplary	Exemplary	Exemplary	Proficient	<i>Gather further information</i>
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Below Standard
	Below Standard	<i>Gather further information</i>	Developing	Below Standard	Below Standard

#### Category #4: Teacher Effectiveness (5%)

##### The Teacher-Development Project:

The administrator will select a group of teachers of similar need to conduct a year-long project providing these teacher(s) with extended support and mentoring. The teachers selected by the administrator for this project could include new teachers, teachers on a structured support plan, or any other that has demonstrated or requested additional support. Historically, our teacher turnover in Ansonia is very high, so this group is comprised mostly of new teachers, however our Administrators also select veteran teachers that they feel will benefit from further monitoring and support. That selection takes place as the result of either prior concerns from the Administrator as gleaned from walkthroughs or through year end conversations where the veteran teacher asks for further support. All of the teachers on structured support are notified and work together with the Administrator to show growth in the noted areas of concern. The veteran teachers that are chosen may or may not have their growth model chosen as part of the documented teacher effectiveness percentage for the Administrator’s review, however, they too work with the Administrator to show growth in those areas that were noted.

The plan will consist of the following components:

- A brief narrative outlining the rationale guiding the selection of the particular teacher(s)
- A comprehensive plan (including timeline) for providing support to the teacher(s)
- A plan for monitoring the impact of the support provided and methods for adapting as necessary
- A year-end summary of the impact of the support and rationale for its success or lack thereof including data on the teacher’s fulfillment to the Marshall rubrics for teachers.

The plan will be assessed using Marshall’s Rubric D (*Supervision, Evaluation, and Professional Development*).

- The summative rating for this rubric will constitute 5% of the administrator’s yearly evaluation.
- The administrator is encouraged to keep evidence of the implementation of the plan in a portfolio for review during the mid-year and end-of-year review meetings.

## ADMINISTRATOR EVALUATION PROCESS

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. We describe an annual cycle (see **Figure 3** on the next page) for administrators and evaluators to follow and believe that this sequence of events lends well to a meaningful and doable process. We also know that the process can easily devolve into a checklist of compliance activities that do little to foster improvement and leave everyone involved frustrated. To avoid this, we encourage two things:

1. That evaluators prioritize the evaluation process, spending more and better time in schools observing practice and giving feedback; and
2. That both administrators and evaluators focus on the depth and quality of the interactions that occur in the process, not just on completing the steps.

## SUPPORT AND DEVELOPMENT

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 exemplary practice.

### 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 this model, every administrator will identify their professional learning needs in mutual agreement between the administrator and his/her evaluator to serve 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 state-wide professional development opportunities.

### Improvement and Remediation Plans

If an administrator’s performance is rated as *developing* or *below standard*, it signals the need for the administrator to create an individual improvement and remediation plan. The improvement and remediation plan should be developed in consultation with the administrator and his/her exclusive bargaining representative. Improvement and remediation plans must:

- identify resources, support and other strategies to be provided to address documented deficiencies;
- indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued; and
- include indicators of success including a summative rating of *proficient* or better at the conclusion of the improvement and remediation plan.

### **Career Development and Growth**

Rewarding exemplary 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 administrators.

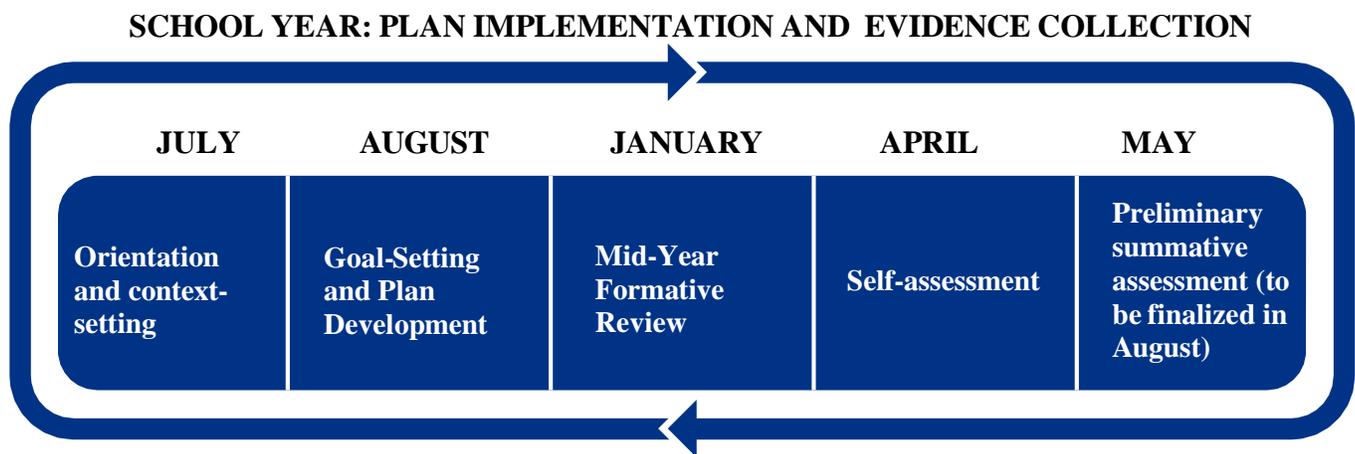
Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career administrators; participating in development of administrator improvement and remediation plans for peers whose performance is *developing* or *below standard*; leading Professional Learning Communities; attending leadership workshops sponsored by our RESC's; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

## Overview of the Process

Each administrator participates in the evaluation process as a cycle of continuous improvement. The cycle is the centerpiece of state guidelines designed to have all educators play a more active, engaged role in their professional growth and development. For every administrator, 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.

Superintendents can determine when the cycle starts. For example, many will want their principals to start the self-assessment process in the spring so that Step 2 in the cycle can begin at a summer or early fall meeting. Others may want to concentrate the first steps in the summer months.

**Figure 3:** This is a typical cycle:

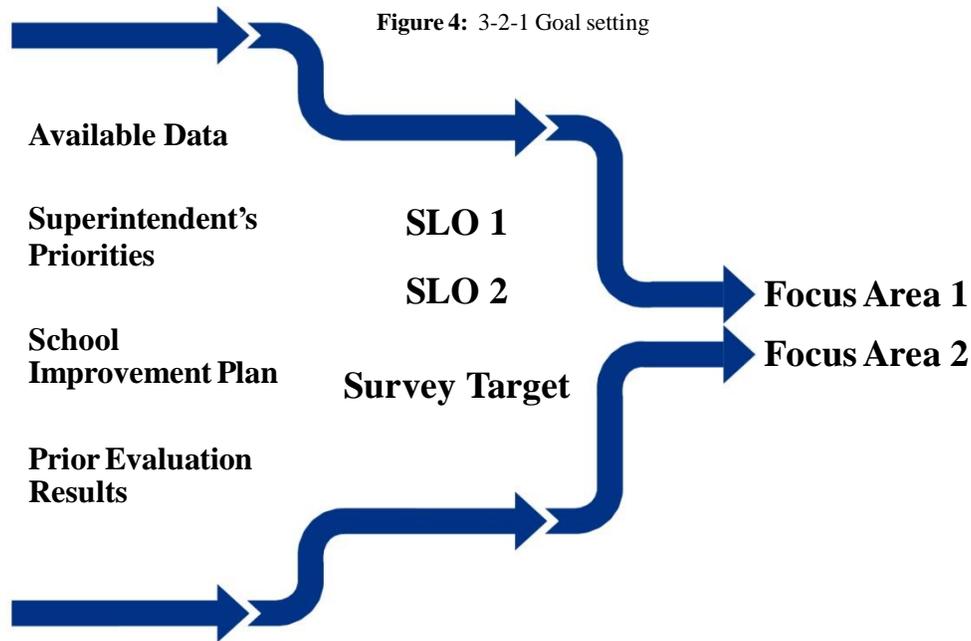


**Step 1: Orientation and Context-Setting:** To begin the process, the administrator needs five things to be in place:

1. Student learning data are available for review by the administrator and the state has assigned the school a School Performance Index (SPI) rating.
2. Stakeholder survey data are available for review by the administrator.
3. The superintendent has communicated his/her student learning priorities for the year.
4. The administrator has developed a school improvement plan that includes student learning goals.
5. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process:

Only #5 is required by the approved guidelines, but the data from 1-4 are essential to a robust goal-setting process.

