EVALUATION AND PROFESSIONAL DEVELOPMENT PLAN
OF
NORWICH FREE ACADEMY

Norwich Free Academy Evaluation Plan

Background Information and Acknowledgments

The committee charged by the Superintendent/Head of School with revision of the Evaluation Plan includes representatives of the bargaining unit (EANFA), faculty from various departments, and members of the administrative team. The Evaluation and Professional Development Committee initially developed this plan during the 1996-1997 and 1997-1998 school years.

In the fall of 2000, the Connecticut State Department of Education mandated that all districts submit to the state a new model for teacher evaluation. The committee reviewed the plan that had been in implementation for two years. No major revisions were made at that time.

In response to the development of SEED, Connecticut's System for Educator Evaluation and Development, and the Connecticut State Department of Education's (CT SDE) directive that schools revise their programs of evaluation and professional development, NFA reviewed and updated its plan. The most recent SDE approved revision of this plan was submitted in June 2014 and implemented during the 2014-2015 school year.

The Professional Development and Evaluation Committee reviewing and revising the proposed 2015-2016 plan was made up of educators representing the school administration (4) and teacher's union (5). The EANFA (Education Association of Norwich Free Academy) supported the involvement of the following committee members:

Suzanne Sansoucy, School Counselor, EANFA Steering Committee
Karen Cook, Head of the Social Studies Department
Denise Grant, Director of Curriculum and Instruction
David Klein, Superintendent / Head of School
Stephani Jones, Head of the Science Department
Tom O'Rourke, Cranston House Principal
Kristin Peckrul, Shattuck House Principal
Ross Sward, Tirrell House Principal
Margaret Weaver, Mathematics Teacher, President of EANFA

Mission Statement

Since 1854, the mission of the Norwich Free Academy has been to "return to our hamlets and our homes its priceless freight of youthful minds, enriched by learning, developed by a liberal culture, refined by study of all that is beautiful in nature and art, and prepared for the highest usefulness and the purest happiness."

Founder, John P. Gulliver
Dedication Ceremony – 1856

Description

Incorporated in 1854, Norwich Free Academy has always operated as a privately endowed secondary school governed by its appointed board of trustees. The campus-like atmosphere, with its unique architectural spaces, accommodates the community and helps develop creativity and exploration for students. Our independent status safeguards our traditions and has fostered innovative responses to the needs of our student population. Our rich history, distinctive traditions and independence encourage generous financial support and active participation from trustees and alumni. Our large, culturally diverse population supports rich, broad course offerings, outstanding athletic programs and numerous clubs and activities; all designed to develop the intellect, engage and employ the interest and instill a passion for learning. Academy students become productive and

responsible adults. Norwich Free Academy draws strength from its independence. We balance a commitment to excellence with appreciation and care for each student.

NORWICH FREE ACADEMY
EVALUATION AND PROFESSIONAL DEVELOPMENT PROGRAM

<u>Philosophy</u>
The fundamental purpose of the Evaluation and Professional Development Program at Norwich Free Academy is to ensure that each student can experience high quality learning by assuring that highly competent professionals are employed and by stimulating the continued professional growth of all faculty members involved in the educational process.

This plan recognizes that Norwich Free Academy employs, and continually seeks to employ, outstanding teachers and other professionals who are committed to excellence through the regular enhancement of skills and knowledge and who model the habits of lifelong learning that they hope to instill in students.

NFA's evaluation plan aligns with the four core design principles of the state model:
1. considering multiple, standards-based measures of performance, promoting both professional judgment and consistency,
2. fostering dialogue about student learning,
3. encouraging aligned professional development, coaching, and feedback to support teacher growth,
4. ensuring feasibility of implementation.

NFA's evaluation plan concentrates a great deal of time and attention on new teachers (and in very rare cases tenured teachers who need intensive assistance). We have worked diligently to conduct multiple observations of teachers before they attain tenure in order to support them; foster their growth as professionals, and ensure that only outstanding teachers receive tenure status. Therefore, we remain confident in maintaining our existing practice of frequent observations (by multiple evaluators) of non-tenured faculty members and supporting the ongoing professional growth and improvement of tenured faculty members. .

Our plan also aligns with the state's induction program (TEAM) through our consistent focus on the six domains of Connecticut's Common Core of Teaching:
1. Content Knowledge and Essential Skills
2. Classroom Environment
3. Planning for Active Learning
4. Instruction for Active Learning
5. Assessment for Learning
6. Professional Responsibilities

NFA's plan is based on our extensive work to expand knowledge and awareness of the Common Core of Teaching Domains and the requirements of the TEAM program by involving all interested faculty members in the support of new teachers. To that end, approximately fifty percent of our faculty members are also trained mentors in the Connecticut TEAM program. We partner with Eastern Connecticut State University, the University of New Haven, Sacred Heart University, and UConn to welcome college students, interns, clinical student placements, and student teachers to work with our talented faculty each semester. NFA's model actually expands the requirements of the state's TEAM model by requiring all new teachers to present their TEAM reflection papers to a panel of colleagues prior to submitting them to the state. We have also expanded participation in the module on

professional responsibilities to include all interested faculty members in small group conversations about professional practice.

Our plan is designed to encourage creativity, innovation and the sharing of expertise in the planning and implementation of teaching strategies. It is expected that all professional staff members work together to support each other in the shared quest for effective instructional programs. This cooperative effort may take several forms:

- teachers and other professionals working together as peers
- mentor teachers providing assistance and leadership to other teachers
- administrative staff members working with teachers to provide support and guidance

This plan recognizes that an effective program that enables students to perform at high levels will rest upon a foundation comprised of:
- The school's goals.
- The specific definition of each professional position in the school system where general responsibilities and the specific tasks of each position are described.
- The written objectives developed as a result of faculty member and evaluator collaboration, which are directly related to instruction and the Connecticut Common Core of Teaching, as well as professional standards for support service faculty.

In the following description of the evaluation process, the term "teacher" includes each employee of Norwich Free Academy, below the rank of Superintendent / Head of School, who holds a certificate or permit issued by the CT State Department of Education. The term "evaluator" includes members of the administrative staff and department heads given responsibility for the evaluation of NFA faculty members. All assigned evaluators hold intermediate administrator certification (Endorsement #092) and receive continued training for the enhancement of their evaluative skills. All evaluation assignments will be made by the Head of School.

If at any time, the faculty member or the evaluator believes that a change of their evaluative assignment is needed; either may submit a written request to the Superintendent/Head of School. A form to complete this task is included on (Page 33). Also, if either party wants to involve an additional evaluator, either may (1) call upon a mutually acceptable colleague to assist or (2) request that the Superintendent/Head of School assign an additional evaluator to work with them.

The evaluation process includes two components: Evaluation-Informed Professional Learning and Career Development and Professional Growth. The evaluation component involves the assessment of current performance by an assigned evaluator. We conduct six (6) evaluative observations of new teachers during each of their first two years, four (4) in the third year, and three (3) in their fourth year. After completing the TEAM program, tenured faculty members will be evaluated as follows:

1.) Tenured teachers with a previous summative rating of proficient/accomplished or exemplary: One formal classroom observation and one review of practice in one-year of a three-year cycle and three informal observations and one review of practice in each of the other two years of the three-year cycle.

2.) Tenured teachers with a rating of developing or below standard: A minimum of three formal classroom observations per year.

The professional development component involves the annual setting of and working toward meeting objectives for continued enhancement of professional skills. The evaluation process provides for clear, constructive feedback at regular intervals throughout the evaluation period.

NFA Teacher Evaluation and Support Plan
Process Timeline

- **July - October 15: Collaborative Goal Development between the faculty member and his/her evaluator. The goal is to be submitted to the Head of Department on or before October 15th.**

- **October 15 – November 15: Goals are finalized by mutual agreement among the teacher, Head of Department and Primary Evaluator.**

- **January / February: Formative Mid-year Review conducted to assess progress to date toward mutually agreed upon performance goal(s).**

  Note: The evaluator and evaluatee may mutually agree upon mid-year adjustments of student learning goals/objectives, if warranted.

- **April / May: A year-end meeting is held with the Head of Department on or before May 15 to review and discuss the year's work on the goal(s). A year-end Self-Reflection from the evaluatee is due to the Primary Evaluator on or before May 25.**

- **May / June: An End-of-Year Summative Evaluation meeting is conducted between the teacher and the Primary Evaluator. At this meeting, the Primary Evaluator presents and discusses the End-of-Year Summative Evaluation with the teacher.**

  Note: The evaluatee will provide evidence of student progress toward meeting the student learning goals/objectives and submit to the evaluator. Following the conference, the evaluator will assign a rating based on the extent to which students met the learning goals/objectives.

Part 1: THE EVALUATION COMPONENT& OBSERVATION PROTOCOL

The purpose of the Evaluation Component is to identify, monitor, and assess effective faculty member performance, which promotes student growth. The Evaluation Component shall be used for all non-tenured and tenured teachers.

Evaluation is based on performance in relation to the domains of Connecticut's Common Core of Teaching. The NFA Plan utilizes the 2014 Rubric for Effective Teaching. Evaluation of non-tenured and tenured teachers consists of formal observations (Refer to Pages 8 & 9). In all cases, the evaluator may be a building principal, central office administrator, or department head. Informal observations will also be conducted. Informal observations may consist of unscheduled classroom visitations; observations of student/teacher, parent/teacher, and teacher/teacher interactions; and participation in scheduled meetings. Observations may also focus on the implementation of an instructional unit, implementation of a new curriculum, or newly acquired teaching strategies.

Note: Formal Observations will include a pre-observation conference, the observation (at least 30 minutes), and a post-observation conference as well as timely written and verbal feedback.

Evaluator Proficiency / Calibration
All members of the evaluation team (primary evaluators and HODs) will participate in annual training/calibration sessions utilizing the same materials used at the RESC/state trainings for evaluators. This training provides evaluators the opportunity to review rubrics and standards and to review exemplars of teacher feedback in the evaluation process. The training will also ensure that NFA evaluators are working from a common standard based upon best evaluative practice. Training will be held periodically (bi-monthly) throughout the school year to ensure that all evaluators and complementary observers can participate; including any evaluators hired after the school year begins. Annual training sessions also include discussions about how to provide quality feedback to teachers. To demonstrate and maintain proficiency, the administrative calibration training / workshops include all evaluators and focus upon the following activities: (1.) watching / critiquing teaching videos and evaluating the teacher; (2.) discussing the "mock" evaluations in a small group setting; (3.) sharing evaluative feedback in a larger group setting; (4.) determining a rating according to the rubric, and (5.) identifying and discussing the specific feedback to be provided to the teacher of the videotaped lesson. This type of active learning will continue on a bi-monthly schedule throughout the 2015-2016 academic year to ensure greater consistency and fidelity of the evaluation process and teacher ratings.

The evaluation component includes pre-observation conferences, observations, and post observation conferences, which encourages communication and feedback between teacher and evaluator. The evaluator and the teacher will maintain written documentation of their conferences. It is important to note that timely written and verbal feedback is an integral component of the NFA evaluation process.

Tenure Tracks of the Evaluation Component:

Regular Tenure Track: Teachers entering their first year of teaching in public schools, or teachers new to NFA who did not achieve tenure in their previous school district are placed on the regular track of the evaluation plan. This track requires four years (40 months).

Fast Tenure Track: Teachers coming to NFA who have achieved tenure in their previous school district are placed on the fast track of the evaluation plan. This track requires two years.

Intensive Track: Teachers who need extra supports are moved to the intensive track of the evaluation plan. Teachers may be placed on and/or removed from the intensive track at any time throughout their work experience at Norwich Free Academy.

Year 1:
Upon signing a contract, teachers will receive the Evaluation Plan and will be placed on either the fast tenure track or the regular tenure track of the evaluation plan. Teachers will review the evaluation process at a regularly-scheduled New Teacher Orientation meeting prior to November 15 of their first year at NFA. Teachers new to NFA also participate in a year-long orientation program.

Note: Revisions to the 2015-2016 Professional Development and Evaluation Plan will be approved by the Professional Development and Evaluation Committee and upon SDE approval the revisions will be presented to the faculty and staff verbally and in writing at the beginning of the school year. Faculty members hired after the beginning of the school year will be personally briefed on the plan.

Before the end of first semester, all those conducting formal observations will review the progress of the teacher. The formative performance analysis will be discussed with the teacher during a Mid-Year Review in January / February. Teachers determined to need additional support will be informed of the areas needing improvement and will have more frequent observations conducted during the second semester than those scheduled as minimum requirements on (Page 8) of this document.

Years 2 and 3 (Year 3 is Regular Track only):
Regular Track and Fast Track: Teachers will be formally observed at least three times by the end of the first semester and another three times by the end of February for those in year two.   Teachers in year three will be formally observed twice by the end of first semester and two additional times by February 28.

During December, evaluators (Primary and Secondary) will discuss the progress of the teacher and decide if any special procedures are warranted for the remainder of the school year. If additional support is required, teachers will be informed of the performance areas needing improvement and can expect more frequent observations than those listed as minimum requirements.

Year 4 (Regular Track only):

Regular Track: At least one observation will take place, done by the teacher's primary evaluator, during the first semester and two observations by the Department Head during the second semester.

Forms used for formal teacher evaluation include:

- **Teacher Evaluation Pre-Observation Form:** Completed by the new teacher and reviewed with the evaluator during the pre-observation conference. (Teachers should also give the evaluator seating charts and any handouts that will be distributed during the observation period.) (Pages 10 & 11)

- **Teacher Evaluation Post-Observation Form:** Completed by the evaluator after the observation but prior to meeting with the teacher for the post-observation conference. (See Pages 12 & 13)
- **Teacher Evaluation Summary Form:** Completed by the teacher's administrator at the conclusion of each year. (See Page 14)

Note: Teachers who have completed the TEAM program will start working on goals immediately after the completion of TEAM. (See Page 21).

Non-Tenured Teacher Evaluation Schedule

Year 1 (Minimum Requirements):

To be completed by November 15th:
Regular Track and Fast Track:
1st – Primary Evaluator Formal In-Class Observation
1st – HOD Formal In-Class Observation
1st – Curriculum Director Formal In-Class Observation
To Be Completed by February 28th:
Regular Track and Fast Track:
2nd – Primary Evaluator Formal In-Class Observation
2nd – HOD Formal In-Class Observation
2nd – Curriculum Director Formal In-Class Observation
TOTAL FORMAL OBSERVATIONS = 6

Year 2 (Minimum Requirements):
To Be Completed by end of first semester:
Regular Track and Fast Track:
1st – Primary Evaluator Formal In-Class Observation
1st – HOD Formal In-Class Observation
1st – Curriculum Director Formal In-Class Observation
To Be Completed by February 28th:
Regular Track and Fast Track:
2nd – Primary Evaluator Formal In-Class Observation
2nd – HOD Formal In-Class Observation
2nd – Curriculum Director Formal In-Class Observation
TOTAL FORMAL OBSERVATIONS = 6

Year 3 (Minimum Requirements):
To Be Completed by End of First Semester:
Regular Track:
1 – Primary Evaluator Formal In-Class Observation
1 – HOD Formal In-Class Observation

To Be Completed by February 28th:
Regular Track:
1 – Primary Evaluator Formal In-Class Observation
1 – HOD Formal In-Class Observation
TOTAL FORMAL OBSERVATIONS = 4

Year 4 (Minimum Requirements):
To Be Completed by End of First Semester:
Regular Track:
1 – Primary Evaluator Formal In-Class Observation

To Be Completed by End of Second Semester:
Regular Track:
2 – HOD Formal In-Class Observation
TOTAL FORMAL OBSERVATIONS = 3

Tenured Teacher Evaluation Schedule

As per the Connecticut Guidelines for Educator Evaluation, all tenured faculty members must be evaluated a minimum of four times in each two-year period. The NFA Plan is a three-year model delineated below.

For tenured teachers with a previous summative rating of proficient/accomplished or exemplary, the protocol is as follows:

- One formal classroom observation and one review of practice in one year of a three-year cycle and three informal observations and one review of practice in each of the other two years of the three-year cycle.

For tenured teachers with a rating of developing or below standard, the protocol is as follows:

- A minimum of three formal classroom observations per year.

Classifications of Observations

Formal Observation: Observations will include a pre-observation conference, the observation (at least 30 minutes), and a post-observation conference as well as timely written and verbal feedback.

Informal Observation: Observations that last at least ten minutes and are followed by written and/or verbal feedback.