**Step 2: Goal-Setting and Plan Development:** Before a school year starts, administrators identify three student learning objectives and one survey target, drawing on available data, the superintendent’s priorities, their school improvement plan, and prior evaluation results (where applicable). They also determine two areas of focus for their practice. We call this “3-2-1 goal-setting.”



Administrators should start with the outcomes they want to achieve. This includes setting three student learning objectives and one target related to stakeholder feedback.

Then administrators identify the areas of focus for their practice *that will help them accomplish* their SLOs and survey targets, choosing from among the elements of the Connecticut School Leadership Standards. While administrators are rated on all six Performance Expectations, we do not expect administrators to focus on improving their practice in all areas in a given year. Rather, they should identify two specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluator. It is likely that at least one and perhaps both, of the practice focus areas will be in instructional leadership, given its central role in driving student achievement. What is critical is that the administrator can connect improvement in the practice focus areas to the outcome goals and survey targets, creating a logical through-line from practice to outcomes.

Next, the administrator and the evaluator meet to discuss and agree on the selected outcome goals and practice focus areas. This is 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 Proficient 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 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 following completed form represents a sample evaluation plan.**

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

**Step 3: Plan Implementation and Evidence Collection:** As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator's practice. For the evaluator, this must include at least two and preferably more, school site visits. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence and analyze the work of school leaders. At a minimum, fall, winter and spring visits to the school leader's work site will provide invaluable insight into the school leader's performance and offer opportunities for ongoing feedback and dialogue.

Unlike visiting a classroom to observe a teacher, school visits to observe principal practice can vary significantly in length and setting (see box on the next page for some examples). We recommend that evaluators plan their visits carefully to maximize the opportunity to gather evidence relevant to an administrator's practice focus areas. Further, central to this process is providing meaningful feedback based on observed practice: see the SEED data system for forms that evaluators may use in recording observations and providing feedback. Evaluators should provide timely feedback after each visit.

Besides the school visit requirement, we don't prescribe any evidence requirements. Rather, we rely on the professional judgment of the administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence.

Building on the evaluation plan, this administrator's evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to their focus areas and goals:

- Data Systems and Reports for Student Information
- Artifacts of Data Analysis and Plans for Response
- Observations of Teacher Team Meetings
- Observations of Administrative/Leadership Team Meetings
- Observations of Classrooms where the Administrator is present
- Communications to Parents and Community
- Conversations with Staff
- Conversations with Students
- Conversations with Families

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

**A note on the frequency of school site observations:** State guidelines call for administrator to include:

- A minimum of 2 observations for each administrator with five or more years of experience.
- A minimum of 4 observations for assistant principals and for any administrator new to their district, school, the profession, or who has received ratings of *developing* or *below standard*.

School visits should be frequent, purposeful and adequate for sustaining a professional conversation about an administrator's practice.

**Step 4: Mid-Year Formative Review:** Midway through the school year (especially at a point when interim student assessment data are available for review) is an ideal time for a formal check-in to review progress. In preparation for meeting:

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

The administrator and evaluator 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.

**Step 5: Self-Assessment:** In the spring, the administrator takes an opportunity to assess their practice on all 18 elements of the Connecticut Leadership Standards. For each element, the administrator determines whether he/she:

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

The administrator should also review their focus areas and determine if they consider themselves on track or not.

In some evaluation systems, self-assessment occurs later in the process after summative ratings but before goal setting for the subsequent year. We believe that including the self-assessment just prior to the End-of-Year Summative Review positions this step as an opportunity for the principal's self-reflection to inform their rating for the year.

The administrator submits their self-assessment to their evaluator.

**Step 6: Summative Review and Rating:** The administrator and evaluator meet in the late spring to discuss the administrator's self-assessment and all evidence collected over the course of the year. While a formal rating follows this meeting, we recommend that evaluators use the meeting as an opportunity to convey strengths, growth areas, and their probable rating. After the meeting, the evaluator assigns a rating, based on all available evidence (see next section for rating methodology).

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

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator may recalculate the administrator's 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.

**NOTE: The Bloomboard platform calculates the summative rating based on data that is inputted.**

**Initial ratings** are based on all available data and are made in the spring so that they can be used for any employment decisions as needed. Since some components may not be completed at this point, here are rules of thumb to use in arriving at a rating:

- If stakeholder survey results are not yet available, then the observation of practice rating should count for 50% of the preliminary rating.
- If the teacher effectiveness ratings are not yet available, then the student learning measures should count for 50% of the preliminary rating.
- If the state accountability measures are not yet available, then the student learning objectives should count for the full assessment of student learning.
- If none of the summative student learning indicators can yet be assessed, then the evaluator should examine the most recent interim assessment data to assess progress and arrive at an assessment of the administrator's performance on this component.

## SUMMATIVE ADMINISTRATOR EVALUATION RATING

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

1. **Exemplary:** Substantially exceeding indicators of performance
2. **Proficient:** Meeting indicators of performance
3. **Developing:** Meeting some indicators of performance but not others
5. **Below standard:** Not meeting indicators of performance

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

- Meeting expectations as an instructional leader
- Meeting expectations in at least 3 other areas of practice
- Meeting and making progress on 1 target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on 3 student learning objectives aligned to school and district priorities
- Having more than 60% of teachers proficient on the student growth portion of their evaluation

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

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

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

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

## Determining Summative Ratings

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

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

The practice rating derives from an administrator's performance on the six performance expectations of the leader evaluation rubric and the three stakeholder feedback targets. As shown in the Summative Rating Form in **Appendix B**, evaluators record a rating for the performance expectations that generates an overall rating for leadership practice. This forms the basis of the overall practice rating, but the rating is adjusted upward or downward one level in the event that the stakeholder feedback is either *exemplary* or *below standard*, respectively.

**B. OUTCOMES: Student Learning (45%) + Teacher Effectiveness (5%) = 50%**

The outcomes rating derives from the two student learning measures – state test results and student learning objectives – and teacher effectiveness outcomes. As shown in the Summative Rating Form in **Appendix B**, state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. These two combine to form the basis of the overall outcomes rating, but the rating is adjusted upward or downward one level in the event that the teacher effectiveness is either *exemplary* or *below standard*, respectively.