Reviews of Practice: Non-classroom observations/reviews of practice include but are not limited to: Observations of data team meetings, coaching/mentoring other teachers, student work or other teaching artifacts.

Evaluation Timeline for Tenured Teachers

1. With guidance/input from the HOD and department colleagues, faculty members develop a goal based on a domain of the Connecticut Common Core. This goal is due to the HOD by October 15.
2. After review/discussion with the HOD (mid-October – mid-November), goals are finalized by November 15 and are signed off by the HOD and primary evaluator.
3. Faculty members are encouraged to work in groups on the same goal.
4. A mid-year conference is conducted at the midpoint of the school year (ideally by the end of the first semester) to discuss and assess performance to date.
5. Faculty members spend the rest of the year working on their goals.
6. A year-end meeting is held with HOD by May 15 to review the year's work on goal. A year-end report is due to the Primary Evaluator by May 25.
7. A change of goal, as a result of circumstances including change of teaching load or curriculum, among others, is permitted. Changes made to the goals should be signed-off on by the faculty member; the HOD and the primary evaluator. In this instance, new goal forms should be added to the file.

NORWICH FREE ACADEMY
TEACHER EVALUATION PRE-OBSERVATION FORM

NAME		EVALUATOR			
PRE-CONFERENCE DATE		OBSERVATION DATE			
COURSE		ROOM		PERIOD	

Describe the class demographics.

Describe the unit goal or essential question addressed.

Describe the lesson objective and how it aligns with the unit goal, including how the lesson relates to past and future work.

Describe the CLASSROOM ENVIRONMENT, including information on student engagement and commitment to learning.
- Responsive to and respectful climate
- Productive learning environment
- Well utilized class time (routines, transitions)
- Responsibility for learning is shared by students

Describe the PLANNING process you've used for this lesson, including differentiated activities, supporting content area literacy skills, and the reason why you've designed the lesson as you have.
- Teacher is aware of students' understanding
- Content literacy explicitly included in lesson
- Learning tasks are logical, engaging, and relevant

INSTRUCTION: List sequentially the learning activities which will be used to achieve the objective.

- Activities are appropriately scaffolded
- Technology used strategically
- Student/teacher roles vary
- Teacher monitors and adjusts as necessary
- Differentiation evident
- Active learning evident

Describe planned ASSESSMENT of student learning.

- Teacher provides clear and specific feedback to students

NORWICH FREE ACADEMY
TEACHER EVALUATION POST-OBSERVATION FORM

NAME		EVALUATOR			
PRE-CONFERENCE DATE		OBSERVATION DATE			
COURSE		ROOM		PERIOD	

LESSON FOCUS/OBJECTIVE

CLASSROOM ENVIRONMENT: ACTIVITIES TO ENGAGE STUDENTS IN LEARNING, CLASSROOM MANAGEMENT ISSUES
- Responsive and respectful climate
- Productive learning environment
- Well utilized class time (routines, transitions)
- Responsibility for learning is shared by students

PLANNING FOR ACTIVE LEARNING
- Teacher is aware of students' understanding
- Content literacy explicitly included in lesson
- Learning tasks are logical, engaging, and relevant

USE OF INSTRUCTIONAL TECHNIQUES, INCLUDING MODIFICATIONS/ACCOMODATIONS
- Activities are appropriately scaffolded
- Technology used strategically
- Student/teacher roles vary
- Teacher monitors and adjusts as necessary
- Differentiation evident
- Active learning evident

USE OF INSTRUCTIONAL ASSESSMENT STRATEGIES • Teacher provides clear and specific feedback to students	
PROFESSIONAL RESPONSIBILITY/TEACHER LEADERSHIP • Collaborates with colleagues • Consults support personnel	
COMMENDATIONS	
RECOMMENDATIONS	
TEACHER'S SIGNATURE	
EVALUATOR'S SIGNATURE	

NORWICH FREE ACADEMY
TEACHER EVALUATION: END-OF-YEAR SUMMATIVE REVIEW FORM

NAME: _____

Evaluator: After considering 1) the written self-reflection provided by the teacher on his/her progress toward the student learning objective(s), 2) your own observations of and interactions with the teacher, and 3) the teacher's professional growth activities, use the space below to write a summative review of the year's progress/performance.

    A. Teacher Practice:
        Performance and Practice (40%) + Parent Feedback (10%) = 50%

    B. Student Outcomes:
        Student Growth and Development (45%) + Whole School Student Learning and/or Student Feedback (5%) = 50%

Note: For the 2015-2016 academic year, the required use of state test data is suspended, pending federal approval. [Refer to Page 19—Indicators of Academic Growth and Development]

Areas of Strength:

-
-
-

Focus Areas for Continued Growth:

-
-
-

_____   _____
Signature of Primary Evaluator   **Signature of Teacher**

_____   _____
Signature of HOD   **Date**

Part 2: CAREER DEVELOPMENT AND PROFESSIONAL GROWTH COMPONENT

Introduction:
Professional development opportunities are available to all faculty members at Norwich Free Academy. Those opportunities begin with initial induction activities held during the summer prior to a new teacher's first year at the Academy and continue through each year of their employment.

As recommended by the Connecticut Department of Education, various professional development activities are particularly well suited to teachers new to a school. Such activities are part of the induction/professional development program for all new hires, including the availability of a colleague who serves in a coaching role for all new teachers (in addition to each teacher's individual mentor), regular meetings or other forms of contact with mentors, release time to allow beginning teachers to observe or be observed by their mentors or other veteran teachers, assistance from administrators trained in mentoring, monthly workshops for year one teachers, and structured opportunities for informal encounters where experienced teachers share strategies with novices.

Teachers (non-tenured and tenured) at Norwich Free Academy are afforded a variety of departmental and school-wide professional growth and development opportunities. The planned Career Development and Professional Growth opportunities are intended to promote professional growth, improvement of instruction and increased student learning. Teachers are encouraged to pursue individual and collaborative opportunities for improving instructional techniques.

Members of the Professional Development and Evaluation Committee are asked for input regarding professional development activities based on the needs identified through teachers' individual plans of professional growth as well as evaluators' plans of improvement. Additionally, teachers and administrators are always welcome to request individual professional development experiences and to make suggestions/requests for departmental or school-wide professional development activities.

According to The Council of Chief State School Officers, research shows that "teacher quality" is the most important school-based factor and administrative leadership is the second critical factor impacting student learning. The teacher-student-content relationship – the instructional core – is still at the heart of the learning system."   Research conducted by Mary Kennedy and presented in *The National Institute for Science Education Briefs* indicates that professional development programs should be lengthy [ongoing] (rather than brief, one-shot presentations), that teachers should have a role in defining the content (rather than having topics provided to them), that scheduled meetings should be balanced with classroom practice (rather than concentrated into a single or very few periods of time), and that teachers should work together in groups (rather than in isolation).

NFA Core Beliefs:
- Each student must engage in a high quality learning experience.
- Norwich Free Academy has outstanding teachers who are committed to the pursuit of excellence through the continual enhancement of skills and knowledge.
- Educators who effectively model the habits of life-long learning have a lasting impact on the lives of their students.
- Opportunities for the continued professional development of all involved in the educational process are essential.
- All teachers can improve their instructional techniques.
- Outstanding teaching occurs in a variety of ways, and should be documented and shared with colleagues.
- Teachers belong at the center of their professional growth activities and should be given freedom of choice regarding their goals.
- A collegial, collaborative climate is invaluable to the school.
- An effective Career Development and Professional Growth program can be followed and implemented fairly and equitably by a variety of people across the campus.

At the root of our Career Development and Professional Growth Plan is the central idea that teaching and learning is complex and highly skilled work; work that must be learned, and work that continuously develops over time. A quality educator support system offers teachers a variety of opportunities for personal and professional growth. This plan attempts to meet teacher's needs at various levels in their careers. Among the skills we view as essential to teachers are the following:

- teaching with a focus on skills-based curriculum
- personalizing instructional strategies using research about how students learn
- designing effective formative assessment practices and engaging teacher-learners in interpreting results, monitoring their students' progress, and improving performance
- effectively designing learning environments
- using technology to ensure that students are challenged and engaged and able to produce high-quality work
- changing/modifying/adapting teaching based on what teachers learn from assessment results and from collaboration with their peers
- collaborating and working as part of a "learning team" to address the individual needs of students in order to improve student achievement

Our overriding campus goal is ensuring that we have a community of learners – learners at every level, from the administration of the school, to the faculty, to the students. Each member of the community has responsibility for learning and helping others to learn. Faculty members have many options in developing professional development activities, which include interactive journals, portfolios, action research, curriculum projects, collegial partnerships, mentoring, peer coaching, and other teacher-designed projects.