**C. OVERALL: Practice (50%) + Outcomes (50%) = 100%**

The overall rating combines the practice and outcomes ratings using the matrix below. If the two categories are highly discrepant (e.g., a rating of 4 for practice and a rating of 1 for outcomes), then the superintendent should examine the data and gather additional information in order to make a final rating.

Every administrator will receive one of four performance ratings:

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

The rating will be determined using the following steps:

- 1) Transfer the teacher’s rating (1-4) from each category to the table below.
- 2) Calculate each category’s resulting contribution to the summative score via the prescribed weighted averages.
- 3) Sum the categories’ contributions to derive the raw numerical rating.

Category	Category Rating (a)	Category Weight (b)	Category Contribution (a x b)
Student Learning		45%	(I)
Leadership Practice		40%	(II)
Stakeholder Feedback		10%	(III)
Teacher Effectiveness		5%	(IV)
Raw Numerical Rating (I+II+III+IV)			

- 4) Use the table below to assign the appropriate summative performance rating.

Raw Numerical Rating	Summative Performance Rating
3.50 – 4	<b>Exemplary</b> – Substantially exceeding indicators of performance
2.50 – 3.49	<b>Proficient</b> – Meeting indicators of performance
1.50 – 2.49	<b>Developing</b> – Meeting some indicators of performance but not others
1 – 1.49	<b>Below Standard</b> – Not meeting indicators of performance

**NOTE:** *The Bloomboard platform calculates the summative rating based on data that is inputted.*

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

### Definition of Effectiveness and Ineffectiveness

Each district shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system. A pattern may consist of a pattern of one. The state model recommends the following patterns:

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

### Dispute-Resolution Process

Our Administrator Evaluation committee is available to listen to and hear any complaints regarding an evaluation that an individual administrator deems to be incorrect. This panel is composed of the assistant superintendent, and administrator union presidents. This group shall resolve disputes where the evaluator and administrator 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.

This group of stakeholders which includes administrators and central office staff will convene quarterly throughout the year to progress monitor the administrator evaluation plan and to ensure that it is being implemented with fidelity. This committee will also meet in order to hear and handle any legitimate disputes that an administrator may have with his or her evaluation. The Superintendent or his/her designee has the final say in all disputes after hearing the arguments presented from the committee.

## Appendices

## Appendix A: Connecticut Principal Evaluation Working Group Members

### CONNECTICUT PRINCIPAL EVALUATION WORKING GROUP MEMBERS

Pam Aubin

Erin Benham

David Bosso

Jeffrey Cryan

Kevin Egan

Robert Girard

Sue Homrok-Lemke

Gary Maynard

Patrice McCarthy

Teri Meriotis

Karissa Niehoff

Nancy Pugliese

Robert Rader

Michele Ridolfi O'Neill

Diane Ullman

Robert Villanova

Rosie Vojtek

Elaine Whitney

## Appendix B:

### Ansonia Administrator Evaluation Form

*This summary rating form is to be completed by the evaluator after the final conference with the administrator. The evaluator will use the preponderance of evidence to assign a rating for each Performance Expectation.*

*The evaluator will also determine progress against the three student learning outcomes and the three stakeholder feedback targets and assign ratings for each. ALL OTHER ELEMENTS ARE CALCULATED BASED ON THESE RATINGS AND OTHER RELEVANT DATA.*

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**Administrator Name**

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**Evaluator's Name**

---

**School**

## **VISION FOR ALL OF ANSONIA'S STUDENTS**

**The Ansonia Public Schools are committed to preparing its students to function effectively in an interdependent global community. Therefore, in addition to acquiring a core body of knowledge(\*) through the CCSS, all students will develop their individual capacities to:**

- Pose and pursue substantive questions
- Critically interpret, evaluate, and synthesize information
- Explore, define, and solve complex problems
- Communicate effectively for a given purpose
- Advocate for ideas, causes, and actions
- Generate innovative, creative ideas and products
- Collaborate with others to produce a unified work and/or heightened understanding
- Contribute to community through dialogue, service, and/or leadership
- Conduct themselves in an ethical and responsible manner
- Recognize and respect other cultural contexts and points of view
- Pursue their unique interests, passions and curiosities
- Respond to failures and successes with reflection and resilience
- Be responsible for their own mental and physical health

\*The core body of knowledge is established in local curricular documents which reflect national standards as well as workplace expectations.

# ANSONIA ADMINISTRATOR EVALUATION PLAN

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Goal Setting Conference: On or Before September 18  
Mid-Year Conference: On or Before February 19  
End of the Year Conference: On or Before June 3 (depending on snow days)

## KEY NOTES

### **Administrator Evaluation and Support Framework**

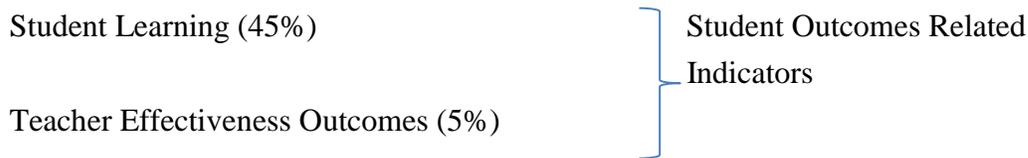
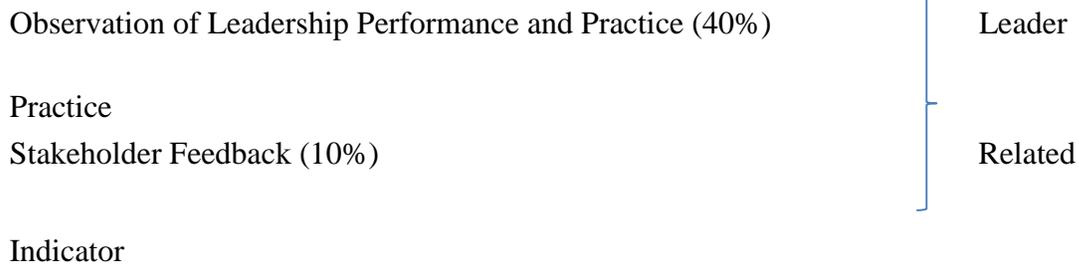
The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of administrator performance. All administrators will be evaluated in four components, grouped into two major categories: Leadership Practice and Student Outcomes.

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

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

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

- a) Student Learning (45%)** assessed in equal weight by: (a) progress on the academic learning measures in the state's accountability system for schools and (b) performance and growth on locally-determined measures.
- b) Teacher Effectiveness Outcomes (5%)** as determined by an aggregation of teachers' success with respect to Student Learning Objectives (SLOs)



Scores from each of the four components will be combined to produce a summative performance rating of *Highly Effective*, *Effective*, *Improvement Necessary*, or *Does Not Meet Standards*. The performance levels are defined as:

- ***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 Ansonia School District will provide support and enhance existing processes necessary for ongoing development and support of administrators for the following requirements:

- Evaluator Training
- Evaluation-Informed Professional Learning
- Improvement and Remediation Plans
- Career Development and Growth

## **Important Definitions:**

- **Observation:** An **UNANNOUNCED** observation similar to the ones used in 2014 – 2015
  - Included under a observations is what is called a review of practice. A review of practice can include: an observation of someone during a data team, an observation of a presentation given by someone, an observation conducted of a person while in a mentoring session, an observation of someone during a parent meeting, an observation of someone who organizes any school based activity or event, and any other reviewable and observable practice.

All observations will have a post conference, however, under the Marshall Plan, but there are no traditional pre-conferences since **ALL OBSERVATIONS ARE UNANNOUNCED** .

### *Connecticut State Statute*

The Connecticut State Statute Section 10-151b governs evaluation by Superintendents of certain education personnel. "The superintendent of each local or regional board of education shall, in accordance with guidelines established by the State Board of Education for the development of evaluation programs and such other guidelines as may be established by mutual agreement between the local or regional board of education and the teachers' representative chosen pursuant to section 10-153b, continuously evaluate or cause to be evaluated each teacher. An evaluation pursuant to this subsection shall include, but not be limited to, strengths, areas needing improvement and strategies for improvement. The superintendent shall report the status of teacher evaluations to the local or regional board of education on or before June first of each year.

## *Administrator Evaluation Program*

### **Goals:**

- To continue to use our Marshall rubrics that we have all been trained on in order to get the most out of effective Administrator evaluation
- From periodically evaluating Administrators to continuously analyzing the feedback they provide to teachers as well as how they analyze *learning*
- From very few announced visits to frequent *unannounced* visits
- From guarded, inauthentic one-way communication with Administrators to authentic *two-way discussions* about the observation



Feedback gathered from the implementation in 2013-2014, informed plans for the 2014-2015 school year, that is why there has been some changes to the process. Stakeholder input has been listened to and taken into account

## OVERALL STUDENT LEARNING

Replace with true 22.5% + 22.5% weighted average as described earlier in this document. Average taken to two decimal points and then rounded by conventional methods.

Raw Numerical Rating	Summative Performance Rating
3.50 – 4	<b>Exemplary</b> – Substantially exceeding indicators of performance
2.50 – 3.49	<b>Proficient</b> – Meeting indicators of performance
1.50 – 2.49	<b>Developing</b> – Meeting some indicators of performance but not others
1 – 1.49	<b>Below Standard</b> – Not meeting indicators of performance

## TEACHER EFFECTIVENESS

### DECISION RULE 8: OVERALL OUTCOMES RATING

If the Teacher Effectiveness rating is:	Then the overall Outcomes rating is:
Exemplary (4)	Student Learning rating <b>plus 1</b>
Proficient (3) or Developing (2)	Student Learning rating
Below Standard (1)	Student Learning rating <b>minus 1</b>

## **Appendix C: Survey Selection for Stakeholder Feedback**

Feedback from stakeholders – assessed by administration of a survey with measures that align to the Connecticut Leadership Standards – is 10% of an administrator’s summative rating. Districts should select from existing survey instruments or design their own tool to meet the requirements of this portion of the model. For more information on incorporating stakeholder feedback into the evaluation model, including definitions of these survey types, see **pages 58-63**.

## **SURVEY TYPES AND EXAMPLES OF EXISTING TOOLS:**

Districts are free to choose an existing survey instrument, incorporate relevant data from a survey already being administered for other purposes, or design their own tool. (For more information on selection, see **pages 59-60**.) The list below is not intended to be exhaustive, but rather to provide a select number of sample instruments that districts can review.

- Leadership practice surveys focus directly on feedback related to a leader’s performance and the impact on stakeholders.

### **Examples available in the field:**

#### ◆ **Comprehensive Assessment of Leadership for Learning (CALL) Survey**

Survey administered to principals and teachers and other staff members, requiring between 45-60 minutes to complete. This is an Open Source tool, although participation in a validation study is required of all users. A sample survey available on the website ([www.callsurvey.org](http://www.callsurvey.org)) and review of this sample shows alignment with a number of the Connecticut Leadership competencies.

#### ◆ **Gallup Q12 Instrument**

This is a 12-item survey administered to teachers and used to measure actionable issues for management related to employee engagement – which is a measure of leadership strength. This instrument was not designed specifically for the education sector but has been applied to principal performance reviews and its domains align to the Connecticut Leadership Standards. Gallup, Inc. administers the tool, which is not an Open Source resource. For more information, visit the Gallup website at: <http://www.gallup.com/consulting/52/employee-en-gagement.aspx>.

#### ◆ **ValED Survey**

The ValED survey is a 360 degree instrument intended to measure perceptions of principal performance in six “Core Components” (outcomes of effective leadership) and six “Key Processes” (or, leadership actions), which are aligned to Connecticut Leadership Standards. Input is collected from principals and from teachers and the survey takes about 20-25 minutes to complete. It is administered by Discovery Education, it is not Open Source. More information can be found at: <http://www.discoveryeducation.com/administrators/assessment/val-ed>.

- **School practice surveys** capture feedback related to the key strategies, actions and events at a school. And tend to focus on measuring awareness and impact from stakeholders, which can include faculty and staff, students, and parents. **School climate surveys** cover many of the same subjects as school practice surveys but are also designed to probe for perceptions from stakeholders on the school's prevailing attitudes, standards and conditions. They are typically administered to all staff as well as to students and their family members.

**Examples available in the field:**

- ◆ **NEA School Climate Surveys**  
Available for use in districts affiliated with the NEA/CEA, these surveys are designed to capture input from teachers, students and family members on school climate and satisfaction. They take less than 15 minutes to complete and items are aligned with the Connecticut Leadership Standards.
- ◆ **The 5 Essentials School Effectiveness Survey**  
This tool was developed by the University of Chicago Consortium on School Research, addresses supports required for increased learning within four dimensions, one of which is leadership and all of which are aligned to Connecticut Leadership Standards. This survey is administered to teachers and students and requires less than 30 minutes to implement. It is not an Open Source resource and more information about the tool and pricing is available at: [www.uchicagoimpact.org/5essentials](http://www.uchicagoimpact.org/5essentials).
- ◆ **Teaching Empowering Leading and Learning (TELL) Survey**  
This tool is customizable, with items that can be selected from an item bank along eight constructs, several of which align to the Leadership Standards. TELL also addresses school leadership as one of its constructs. This instrument, developed by the New Teacher Center, is not Open Source and more information about the tool itself and pricing is available on their website: [www.newteachercenter.org/tlcsurvey/index.php](http://www.newteachercenter.org/tlcsurvey/index.php).
- ◆ **Tripod**  
Student, teacher and family surveys incorporated in the Tripod tool capture feedback on teacher practice and student engagement, with application to collecting feedback on the school climate the principal takes the lead in building. In this case, however, alignment to the state Leadership Standards is more tenuous because of the focus on teachers and students. The Tripod tool is administered by Cambridge education and is not Open Source; more information can be found on their website at: [www.tripodproject.org](http://www.tripodproject.org).

Additional information about both leadership practice surveys (which are categorized as 360-degree surveys) and school climate surveys can be found in the Guide to Evaluation Products tool built by the National Comprehensive Center for Teacher Quality and available on their website at <http://resource.tqsource.org/gep/>.

## Examples: Survey Questions Aligned to Connecticut Leadership Standards

Below are examples of stakeholder feedback survey questions that align to the six performance expectations captured in the Connecticut Leadership Standards. Incorporating feedback about leadership and school practices aligned to these standards is a critical design component of this portion of the administrator evaluation model. These questions are not intended to be applied as a survey themselves, but rather are included to provide examples of the types of questions applicable surveys may ask. Questions are included for each of the three survey types and similar questions may be asked across all survey types; many school practice surveys or school climate surveys address leadership, for example, and school leadership surveys may ask questions that are not specifically about the principal. All examples below are framed to capture from the respondent the extent to which they agree or disagree with a specific statement (Likert scale rating).