Professional development should be two-fold: in part, connected to content by discipline, and in part centering on research about learning and effective teaching. Teachers gain a deep understanding of their subject area through professional development. They understand content knowledge and skills and become immersed in the scholarship of their discipline. Fortunately, teacher acquisition of this content knowledge and these skills can occur simultaneously as they also learn new instructional approaches and assessment techniques. Teachers' knowledge of their students is an essential ingredient of successful teaching.

Professional learning must occur if a school is to develop and maintain the capacity to provide children with a quality education. It must be embedded in a school district's operational structures and permeate the work of the organization; it should be viewed as an integral part of teachers' and principals' work as well as the work of all administrative and school-based staff. Professional development is also connected to the consequences of school priorities, practices, and structures while stimulating and supporting school initiatives and improvements.

The Process of Setting Student Learning Objectives (45%) for NFA teachers

This process applies to both tenured and non-tenured teachers.

1. Learn about this year's students through pre-assessments used to determine appropriate goals for growth
2. Set Goals for Student Learning:
    - ✓ The objectives will be broad goals for student learning. They should each address a central purpose of your assignment and should pertain to a large percentage of your students.
    - ✓ Each goal should reflect high expectations for student learning – and should be aligned to relevant state, national (common core) or NFA curriculum standards.
    - ✓ An Indicator of Academic Growth and Development (IAGD) is the specific evidence that will demonstrate whether the objective was met. Goals should include at least one indicator. Each indicator should make clear what evidence will be examined, what level of performance is targeted, and what proportion of students is projected to achieve the targeted performance level.
    - ✓ If only one goal/objective for student growth is set, multiple indicators of academic growth and development are required.
3. Review your goal with your HOD, and once the goal is mutually agreed upon with the HOD, submit to your primary evaluator by October 15.

After Setting your Goal:

4. Monitor Students' Progress at regular intervals throughout the year – review results
5. Participate in a mid-year check-in by the end of first semester to review progress with your HOD or primary evaluator.
6. Assess student outcomes relative to goal(s)

Examples

Class	Goal (Student Leaning Objective)	Indicator(s) of Growth
Geometry	Students will demonstrate mastery of Geometry concepts on CAPT compared to pre-CAPT assessment score	80% of my students will attain a raw score of 6.0 on Geometry and measurement subtest of CAPT
Prin. of Art	Students will demonstrate proficiency in applying the 5 principles of drawing	85% of students will attain a 3 or 4 in at least 4 of 5 categories on the NFA Art School's Principles of Drawing Rubric

Student Learning Objectives:

✓ Make broad statements about the knowledge and skills the teacher wants students to demonstrate as a result of instruction.
✓ Address the central purpose of the teacher's assignment.
✓ Take into account baseline data on student performance.
✓ Pertain to a large proportion of a teacher's students.
✓ Reflect content mastery or skill development
✓ Reflect attainable but ambitious goals for student learning.

Indicators of Academic Growth and Development:

✓ Are based on results of assessments, which may include standardized and non-standardized measures.
✓ May require consultation with colleagues to determine appropriate measures and targets.
✓ Follow SMART Goal language: Specific, Measurable, Attainable, Results-Oriented and Time-Bound

Note: The process for assessing student growth using multiple indicators of academic growth and development (IAGDs) is developed through mutual agreement by the faculty member and his/her evaluator. For the 2015-2016 academic year, the required use of state test data is suspended, pending federal approval.

- 22.5% based upon the collaboratively determined student performance indicators
- 22.5% based upon one of the following:
  - a.) A minimum of one non-standardized indicator (e.g. performances rated against a rubric, portfolios rated against a rubric, etc.)
  - b.) A maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute resolution procedure.

Teacher Practice and Performance (40%)
Teachers should work with their primary evaluators and HODs to collect evidence of professional practice that will be included in the teachers' summative review at the end of each year. Teachers can utilize the evidence sheets on (Page 20) to document but are not required to do so. However, teachers are encouraged to keep a file of professional practice and to share its contents with their primary evaluators at their mid and end-of-year conferences. A partial listing of activities that can be included in such a file is located in the Evaluation File on the Common Drive and in the appendix to this plan.

Teachers who receive and maintain a performance evaluation designation of proficient or exemplary shall be evaluated with a minimum of one formal in-class observation no less frequent than every other year. A summative evaluation shall be completed by the end of every year.

NORWICH FREE ACADEMY
Evidence of Professional Practice

Name: _____   Year: _____

Primary Evaluator: _____

Connecticut Common Core Domain:

_____	1. Content and Essential Skills	_____	4. Instruction for Active Learning
_____	2. Classroom Environment	_____	5. Assessment for Learning
_____	3. Planning for Active Learning	_____	6. Professional Responsibilities

Brief Description of Activity (Please attach evidence):

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

NORWICH FREE ACADEMY
Professional Goal Form – Teachers who have completed TEAM

Name: _____ **Year:** _____

Primary Evaluator: _____

Connecticut Common Core Domain:

____ 1.   Content and Essential Skills   ____ 4.   Instruction for Active Learning
____ 2.   Classroom Environment   ____ 5.   Assessment for Learning
____ 3.   Planning for Active Learning   ____ 6.   Professional Responsibilities

Student Learning Objective:

Rationale:

Action Plan:

Professional Learning Planned/Required:

Indicator of Academic Growth and Development: How will the objectives be measured? What type of assessment will measure student learning?

Evaluator's Comments:

Note: A written report from the teacher on the final reflection and assessment of his/her goal(s) is due to the administrator by May 15 of each year.

Approval of Goal: _____   _____
(By Nov 15)   HOD Signature   Primary Evaluator Signature

Year-End Conf.:   _____   _____
(By May 15)   Teacher Signature   HOD Signature

NORWICH FREE ACADEMY
Collaborative Project Proposal

Teacher's Name:_____ Subject:_____

School Year:_____ Colleague(s): _____

Connecticut Common Core Domain:

____ 1.   Content and Essential Skills   ____ 4.   Instruction for Active Learning:
____ 2.   Classroom Environment   ____ 5.   Assessment for Learning:
____ 3.   Planning for Active Learning   ____ 6.   Professional Responsibilities

Collaborative Project:_____

_____

_____

_____

Peer Collaboration Meeting Times: _____

Expected Learning Outcomes:

_____

_____

_____

Future Work:

_____

_____

_____

Please submit completed form to HODs and Primary Evaluators of all faculty members involved in the project.
Deadline for submission is September 30th.

NORWICH FREE ACADEMY PROFESSIONAL GROWTH GOAL SETTING WORKSHEET
(For use by teachers to assist in annual goal setting)

NAME _____

	AREA OF STRENGTH	FUTURE GOAL AREA

Content Knowledge and Essential Skills

Demonstrates discipline-specific knowledge and skills as described in relevant national and state professional teaching standards	_____	_____
Uses technological and digital resources to promote learning, collaboration with colleagues and communication within a learning community	_____	_____

Classroom Environment

Creates a class climate responsive to and respectful of the learning needs of students with diverse backgrounds, interests, and performance levels	_____	_____
Effectively communicates with students	_____	_____
Helps students develop positive self-concepts	_____	_____
Effectively organizes time, space, materials and equipment for instruction	_____	_____
Encourages students to initiate their own questions and inquiry	_____	_____
Provides explicit instruction about social skills to develop students' social competence and responsible and ethical behavior	_____	_____
Fosters appropriate standards of behavior that support a productive learning environment for all students	_____	_____
Maximizes the amount of time spent on learning by effectively managing routines and transitions	_____	_____

Planning for Active Learning

Plans instruction to achieve selected objectives	_____	_____
Determines students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs	_____	_____
Develops and organizes coherent and relevant units, lessons, and learning tasks that build on students' prior knowledge, skills, and interests and engages students in the work of the discipline	_____	_____

Designs or selects academic/behavioral interventions through differentiated, supplemental, specialized, instruction for students who do not respond to primary instruction alone   _____   _____