<b>1 Vision, Mission and Goals:</b> <i>Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.</i>		
<b>Leadership Practice Surveys</b> For all stakeholders: “School leadership has made high expectations for student learning explicit at the school.”	<b>School Practice Surveys:</b> For all stakeholders: “I am aware of the expectations for student performance at the school.”	<b>School Climate Surveys:</b> For all stakeholders: “Students are challenged to meet high expectations at the school.”
<b>2 Teaching and Learning:</b> <i>Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.</i>		
<b>Leadership Practice Surveys:</b> For teachers: “The principal at my school has established a formal, school wide process to create plans for instructional improvement.”	<b>School Practice Surveys:</b> For parents: “My child can get extra help at the school if s/he needs it.”	<b>School Climate Surveys:</b> For teachers: “Collaboration and feedback are valued at the school.”

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

<p><b>Leadership Practice Surveys:</b> For all stakeholders: “School leadership takes concrete and consistent action according to established procedures when safety is threatened at school.”</p>	<p><b>School Practice Surveys:</b> For all stakeholders: “Classes at the school are small enough.”  For all stakeholders: “The school has enough books and supplies.”</p>	<p><b>School Climate Surveys:</b> For all stakeholders: “This school provides a safe environment for teaching and learning.”  For all stakeholders: “This school provides a welcoming environment.”</p>
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**4 Families and Stakeholders:** *Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.*

<p><b>Leadership Practice Surveys:</b> For teachers: “When a student is struggling academically, teachers typically involve the student, their family and other school staff in developing a plan to prevent failure.”</p>	<p><b>School Practice Surveys:</b> For family members: “I am aware of the school priorities and how they are put into practice.”</p>	<p><b>School Climate Surveys:</b> For family members: “I am treated with respect and dignity”.</p>
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**5 Ethics and Integrity:** *Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.*

<p><b>Leadership Practice Surveys:</b> For staff members: “School leadership’s actions and statements are clearly aligned.”</p>	<p><b>School Practice Surveys:</b> For teachers: “Consequences for ethical lapses are clearly known and understood at my school.”</p>	<p><b>School Climate Surveys:</b> For teachers: “In general, actions that are rewarded at my school reflect the stated values of the school regardless of position or authority.”</p>
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**6 The Education System:** *Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal and cultural contexts affecting education.*

<p><b>Leadership Practice Surveys:</b> For staff members: “My needs are advocated for outside of the walls of the school.”</p>	<p><b>School Practice Surveys:</b> For staff members: “There are formal systems in place for me to raise broad concerns affecting the school community.”</p>	<p><b>School Climate Surveys:</b> For family members: “The school demonstrates an awareness of the values and circumstances of families like mine.”</p>
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## **Appendix D: Connecticut's Measures of Student Academic Learning**

Measure	Definition
<b>School Performance Index (SPI)</b>	The SPI is a measure of student achievement on Connecticut’s standardized assessments. For each subject tested – mathematics, reading, writing and science – Connecticut reports performance for five achievement levels: Below Basic (BB), Basic (B), Proficient (P), Goal (G) and Advanced (A). For each student, the state calculates an Individual Performance Index (IPI), which represents performance across all tested subjects. The SPI is a compilation of the IPIs for all students in a school. The result is an index score ranging from 0 to 100, where 0 indicates that all students scored at the Below Basic level across all subjects and 100 indicates that all students scored at the Goal or Advanced level.
<b>Connecticut Mastery Test (CMT)</b>	The CMT is the standard assessment administered to students for Science in grades 5 and 8.
<b>Connecticut Academic Performance Test (CAPT)</b>	The CAPT is the standard assessment administered to Science students in Grade 10.
<b>Subgroups</b>	ELLs, students with disabilities, black students, Hispanic students and students eligible for free or reduced price lunch.

## **Appendix E: Sample State Assessment Ratings**

**A SCHOOL WITH AN SPI OF 88 OR GREATER:**

Measure	Score Description	Score	Weight	Summary Score
School Performance Index (SPI) progress from year to year	No target because of high performance	4	0.1	0.4
SPI progress for student subgroups	Meets target for 3 of 4 subgroups	3	0.4	1.2
SPI rating	90	4	0.1	0.4
SPI rating for student subgroups	Gap between the “all students” group and one subgroup is 12	2	0.4	0.8
<b>Score:</b>				2.8
<b>Rating</b>				<b>Proficient</b>

**A SCHOOL WITH AN SPI BETWEEN 88 AND 64:**

Measure	Raw Score	Scale Score	Weight	Summary Score
School Performance Index (SPI) progress from year to year	Meets target	3	0.5	1.5
SPI progress for student subgroups	Meets target for 4 out of 5 subgroups	3	0.5	1.5
SPI rating	75	2	0	0
SPI rating for student subgroups	Gap between the “all students” group and all subgroups is <10	4	0	0
<b>Score:</b>				3
<b>Rating</b>				<b>Proficient</b>

**A SCHOOL WITH AN SPI < 64:**

Measure	Raw Score	Scale Score	Weight	Summary Score
School Performance Index (SPI) progress from year to year	Meets target	3	0.5	1.5
SPI progress for student subgroups	Meets target for 2 of 3 subgroups	3	0.5	1.5
SPI rating	60	1	0	0
SPI rating for student subgroups	Gap between the “all students” group and one subgroup is 11	1	0	0
<b>Score:</b>				3
<b>Rating</b>				<b>Proficient</b>

**Appendix F: The Relationship between SPI and SLO**  
(for tested grades and subjects)

The table below provides an example of how to increase percent proficiency and SPI for a school with 100 students.

Desired Outcome	Necessary Achievement Results	Sample Aligned SLO
Increase percent Proficiency by 9%	9 students move various scoring bands on the state assessment	Increase reading proficiency in English Language Learners subgroup* by a minimum of 9% annually as measured by the state assessment.
Increase SPI by 3 points	9 students move from a lower performance level to a higher performance level on the state assessment.	Increase mathematics proficiency for every student in the Economically Disadvantaged students subgroup* by one or more proficiency levels as measured by the state assessment.

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\*This sample assumes the cohorts contain no fewer than 9 students.

## **Appendix G: Leader Evaluation Rubric**

# Principal Evaluation Rubrics

by Kim Marshall – Revised May 20, 2013

## Rationale and suggestions for implementation

1. These rubrics are organized around six domains covering all aspects of a principal's job performance:

- A. Strategy
- B. First Things First
- C. Curriculum and Data
- D. Talent Development
- E. Culture
- F. Management

The rubrics use a four-level rating scale with the following labels:

4 – Highly Effective    3 – Effective    2 – Improvement Necessary    1 – Does Not Meet Standards

2. The rubrics are designed to give principals and other school-based administrators an end-of-the-year assessment of where they stand in all performance areas – and detailed guidance for improvement. The rubrics are not checklists for school visits. To knowledgeably evaluate a principal at the end of a school year, a supervisor needs to have been in the school frequently, had lots of formative feedback conversations, and looked at numerous artifacts. It is irresponsible to fill out the rubrics based on 1-2 visits and without ongoing dialogue.

3. The rubrics cover principals' actions, not their personal qualities. Underlying these 60 manifestations of leadership are the principal's vision, firm beliefs, access to research and a network of support, interpersonal and communication skills, cultural competence, courage, decisiveness, resilience, and wisdom.

4. The *Effective* level describes solid, expected professional performance; any administrator should be pleased with scores at this level. The *Highly Effective* level is reserved for truly outstanding leadership as described by very demanding criteria. *Improvement Necessary* indicates that performance has real deficiencies and must improve (although some novice administrators might start here). And performance at the *Does Not Meet Standards* level is clearly unacceptable and will lead to dismissal if it is not improved immediately.

5. To score, read across the four levels of performance for each criterion, find the level that best describes the principal's performance, and circle or highlight it. On each page, this will create a clear graphic display of overall performance, areas for commendation, and areas that need work. Write the overall score at the bottom of each page with brief comments, and then record all the scores and overall comments on the summary page.

6. Evaluation conferences are greatly enhanced if the supervisor and administrator fill out the rubrics in advance and then meet and compare one page at a time. Of course, the supervisor has the final say, but the discussion should aim for consensus based on actual evidence of the most accurate score for each criterion. Supervisors should go into evaluation process with some humility since they can't possibly know everything about an administrator's complex world. Similarly, administrators should be open to feedback from someone with an outside perspective – all revolving around whether the school is producing learning gains for all students. Note that student achievement is not explicitly included in these rubrics, but clearly it's directly linked to school leadership. How student results factor into evaluation is for each district or governing board to decide.

7. Some supervisors sugar-coat criticism and give inflated scores to keep the peace and avoid hurting feelings. This does not help an administrator improve. The kindest thing a supervisor can do for an underperforming administrator is give candid, evidence-based feedback and robust follow-up support. Honest scores for all the administrators in a district can be aggregated into a spreadsheet that can give an overview of leadership.

## A. Strategy

**4**  
**Highly Effective**

**3**  
**Effective**

**2**  
**Improvement  
Necessary**

**1**  
**Does Not Meet  
Standards**

The principal:

<b>a. Team</b>	Recruits a strong leadership team and develops its skills and commitment to a high level.	Recruits and develops a leadership team with a balance of skills.	Enlists one or two like-minded colleagues to provide advice and support.	Works solo with little or no support from colleagues.
<b>b. Diagnosis</b>	Involves stakeholders in a comprehensive diagnosis of the school's strengths and weaknesses.	Carefully assesses the school's strengths and areas for development.	Makes a quick assessment of the school's strengths and weaknesses.	Is unable to gather much information on the school's strong and weak points.
<b>c. Gap</b>	Challenges colleagues by presenting the gap between current student data and a vision for college success.	Motivates colleagues by comparing students' current achievement with rigorous expectations.	Presents data without a vision or a vision without data.	Bemoans students' low achievement and shows fatalism about bringing about significant change.
<b>d. Mission</b>	Wins staff and student buy-in for a succinct, inspiring, results-oriented mission statement.	Produces a memorable, succinct, results-oriented mission statement that's known by all staff.	Distributes a boiler-plate mission statement that few colleagues remember.	Does not share a mission statement.
<b>e. Target</b>	Gets strong staff commitment on a bold, ambitious 3-4-year student achievement target.	Builds staff support for a 3-4-year student achievement target.	Expresses confidence that student achievement will improve each year through hard work.	Takes one year at a time and does not provide an achievement target.
<b>f. Theory</b>	Wins staff ownership for a robust, research-based theory of action for improving achievement.	Researches and writes a convincing theory of action for improving achievement.	Accepts colleagues' current notions of how student achievement is improved.	Says that hard work improves achievement – but shows doubts that progress can be made.
<b>g. Strategy</b>	Collaboratively crafts a lean, comprehensive, results-oriented strategic plan with annual goals.	Gets input and writes a comprehensive, measurable strategic plan for the current year.	Writes a cumbersome, non-accountable strategic plan.	Recycles the previous year's cumbersome, non-accountable strategic plan.
<b>h. Support</b>	Fosters a sense of urgency and responsibility among all stakeholders for achieving annual goals.	Builds ownership and support among stakeholders for achieving annual goals.	Presents the annual plan to stakeholders and asks them to support it.	Gets the necessary signatures for the annual plan, but there is little ownership or support.
<b>i. Enlisting</b>	Masterfully wins over resistant staff members who feared change and/or harbored low expectations.	Manages resistance, low expectations, and fear of change.	Works on persuading resistant staff members to get on board with the plan.	Is discouraged and immobilized by staff resistance, fear of change, and low expectations.

## A. Strategy

<b>j. Revision</b>	Regularly tracks progress, gives and takes feedback, and continuously improves performance. <b>4</b> <b>Highly Effective</b>	Periodically measures progress, listens to feedback, and revises the strategic plan. <b>3</b> <b>Effective</b>	Occasionally focuses on key data points and prods colleagues to improve. <b>2</b> <b>Improvement</b>	Is too caught up in daily crises to focus on entering data. <b>1</b> <b>Does Not Meet</b>
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## B. First Things First

**4**  
**Highly Effective**

**3**  
**Effective**

**2**  
**Improvement  
Necessary**

**1**  
**Does Not Meet  
Standards**

The principal:

<b>a. Planning</b>	Plans for the year, month, week, and day, relentlessly getting the highest-leverage activities done.	Plans for the year, month, week, and day, keeping the highest-leverage activities front and center.	Comes to work with a list of tasks that need to be accomplished that day but is often distracted from them.	Has a list in his or her head of tasks to be accomplished each day, but often loses track.
<b>b. Communication</b>	Successfully communicates goals to all constituencies by skillfully using a variety of channels.	Uses a variety of means (e.g., face-to-face, newsletters, websites) to communicate goals to others.	Has a limited communication repertoire and some key stakeholders are not aware of school goals.	Is not an effective communicator, and others are often left guessing about policies and direction.
<b>c. Outreach</b>	Frequently solicits and uses feedback and help from staff, students, parents, and external partners.	Regularly reaches out to staff, students, parents, and external partners for feedback and help.	Occasionally asks staff, students, parents, or external partners for feedback.	Rarely or never reaches out to others for feedback or help.
<b>d. Follow-Up</b>	Has a foolproof system for capturing key information, remembering, prioritizing, and following up.	Writes down important information, remembers, prioritizes, and almost always follows up.	Writes things down but is swamped by events and sometimes doesn't follow up.	Trusts his or her memory to retain important information, but often forgets and fails to follow up.
<b>e. Expectations</b>	Has total staff buy-in on exactly what is expected for management procedures and discipline.	Makes sure staff know what is expected for management procedures and discipline.	Periodically reminds teachers of policies on management procedures and discipline.	Is constantly reminding staff what they should be doing in management and discipline.
<b>f. Delegation</b>	Has highly competent people in all key roles and is able to entrust them with maximum responsibility.	Delegates appropriate tasks to competent staff members and checks on progress.	Doesn't delegate some tasks that should be done by others.	Does almost everything him- or herself.
<b>g. Meetings</b>	Successfully gets all key teams meeting regularly and taking responsibility for productive agendas.	Ensures that key teams (e.g., leadership, grade-level, student support) meet regularly.	Needs to call key team meetings because they are not in people's calendars.	Convenes grade-level, leadership, and other teams only when there is a crisis or an immediate need.
<b>h. Prevention</b>	Takes the initiative so that time-wasting activities and crises are almost always prevented or deflected.	Is effective at preventing and/or deflecting many time-wasting crises and activities.	Tries to prevent them, but crises and time-wasters sometimes eat up lots of time.	Finds that large portions of each day are consumed by crises and time-wasting activities.
<b>i. Efficiency</b>	Deals quickly and decisively with the highest-priority e-mail and paperwork, delegating the rest.	Has a system for dealing with e-mail, paperwork, and administrative chores.	Tries to stay on top of e-mail, paperwork, and administrative chores but is often behind.	Is way behind on e-mail, paperwork, and administrative chores, to the detriment of the school's mission.