Collaborates with colleagues to review and interpret assessment data to monitor and adjust instruction   _____   _____

Communicates academic and behavioral performance expectations and results with students, families, and other educators   _____   _____

Includes strategies for teaching and supporting content area literacy skills, and when appropriate, numeracy skills (across the curriculum)   _____   _____

Instruction for Active Learning
Facilitates the independence of the student as learner   _____   _____

Uses a variety of evidence-based instructional strategies to enable students to apply and construct new learning   _____   _____

Uses differentiated instruction and supplemental intervention to support students with learning difficulties, disabilities, and/or particular gifts and talents   _____   _____

Uses technological and digital resources strategically to support learning   _____   _____

Leads students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning   _____   _____

Varies the student and teacher roles in ways that develop independence and interdependence of learners with the gradual release of responsibility to students   _____   _____

Monitors student learning and adjusts teaching during instruction in response to student performance and engagement in learning tasks   _____   _____

Provides meaningful, appropriate and specific feedback to students during instruction to improve their performance   _____   _____

Assessment for Learning
Understands and utilizes different types of assessment   _____   _____

Uses a variety of formative and summative assessments that directly align with learning objectives   _____   _____

Selects appropriate assessment strategies to monitor ongoing student progress   _____   _____

Uses data to select or design interventions to help ensure success of students   _____   _____

Provides students with assessment criteria and individualized, descriptive feedback to help them improve their performance   _____   _____

Professional Responsibility and Teacher Leadership
Engages in reflection, self-evaluation and professional development to enhance understanding of content and skills   _____   _____

Seeks to participate in professional development opportunities as a learner and a teacher   _____   _____

Encourages and maintains the cooperative involvement and support of parents and the community   _____   _____

Collaborates with colleagues and administrators to examine student learning data, instructional strategies, and curricula   _____   _____

Understands the rights of students with disabilities   _____   _____

Understands how race, gender, and culture affect professional interactions with students, families, and colleagues   _____   _____

Uses communication technology and social media in a professional and ethical manner   _____   _____

Maintains and demonstrates a positive attitude at work
                                                                                                                                            _____   _____

Summative Ratings

As required in the CT Guidelines for Educator Evaluation, NFA's Evaluation Plan uses a four-level rating system. The four areas are as follows:

STUDENT OUTCOME INDICATORS

Student Growth and Development (45%) (Assessed through Multiple Student Learning Objectives)

Exceeded: All or most students met or substantially exceeded the target(s) contained in the indicators.

Met: Most students met the target(s) contained in the indicators within a few points on either side of the target(s).

Partially Met: 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 toward the goal was made.

Did not meet: A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

Whole School Student Learning and/or Student Feedback (5%): In 2015-2016, Whole School Student Learning Indicators will be utilized. Ratings will be represented by the aggregate rating for multiple student learning indicators established for the administrator's (45%) evaluation rating.

TEACHER PRACTICE INDICATORS

Teacher Performance and Practice (40%) (Assessed through evaluative observations as per the CT Rubric).

Exemplary: No rating below accomplished
Accomplished: No rating below standard
Developing: Not more than one rating below standard
Below Standard: Two or more ratings below standard
Note: As per the Guidelines, all four domains are equally weighted.

Parent Feedback (10%) (Assessed through annual parent survey)

Exemplary: Exceeded the goal
Accomplished: Met the goal
Developing: Partially met the goal
Below Standard: Did not meet the goal

Annual summative evaluations provide the teacher with a summative rating aligned to the designation of exemplary; accomplished; developing; or below standard.

Student performance will be measured regularly by each teacher in each class on campus. Some of the measurements used include, but are not limited to: administration of Ready-Step, PSAT, and SAT tests, CAPT, SBAC, CTE assessments, AP exams, common elements of semester and final exams, department wide rubrics, LAS links, Woodcock Johnson III, TOWL, San Diego Quick Assessment, AGS Reading Level Indicator, and MAZE reading assessments.

PARENT SURVEY (10%)

An anonymous parent survey will be administered in March/April online. The survey will also be available in hard copy format for those who are unable to access it electronically. Parents will be notified about the survey and the response time frame electronically and in a formal letter from the Superintendent/Head of School. The parental feedback survey will be developed and initially evaluated by a Parent Survey subcommittee which includes members of the NFA Professional Development and Evaluation Committee. In 2015-2016, NFA will review and consider using the CSDE recommended survey instruments as part of the SEED state model for teacher evaluation and support. The possible survey tools considered and evaluated for 2015-2016 implementation will include those developed by Panorama Education. The utilization of professionally developed and CSDE recommended survey instruments will ensure that the parent survey instrument used is valid (measures what it is intended to measure) and reliable (the use of the survey instrument is consistent among those using it and consistent over time). The Parent Survey Committee's analysis and recommended survey instrument will then be shared with the leadership team (Administrators and Heads of Department) and the bargaining unit (EANFA) for their review and endorsement. The selection of any parental survey instrument will be collaborative and involve a diverse group of campus stakeholders. Following the administration of the survey, the results will be shared within academic departments on campus and at a faculty and staff meeting prior to the conclusion of the school year. The ratings associated with parent surveys will be determined according to the CT Guidelines for Educator Evaluation.

DETERMINING THE SUMMATIVE RATING

1. **Calculate a Teacher Practice score by combining the observation of teacher performance and practice score (40%) and the parent feedback score (10%).**

2. **Calculate a Student Outcomes score by combining the student growth and development score (45%) and whole-school student learning indicator or student feedback (5%).**

3. **Use the Summative matrix to determine the Summative rating.**

SUMMATIVE MATRIX FOR TEACHERS

		Teacher Practice Related Indicators Rating			
		Exemplary	**Accomplished**	**Developing**	**Below Standard**
Student Outcomes Related Indicators Rating	**Exemplary**	Rate Exemplary	Rate Exemplary	Rate Accomplished	*Gather Further Information*
	Accomplished	Rate Exemplary	Rate Accomplished	Rate Accomplished	Rate Developing
	Developing	Rate Accomplished	Rate Accomplished	Rate Developing	Rate Developing
	Below Standard	*Gather Further Information*	Rate Developing	Rate Developing	Rate Below Standard

NORWICH FREE ACADEMY

TENURED TEACHERS - SPECIAL CIRCUMSTANCES

RETURN TO FULL EVALUATION PHASE
A tenured teacher may be placed solely in the evaluation phase by the evaluator if it is deemed that there are areas that need to be addressed. Before the teacher is placed into the evaluation cycle or recommended for the Pre-Intensive Assistance intervention, the evaluator will collaborate with the teacher's HOD to determine further action.

PRE- INTENSIVE ASSISTANCE
Pre-Intensive Assistance is an initial attempt to provide a staff member with the support, supervision, and resources to improve his/her performance in one or more competencies. A pre-intensive assistance plan will be developed in consultation with the evaluatee and EANFA representation. The primary evaluator and HOD will meet with the struggling teacher to outline for the teacher specific goals and objectives necessary to facilitate change, along with timelines, resources, a schedule of observations, and evaluative criteria. Upon mutual agreement, other professionals with expertise in the area(s) of need may be consulted. This intervention will operate for a minimum of forty-five consecutive school days. After forty-five days, the primary evaluator, HOD, and teacher will meet again to review progress on goals. At this point, the evaluator will note the teacher's progress. If satisfactory, she/he may be moved to the professional development component of the plan. If progress is unacceptable, the teacher should move into Intensive Assistance.

The primary evaluator will document the procedures and dates of conferences in writing and provide one copy for the teacher, and one copy for the personnel file. When satisfactory performance is demonstrated, the documentation to that effect will also be included in the personnel file. The Notification of Professional Concerns form (Page 26) will be used to notify a teacher that he/she is being placed in the pre-intensive or intensive assistance component.

INTENSIVE ASSISTANCE
Intensive Assistance is the final attempt to provide the help necessary to assist a teacher struggling to meet the requirements of his/her position. The teacher, evaluator, another appropriate administrator appointed by the Head of School, and at least one mutually agreed upon professional with expertise in the area(s) of need will develop a plan that includes specific goals, objectives, timelines, resources, and evaluative criteria. The plan will be in operation for a minimum of forty-five consecutive school days and shall include both formal and informal observations.