## B. First Things First

<b>j. Balance</b>	Remains sharp and fresh by tending to family, friends, fun, exercise, nutrition, sleep, and vacations. <b>4</b> <b>Highly Effective</b>	Is healthy and focused by balancing work demands with healthy habits. <b>3</b> <b>Effective</b>	Is sometimes unfocused and inattentive because of fatigue and stress. <b>2</b> <b>Improvement</b>	Is unproductive and irritable because of fatigue and stress. <b>1</b> <b>Does Not Meet</b>
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The principal:

**Necessary**

**Standards**

<b>a. Expectations</b>	Gets all teachers to buy into clear, manageable, standards-aligned grade-level goals with exemplars of proficient work.	Tells teachers exactly what students should know and be able to do by the end of each grade level.	Refers teachers to district or national scope-and-sequence documents for curriculum direction.	Leaves teachers without clear direction on student learning outcomes for each grade level.
<b>b. Baselines</b>	Ensures that all teams use summative data from the previous year and fresh diagnostic data to plan instruction.	Provides teacher teams with previous-year test data and asks them to assess students' current levels.	Refers teachers to previous-year test data as a baseline for current-year instruction.	Does not provide historical test data to teachers.
<b>c. Targets</b>	Gets each grade-level/subject team invested in reaching measurable, results-oriented year-end goals.	Works with grade-level and subject-area teams to set measurable student goals for the current year.	Urges grade-level/subject teams to set measurable student learning goals for the current year.	Urges teachers to improve student achievement, but without measurable outcome goals.
<b>d. Materials</b>	Ensures that all teachers have high-quality curriculum materials, technology, and training on how to use them.	Gets teachers effective literacy, math, science, and social studies materials and technology.	Works to procure good curriculum materials in literacy and math.	Leaves teachers to fend for themselves with curriculum materials.
<b>e. Interims</b>	Ensures that high-quality, aligned, common interim assessments are given by all teacher teams at least four times each year.	Orchestrates common interim assessments to monitor student learning several times a year.	Suggests that teacher teams give common interim assessments to check on student learning.	Doesn't insist on common interim assessments, allowing teachers to use their own classroom tests.
<b>f. Analysis</b>	Orchestrates high-quality data/action team meetings after each round of assessments.	Monitors teacher teams as they analyze interim assessment results and formulate action plans.	Suggests that teacher teams work together to draw lessons from the tests they give.	Does not see the value of analyzing tests given during the year.
<b>g. Causes</b>	Gets data meetings engaged in a no-blame, highly productive search for root causes and hypothesis-testing.	Asks that data meetings go beyond <i>what</i> students got wrong and delve into <i>why</i> .	Suggests that teachers focus on the areas in which students had the most difficulty.	Does not exercise leadership in looking for underlying causes of student difficulties.
<b>h. Follow-Up</b>	Gets teams invested in following up assessments with effective reteaching, tutoring, and other interventions.	Asks teams to follow up each interim assessment with reteaching and remediation.	Suggests that teachers use interim assessment data to help struggling students.	Does not provide time or leadership for follow-up after tests.
<b>i. Monitoring</b>	Uses data on grades, attendance, behavior, and other variables to monitor and drive continuous improvement toward goals.	Monitors data in several key areas and uses them to inform improvement efforts.	Monitors attendance and discipline data to inform decisions.	Is inattentive to important school data.

<b>j. Celebration</b>	Boosts morale and a sense of efficacy by getting colleagues to celebrate and own measurable student gains.	Draws attention to student, classroom, and school-wide successes, giving credit where credit is due.	Congratulates individuals on successes.	Takes credit for improvements in school performance or misses opportunities to celebrate success.
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The principal:

**4**  
**Highly Effective**

**3**  
**Effective**

**Necessary**

**Standards**

<b>a. Meetings</b>	In plenary staff meetings, gets teachers highly invested in discussing results, learning best strategies, and building trust and respect.	Uses plenary staff meetings to get teachers sharing strategies and becoming more cohesive.	Uses staff meetings primarily to announce decisions, clarify policies, and listen to staff concerns.	Rarely convenes staff members and/or uses meetings for one-way lectures on policies.
<b>b. Ideas</b>	Ensures that the whole staff is current on professional literature and constantly exploring best practices.	Reads and shares research and fosters an on-going, schoolwide discussion of best practices.	Occasionally passes along interesting articles and ideas to colleagues.	Rarely reads professional literature or discusses best practices.
<b>c. Development</b>	Orchestrates aligned, high-quality coaching, mentoring, workshops, school visits, and other professional learning tuned to staff needs.	Organizes aligned, on-going coaching and training that builds classroom proficiency.	Provides staff development workshops that rarely engage staff or improve instruction.	Provides occasional workshops, leaving teachers mostly on their own in terms of professional development.
<b>d. Empowerment</b>	Gets teams to take ownership for using data and student work to drive constant refinement of teaching.	Orchestrates regular teacher team meetings as the prime locus for professional learning.	Suggests that teacher teams work together to address students' learning problems.	Does not emphasize teamwork and teachers work mostly in isolation from colleagues.
<b>e. Support</b>	Gives teacher teams the training, facilitation, and resources they need to make their meetings highly effective.	Ensures that teacher teams have facilitators so meetings are focused and substantive.	Has teacher teams appoint a leader to chair meetings and file reports.	Leaves teacher teams to fend for themselves in terms of leadership and direction.
<b>f. Units</b>	Ensures that teachers backwards-design high-quality, aligned units and provides feedback on drafts.	Asks teacher teams to cooperatively plan curriculum units following a common format.	Occasionally reviews teachers' lesson plans but not unit plans.	Does not review lesson or unit plans.
<b>g. Evaluation</b>	Visits 2-4 classrooms a day and gives helpful, face-to-face feedback to each teacher within 24 hours.	Makes unannounced visits to a few classrooms almost every day and gives helpful feedback to teachers.	Tries to get into classrooms but is often distracted by other events and rarely provides feedback.	Only observes teachers in annual or bi-annual formal observation visits.
<b>h. Criticism</b>	Courageously engages in difficult conversations with below-proficient teachers, helping them improve.	Provides redirection and support to teachers who are less than proficient.	Criticizes struggling teachers but does not give them much help improving their performance.	Shies away from giving honest feedback and redirection to teachers who are not performing well.
<b>i. Housecleaning</b>	Counsels out or dismisses all ineffective teachers, scrupulously following contractual requirements.	Counsels out or dismisses most ineffective teachers, following contractual requirements.	Tries to dismiss one or two ineffective teachers, but is stymied by procedural errors.	Does not initiate dismissal procedures, despite evidence that some teachers are ineffective.