Evaluators (administrators, including primary evaluators, and HODs) will observe in the classroom at least once a week, and each observation will be followed by a conference with the teacher. Evaluators will make observations and provide feedback to the teacher. At the conclusion of the intensive assistance program, the primary evaluator will recommend that the teacher return to the appraisal phase or that there be an administrative review. One evaluator will document the procedures, observations, and conferences in writing and provide one copy for the teacher, one copy for the primary evaluator, and a third copy for the personnel file.

Information to be included in an Intensive or Pre-Intensive Plan

1. Deficiency to be addressed. List the specific standard and component of the teaching framework used, including the wording of the same. Describe in concrete terms how the teacher specifically does not meet the school expectation. As appropriate, include the frequency of the behavior.

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

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

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

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

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

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

DEFINITION OF EFFECTIVENESS AND INEFFECTIVENESS

Norwich Free Academy shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings. Novice teachers may be evaluated as developing in their first year; however, two consecutive years of a developing rating for a non-tenured teacher will be cause for concern and possible intervention. The determination of intervention or another course of action for a novice teacher will be made on a case-by-case basis by the Director of Curriculum, Instruction and Assessment, the Primary Evaluator and the Head of the Department. The Superintendent/Head of School will become involved if there is a recommendation for dismissal/non-renewal. A below standard rating for a novice teacher is a cause for serious concern and may result in an administrative recommendation for dismissal/non-renewal. There should be a trajectory of growth and development as novice teachers work their way toward the NFA tenure track (Regular Tenure Track or Fast Tenure Track). The effectiveness and ineffectiveness of a novice teacher is to be taken very seriously and determined on a case-by-case basis with an ability to properly consider extenuating circumstances that may have negatively impacted one's performance.

A post-tenure teacher shall generally be deemed ineffective if, at the conclusion of the years during which that teacher has received appropriate assistance according to the circumstances described on Pages 28-30 of this plan, he/she receives consecutive developing ratings or one below-standard rating. As is the case with novice teachers, the evaluation of tenured teachers is a very serious matter and effectiveness or ineffectiveness will be determined on a case-by-case basis. Extenuating personal and/or professional circumstances that may have negatively impacted a tenured teacher's performance will be properly and thoughtfully considered by the Primary Evaluator and Head of Department.

DISPUTE-RESOLUTION

In cases where teachers and evaluators cannot agree on objectives, the evaluation period, feedback, or the professional development plan, the department head, teacher, and primary evaluator will all meet to attempt to resolve the disagreement. If an acceptable resolution cannot be achieved among these three individuals, the matter will be referred to the Head of School by the teacher's Primary Evaluator. The Head of School will make the final decision on the topic(s) of dispute.

NORWICH FREE ACADEMY

Teacher Evaluation Program
Notification of Professional Concerns

TEACHER NAME _____ **DATE** _____

PRIMARY EVALUATOR _____

This form is designed to officially notify you that your evaluator has concerns about your professional performance or behavior that are sufficient to warrant identifying you as having professional difficulty.

As a result of these difficulties, you are being placed into the (Pre) Intensive Assistance Phase.

You are being placed in a different supervisory process from that of your peers. You can expect more directive behavior from your evaluator, more frequent observations and conferences, observations and assistance from personnel other than your primary evaluator, and additional support. A plan for improvement will be presented to you and discussed at an initial meeting and will be written and agreed upon by both parties (teacher and evaluator) within ten working days of the teacher receiving this form.

This notice is not an indication of non-renewal or dismissal proceedings. However, failure to remedy deficiencies may result in non-renewal or dismissal and you should be so advised.

- The evaluator's reasons for identifying this teacher as having professional difficulties are (Please attach any appropriate documentation for any of the following bullets):

- During this remedial phase of evaluation, the teacher should focus on growth in the following areas:

- The teacher should expect the following interventions over the duration of this plan:

- The group will reconvene to evaluate progress on (date): _____

_____   _____
Signature of Evaluator   **Signature of Teacher**

_____   _____
Signature of HOD   **Signature of EANFA Rep (teacher's choice)**

Signatures of those in attendance indicate that each person has read the plan presented.

NORWICH FREE ACADEMY

Teacher Evaluation and Professional Growth
Request for a Change in the Primary Evaluator

NAME _____ **PRIMARY EVALUATOR** _____

I request that a different primary evaluator be assigned to evaluate my performance as a professor educator at Norwich Free Academy.

Reason(s):

_____   _____

Signature of Teacher   **Date**

This form should be sent to the Head of School.
A copy should be sent to your primary evaluator.

NFA Teacher Job Description

(Connecticut's Common Core of Teaching)

Overview

The Common Core of Teaching articulates the art and science of teaching as essential knowledge, skills and qualities. These foundational skills and competencies are grouped by domains but, in practice, are to be viewed as integrated parts of the complex and dynamic process of effective teaching. The CCT should be used to help guide and build teacher competence beginning with pre-service and continuing throughout a teacher's career.

For more information, refer to the complete document at
http://www.sde.ct.gov/sde/lib/sde/pdf/educatorstandards/board_approved_cct_2-3-2010.pdf

NFA teachers shall obtain and maintain the certification requirements established by Connecticut State Statutes. The teacher shall meet the requirements of the NFA Board of Trustees.

Duties and Responsibilities:

A. Content and Essential Skills:
   a. Demonstrates proficiency in reading, writing, and mathematics skills;
   b. Demonstrates discipline-specific knowledge and skills described in the relevant national and state professional teaching standards;
   c. Uses developmentally appropriate verbal, non-verbal and technological communications;
   d. Uses technological and digital resources to support learning, collaboration with colleagues and communication within a learning community;
   e. Demonstrates understanding of how to use content area literacy skills to enable students to construct meaning through reading, writing, listening, speaking, viewing and presenting; and
   f. Demonstrates understanding of how to use content area numeracy and analytical skills to enable students to problem solve, interpret and use data and numerical representations.

B. Maintains a Positive Learning Environment, Engages Students, and Demonstrates Commitment to Learning:
   a. Creates a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests, and performance levels
   b. Promotes engagement and shared responsibility for the learning process and provides opportunities for students to initiate their own questions and inquiries
   c. Provides explicit instruction about social skills to develop students' social competence and responsible and ethical behavior by using a continuum of proactive strategies that are individualized to student needs
   d. Fosters appropriate standards of behavior that support a productive learning environment for all students
   e. Maximizes the amount of time spent on learning by effectively managing routines and transitions

C. Plans for Active Learning:
   a. Determines students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and is differentiated to meet students' learning needs

b. Develops and organizes coherent and relevant units, lessons, and learning tasks that build on students' prior knowledge, skills, and interests to engage students in the work of the discipline
c. Promotes application of skills and conceptual understanding and anticipates students' content misconceptions
d. Selects appropriate assessment strategies to monitor student progress
e. Selects and/or designs instructional strategies, resources, and flexible groupings that provide opportunity for students to think critically and creatively, and to solve problems
f. Integrates learning activities that make real-world, career, or global connections, and promotes interdisciplinary connections when possible
g. Designs or selects academic and behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction
h. Designs strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as discourse and/or inquiry-based learning
i. Includes strategies for teaching and supporting content area literacy skills and numeracy skills

D. Instructs for Active Learning:
a. Uses a variety of evidence-based strategies to enable students to apply and construct new learning
b. Uses technological and digital resources strategically to support learning
c. Leads students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning
d. Varies the student and teacher roles in ways that develop independence and interdependence with the gradual release of responsibility to students
e. Uses differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities, and/or particular gifts and talents
f. Monitors student learning and adjusts teaching during instruction in response to student performance and engagements in learning tasks
g. Provides meaningful, appropriate and specific feedback to students during instruction to improve their performance

E. Assesses for Learning
a. Uses and/or designs a variety of formative and summative assessments and criteria that directly align with the learning objectives and value the diversity of ways in which students learn
b. Uses a comprehensive set of data that provides depth and breadth of understanding of student achievement at a particular point in time and over time
c. Collaborates with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students' progress;
d. Provides students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning;
e. Supports students' progress by communicating academic and behavioral performance expectations and results with students, their families and other educators;
f. Recognizes the role that lack of opportunity to learn, lack of effective instruction and assessment bias can play in the overrepresentation in special education of students with cultural, ethnic, gender and linguistic differences; and
g. Uses academic, behavioral and health data to select and/or design interventions, and assist in the development of individualized education programs for students with disabilities

F. Demonstrates Professional Responsibility and Teacher Leadership
   a. Continually engages in reflection, self-evaluation and professional development to enhance their understandings of content, pedagogical skills, resources and the impact of their actions on student learning
   b. Seeks professional development opportunities to enhance skills related to teaching and meeting the needs of all students
   c. Collaborates with colleagues, administrators, students and their families to develop and sustain a positive school climate
   d. Collaborates with colleagues and administrators to examine student learning data, instructional strategies, curricula, and organizational structures to support continuous school and district improvement
   e. Guides and coaches paraprofessionals and collaborates with colleagues, administrators, and special services staff to monitor the impact of instructional or behavioral support and interventions
   f. Proactively communicates in culturally respectful and sensitive ways with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child's learning
   g. Understands the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process
   h. Recognizes how one's race, gender and culture affect professional interactions with students, families and colleagues
   i. Uses communication technology in a professional and ethical manner
   j. Collaborates with colleagues, administrators, and families in the development of individualized student success plans to address goal setting, personal and academic development, post-secondary and career exploration, and/or capstone projects
   k. Conducts him/herself as a professional in accordance with the Connecticut's Code of Professional Responsibility for Educators

CAREER DEVELOPMENT AND PROFESSIONAL GROWTH PLAN FOR ADMINISTRATORS AND DIRECTORS

NFA's Administrator Career Development and Professional Growth Plan is aligned with NFA's Evaluation and Professional Development Plan for Teachers. NFA's Mission Statement serves as the cornerstone of the Academy's plan of professional practice as well as our standards of excellence for students, teachers, support personnel, and administrators.

Founding Principles of the NFA Plan

The Administrator and Director Career Development and Professional Growth Plan is founded upon the following goals:

- Student achievement and continuous improvement/growth annually and over the students' four-year NFA experience.
- Individual growth and development of administrators and directors as educational leaders and evaluators of personnel.
- Utilization of data (state and local) to evaluate program effectiveness and to determine future plans, programs, and special initiatives.
- Honest and candid assessment of our personal performance as leaders and our collective performance/success as an organization.
- A fulfilling and inspiring campus environment fostering student and adult success and continuous growth.
- Open, honest, and frequent communication with the many internal and external constituencies we serve as a regional school of choice.
- Ensuring that the school's financial plan and staffing profile properly support students and adults on campus in their quest for personal and professional excellence.

Certain director positions (e.g. Director of Slater Museum, Director of Public Affairs and Communications, Director of Finance and Human Resources, Director of Student Affairs and the Director of Diversity) support the institution in ways other than those with direct student contact or teacher supervision. Administrators in director's roles will be evaluated according to their attainment of the professional goals they set and review with the Superintendent/Head of School on an annual basis.

NFA's Administrator Evaluation and Professional Development Plan is based upon our belief that we are an excellent institution. Our strong commitment to the success of our students and one another is the foundation of our current and future improvement and success. To that end, candid assessment of our educational programs and practices and our work together as a team of leaders is a critical component of NFA's continuous improvement and growth as a school. The theme of Continuous Organizational Improvement serves as the cornerstone of Norwich Free Academy's evaluation plans for teachers and administrators.

NFA's Evaluation Process – Based upon Supportive Relationships and Trust

The four evaluative categories identified by the CT State Department of Education are: Observation of Leadership Performance and Practice (40%); Stakeholder Feedback (10%); Student Learning (45%), and Teacher Effectiveness Outcomes (5%). At NFA, we believe that focus, courage, and inspiration are the characteristics of truly effective leaders. Data alone cannot properly define the performance of a leader and his/her performance.

NFA's Administrator Evaluation/Professional Development Plan incorporates multiple performance measures and is founded upon the belief that a person's employment evaluation should be about his/her improvement and growth over time. This applies to professional practice goals and the outcomes each administrator is striving to reach. Attaining high levels of performance is essential at NFA, and delivering results is one's professional and ethical responsibility. Any evaluation model/instrument should promote continuous personal improvement, effort to excel, and a commitment to the goals and strategic intent of the organization. An evaluation process designed for growth and success must be founded upon professional candor, trust, and the courage of an evaluator to provide performance feedback in a caring and direct manner. Quality evaluation, intended to achieve continuous growth and improvement, is founded upon trust-based relationships between an evaluator and his/her evaluatee(s). Therefore, the professional conversations and coaching sessions between the administrator and his/her supervisor can only be accomplished through a well-designed, well-understood, and well-executed evaluation system. So, the model requires evaluators to observe the professional leadership skill/practice of administrators frequently enough to make informed judgments about the quality and efficacy of their work.

The evaluative goals of every NFA administrator should be properly integrated into and supportive of his/her daily work and the school's comprehensive school improvement efforts. An administrator's professional focus must be regarded as integral to his/her daily work and not regarded as a cumbersome or irrelevant distraction from it. NFA's Administrator Evaluation and Professional Development Plan is consistent with our Teacher Evaluation and Professional Development Plan by defining administrator effectiveness in terms of practice and performance (Leadership Performance and Practice and Stakeholder Feedback), and Student Learning and Teacher Effectiveness Outcomes.

Performance Evaluation Designations

NFA's model supports the state plan, which includes four levels of leadership performance and focuses on the practices and outcomes of effective administrators. The performance evaluation designations are as follows:

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

Note: The administrator specific "indicators of performance" will be developed and agreed upon during the Goal Setting and Plan Development phase of the process, to occur annually between July and September.

NFA Plan Description

Comprehensive Process Overview

Annually, each NFA Administrator will participate in the evaluation process as a planned cycle of continuous improvement. The evaluation cycle begins in July and August with Goal Setting and Plan Development for the school year, setting the stage for the implementation of a goal-driven plan. From September through December, the administrator begins to implement his/her plan and collect evidence/data. The process continues with a Mid-Year Formative Review, followed by continued implementation of the administrator's plan. Each spring, administrators begin formal self-assessment and reflection of their progress to date, a step that informs the summative evaluation. Evidence from the self-assessment (April/May) and summative evaluation (May / June) become important sources of information for the administrator's goal-setting process for the following academic year.

July: Orientation and Context Setting

The Orientation and Context meeting will serve as an annual opportunity for NFA's Administrative Team to come together to discuss the following topics:

1. The Administrator Evaluation and Professional Development Plan
2. Available student learning/performance data and any other data related to the School's Strategic Plan.
3. Stakeholder survey data.
4. Continuation of and/or new strategic initiatives for the upcoming school year.
5. School improvement initiatives and related student achievement goals.
6. School-wide student learning objectives and local measures of performance.
7. Survey focus, survey instrument(s), and the target survey sample groups.

> **Note:** The Superintendent/Head of School is the only evaluator for the members of NFA's Administrative Team, which constitutes thirteen individuals.

> **Dispute-Resolution (Approved by the SDE in July 2014)**
> In cases where administrators and the Superintendent/Head of School cannot agree on objectives; the evaluation period; feedback; or the professional development plan, the Director of Human Resources will be asked to participate in the collaborative discussion in an attempt to resolve the dispute. If resolution cannot be achieved among the administrator and the Head of School, the Director of Human Resources will make a final recommendation regarding the topic(s) of dispute.

July-September: Goal-Setting and Plan Development

During the summer, NFA's Administrative Team will meet to collaboratively identify specific school-wide student learning objectives and at least one target survey sample group for the upcoming school year. In addition, administrators will review their prior performance evaluation (if applicable) and determine two areas of professional focus for their practice. Each administrator will meet with the Head of School to discuss the selected school-wide student learning objectives and discuss and agree upon his/her individualized practice focus areas. This is an opportunity to discuss the administrator's areas of personal focus and to explore areas of uncertainty or concern regarding the school-wide student learning objectives.

The Superintendent/Head of School and administrator will also discuss the required resources and professional development needed to support the administrator in accomplishing the agreed-upon personal focus goals. The school-based goals, the professional practice areas, and the resources and supports will comprise an individual's evaluation plan. In the event of any disagreement, the Superintendent/Head of School has the authority and responsibility to finalize the goals, supports, and sources of evidence to be used. The Superintendent/Head of School will review focus areas, goals, activities, outcomes, and timeline of each administrator prior to the administrator beginning work on the goals. The Superintendent/Head of School may suggest additional goals as appropriate.