<b>j. Hiring</b>	Recruits, hires, and supports highly effective teachers who share the school's vision.	Recruits and hires effective teachers.	Hires teachers who seem to fit his or her philosophy of teaching.	Makes last-minute appointments to teaching vacancies based on candidates who are available.
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**4**  
**Highly Effective**

The principal:

**Necessary**

**Standards**

<b>a. Expectations</b>	Gets staff buy-in for clear, schoolwide student-behavior standards, routines, and consequences.	Sets expectations for student behavior and establishes schoolwide routines and consequences.	Urges staff to demand good student behavior, but allows different standards in different classrooms.	Often tolerates discipline violations and enforces the rules inconsistently.
<b>b. Effectiveness</b>	Deals effectively with any disruptions to teaching and learning, analyzes patterns, and works on prevention.	Deals quickly with disruptions to learning and looks for underlying causes.	Deals firmly with students who are disruptive in classrooms, but doesn't get to the root causes.	Tries to deal with disruptive students but is swamped by the number of problems.
<b>c. Celebration</b>	Publicly celebrates kindness, effort, and improvement and builds students' pride in their school.	Praises student achievement and works to build school spirit.	Praises well-behaved students and good grades.	Rarely praises students and fails to build school pride.
<b>d. Training</b>	Ensures that staff are skilled in positive discipline and sensitive handling of student issues.	Organizes workshops and suggests articles and books on classroom management.	Urges teachers to get better at classroom management.	Does little to build teachers' skills in classroom management.
<b>e. Support</b>	Is highly effective getting counseling, mentoring, and other supports for high-need students.	Identifies struggling students and works to get support services to meet their needs.	Tries to get crisis counseling for highly disruptive and troubled students.	Focuses mainly on discipline and punishment with highly disruptive and troubled students.
<b>f. Openness</b>	Makes families feel welcome and respected, responds to concerns, and gets a number of them actively involved in the school.	Makes parents feel welcome, listens to their concerns, and tries to get them involved.	Reaches out to parents and tries to understand when they are critical.	Makes little effort to reach out to families and is defensive when parents express concerns.
<b>g. Curriculum</b>	Informs parents of monthly learning expectations and specific ways they can support their children's learning.	Informs parents of the grade-level learning expectations and ways they can help at home.	Informs parents of grade-level learning expectations.	Does not inform parents of the school's learning expectations.
<b>h. Conferences</b>	Orchestrates student-led report card conferences in which parents and students see specific next steps for improvement.	Works to maximize the number of face-to-face parent/teacher report card conferences.	Makes sure that report cards are filled out correctly and provided to all parents.	Provides little or no monitoring of the report card process.
<b>i. Communication</b>	Sends home a weekly school newsletter, gets all teachers sending substantive updates, and organizes a user-friendly electronic grading program.	Sends home a periodic school newsletter and asks teachers to have regular channels of communication of their own.	Suggests that teachers communicate regularly with parents.	Leaves parent contact and communication up to individual teachers.

<b>j. Safety-net</b>	Provides effective programs for all students with inadequate home support.	Provides programs for most students whose parents do not provide adequate support.	Provides ad hoc, occasional support for students who are not adequately supported at home.	Does not provide assistance for students with inadequate home support.
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F. Management:

**Necessary**

**Standards**

<b>a. Ethics</b>	Sets a stellar example for colleagues through impeccably ethical and professional behavior.	Acts in an ethical and professional manner and conveys the clear expectation that colleagues will do likewise.	Cuts corners and is not sufficiently attentive to ethical and professional standards, giving mixed messages to colleagues.	Acts unethically or unprofessionally, setting a poor example for colleagues.
<b>b. Scheduling</b>	Creates an equitable schedule that maximizes learning, teacher collaboration, and smooth transitions.	Creates a schedule that provides meeting times for all key teams.	Creates a schedule with some flaws and few opportunities for team meetings.	Creates a schedule with inequities, technical flaws, and little time for teacher teams to meet.
<b>c. Movement</b>	Ensures efficient, friendly student entry, dismissal, meal times, transitions, and recesses every day.	Supervises orderly student entry, dismissal, meals, class transitions, and recesses.	Intermittently supervises student entry, dismissal, transitions, and meal times.	Rarely supervises student entry, dismissal, and common spaces and there are frequent problems.
<b>d. Custodians</b>	Leads staff to ensure effective, creative use of space and a clean, safe, and inviting campus.	Supervises staff to keep the campus clean, attractive, and safe.	Works with custodial staff to keep the campus clean and safe, but there are occasional lapses.	Leaves campus cleanliness and safety to custodial staff and there are frequent lapses.
<b>e. Transparency</b>	Is transparent about how and why decisions were made, involving stakeholders whenever possible.	Ensures that staff members know how and why key decisions are being made.	Tries to be transparent about decision-making, but stakeholders sometimes feel shut out.	Makes decisions with little or no consultation, causing frequent resentment and morale problems.
<b>f. Bureaucracy</b>	Deftly handles bureaucratic, contractual, and legal issues so they rarely detract from, and sometimes contribute to, teaching and learning.	Manages bureaucratic, contractual, and legal issues efficiently and effectively.	Sometimes allows bureaucratic, contractual, and legal issues to distract teachers from their work.	Frequently mishandles bureaucratic, contractual, and legal issues in ways that disrupt teaching and learning.
<b>g. Budget</b>	Skillfully manages the budget and finances to maximize student achievement and staff growth.	Manages the school's budget and finances to support the strategic plan.	Manages budget and finances with few errors, but misses opportunities to support the strategic plan.	Makes errors in managing the budget and finances and misses opportunities to further the mission.
<b>h. Compliance</b>	Fulfills all compliance and reporting requirements and creates new opportunities to support learning.	Fulfills compliance and reporting responsibilities to the district and beyond.	Meets minimum compliance and reporting responsibilities with occasional lapses.	Has difficulty keeping the school in compliance and district and other external requirements.
<b>i. Relationships</b>	Builds strong relationships with key district and external personnel and gets them excited about the school's mission.	Builds relationships with district and external staffers so they will be helpful with paperwork and process.	Is correct and professional with district and external staff but does not enlist their active support.	Neglects relationship-building with district and external staff and doesn't have their support to get things done.

<b>j. Resources</b>	Taps all possible human and financial resources to support the school's mission and strategic plan.	Is effective in bringing additional human and financial resources into the school.	Occasionally raises additional funds or finds volunteers to help out.	Is resigned to working with the standard school budget, which doesn't seem adequate.
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## Evaluation Summary Page

Principal's name: \_\_\_\_\_ School year: \_\_\_\_\_

School: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Position: \_\_\_\_\_

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

### B. Priority Management and Communication:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

### C. Curriculum and Data:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

### D. Supervision, Evaluation, and Professional Development:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

### E. Discipline and Parent Involvement:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

### F. Management and External Relations:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

### **OVERALL RATING:**

**Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards**

OVERALL COMMENTS BY SUPERVISOR:

OVERALL COMMENTS BY ADMINISTRATOR:

Supervisor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's signature: \_\_\_\_\_ Date: \_\_\_\_\_

(The administrator's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

**Overall rating: \_\_\_\_ Comments:**