September-December: Plan Implementation and Collect Evidence

As the administrator implements the plan, he/she and the Head of School collect evidence regarding the administrator's professional practice. This must include at least two **(**preferably more) direct observations/meetings related to the agreed-upon areas of personal focus. It is essential that the Head of School complete periodic and purposeful observations in order to observe, collect evidence, and analyze the work of the administrators. At a minimum, fall, winter, and spring visits to observe the administrator's

work are essential. This may be done at the administrator's worksite, during a meeting, or in any other professional venue where an evaluative focus area(s) may be on display and assessed. Worksite visits to observe leadership practice can vary significantly in length and setting. Central to this process is the meaningful feedback based on observed practice. The Head of School should provide timely feedback after each evaluative visit. This process relies on the professional judgment of the administrator and the Head of School to determine appropriate sources of evidence and ways to collect evidence.

January: Mid-year Formative Review

Midway through the school year (ideally at the conclusion of the first semester when student assessment data is available for review) is the appropriate time for a formal "check-in" to review progress. The administrator and the Head of School meet for a formal 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 discuss any issues/situations that have arisen since the summer goal development meeting that might compromise the administrator's ability to achieve his/her outcome goals. In this instance, a goal(s) may be amended at this point.

April / May: Self-Assessment

In the spring, each administrator is expected to review the previously-established focus areas and determine if he/she is on track. This reflection should be used to inform the performance evaluation designation for the year. In addition, the administrator should provide data to indicate how he/she believes the administrative team is progressing on the collaboratively developed school-wide, student learning objectives.

May / June: Preliminary Summative Assessment (adjusted in August, if appropriate)

The administrator and the Head of School meet in the late spring to discuss the administrator's self-assessment and all of the support evidence collected over the course of the school year. The Preliminary Summative Assessment Meeting provides an opportunity to discuss strengths, identify growth areas, and discuss the probable performance evaluation designation. After the meeting, the Head of School thoughtfully considers the discussion points and the data/evidentiary material and assigns a performance evaluation designation of Exemplary; Proficient; Developing; Below Standard.

The evaluator completes the summative evaluation report (on or before June 30th), shares it with the administrator in person, and places it in the administrator's personnel file. The administrator may also prepare written comments to be attached to the Summative Evaluation Report within two weeks of the receipt of the report from the Head of School. Summative ratings will be completed for all administrators by June 30. Should state standardized test data not be available at the time of a final rating, the Head of School may re-evaluate an administrator's performance evaluation designation when the data is available and inform the administrator in person of an adjusted rating no later than September 15. Administrators who receive a performance evaluation designation of Developing or Below Standard will receive leadership assistance from the Head of School related to the focus areas of significant concern.

SUPPORT AND DEVELOPMENT

Evaluation alone cannot improve leadership practice, teacher effectiveness, and student learning. That said, when combined with effective, relevant, and timely support, the evaluation process has the potential to help move administrators along the path to exemplary practice.

EVALUATION – INFORMED PROFESSIONAL LEARNING

Student success depends upon effective teaching, learning, and leadership. It is our goal that, each and every day, NFA leaders engage in continuous learning to enhance their professional effectiveness, resulting in a positive outcome for all students.

In mutual agreement with the Superintendent/Head of School, all administrators will identify professional learning needs that support their goals and objectives. The professional learning opportunities identified for each administrator will be based on the individual strengths and areas of focus that are identified through the evaluation process. The evaluation process may also highlight areas/topics of common need among a group of administrators, which can then become the focus of school-wide professional development opportunities.

IMPROVEMENT AND REMEDIATION PLANS

If an administrator's performance is rated as developing or below standard, it highlights the need for focused support and development. Improvement and Remediation Plans will be developed in collaboration with the administrator and be differentiated by the level of identified need and/or the stage of leadership development. Given that NFA does not have an administrative bargaining unit, the administrator may request that the Director of Human Resources participate in the development of his/her Improvement and Remediation Plan.

A well-articulated Improvement and Remediation Plan should include targeted support strategies; clearly delineated goals linked to specific performance indicators; a timeline for interim and final reviews, and clearly defined indicators of success and/or a required level of improvement at the conclusion of the mutually agreed upon timeline.

Structured Support: An administrator will receive Structured Support when an area(s) of concern is identified during the school year. This level of professional support provides short-term assistance to address a concern in its early stage.

Special Assistance: An administrator will receive Special Assistance when he/she receives an overall performance rating of developing or below standard. Special Assistance may also be provided if said administrator does not meet the goal(s) of a Structured Support Plan. This level of support is intended for an administrator who is having difficulty consistently performing at an Accomplished level.

Intensive Assistance: An administrator will receive Special Assistance if he/she does not meet the goal(s) of a Special Assistance Plan. This level of support is intended to focus upon a leader's competency.

CAREER DEVELOPMENT AND GROWTH

Rewarding exemplary performance identified through the evaluation process with opportunities for Career Development and Professional Growth is critical in building confidence and trust in the evaluation process and in building leadership skill and capacity. Examples of Career Development and Growth opportunities will include but not be limited to the following: (1.) observation of leadership peers, (2.) mentoring aspirant and inexperienced administrators, (3.) participating in the development of Improvement and Remediation Plans for colleagues performing at the developing or below standard level, (4.) leading professional development initiatives and (5.) focused professional development based on goals for continuous growth and development.

THE FOUR COMPONENTS OF ADMINISTRATOR EVALUATION

NFA Administrators will be evaluated and supported on four key components: (1) Observation of Leadership Performance and Practice (40%), (2) Stakeholder Feedback (10%), (3) Student Learning (45%), and (4) Teacher Effectiveness Outcomes (5%).

Evaluation Component One: Leadership Performance and Practice (40%)

An assessment of an administrator's leadership practice is 40% of the summative performance evaluation designation. It is determined by direct observation of practice and the collection of other evidence. These expectations are described in the Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June, 2012. Those approved leadership performance expectations define effective administrative practice through six performance expectations.

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

2.   **Teaching and Learning** (20% or 50% of the total of this component **): Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.

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

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

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

6.   **The Education System:** Education leaders ensure the success and achievement of all students and advocate for their students, faculty, and staff needs by influencing political, social, and economic systems.

** **Note:** Improving teaching and learning is the most important action of effective educational leaders. To that end, Performance Expectation 2 (Teaching and Learning) comprises half of the leadership practice performance evaluative designation and the other five performance expectations are equally weighted.

New Principals / Directors = 4 scheduled observations per year
Principals / Directors rated "Exemplary" or "Proficient" = A minimum of 2 scheduled observations per year
Principals / Directors rated "Developing" or "Below Standard" will be placed on a collaboratively developed Assistance Plan with a minimum of four (4) scheduled observations per year.

NFA's Superintendent / Head of School evaluates all administrators and attends the CSDE-sponsored training as required. This training includes conducting effective observations and providing high-quality feedback.

Evaluation Component Two: Stakeholder Feedback (10%)

Feedback from stakeholders (teachers and parents) represents 10% of an administrator's summative performance evaluation designation. It is assessed by the administration of a survey(s) with measures that align to the Connecticut Leadership Standards. The target survey sample group will be identified and the survey instrument collaboratively developed by NFA's Administrative Team during the summer Orientation and Context Setting meeting.

The stakeholders surveyed (teachers and parents) will be those in the best position to provide meaningful feedback to NFA's Administrative Team. Student survey data from the annual school climate survey may also be considered and included in any future action plans / initiatives based upon stakeholder feedback. Surveys will be administered anonymously, and the stakeholder feedback data will be collected and analyzed for the purpose of continuous improvement. The anonymous survey shall be administered annually. The anonymous stakeholder feedback survey will be administered in March/April online for parents and using NFA's campus Gmail system for teachers. The survey will also be available in hard copy format for those unable to access it electronically. Teachers and parents will be notified about the survey and the response time frame both electronically and in writing from the Head of School. The stakeholder feedback will be collected via survey instruments that have been vetted and approved for internal reliability and validity. A subcommittee of the leadership team (Administrators and Heads of Department) will review CSDE recommended survey instruments and the subcommittee's initial analysis and recommendation will be shared with the full leadership team. The leadership team will utilize the stakeholder feedback survey data for continuous organizational improvement. The ratings associated with parent surveys will be determined according to the CT Guidelines for Educator Evaluation.

Data collected during a school year will serve as baseline data for the upcoming school year. Using the survey data, the administrative team will establish goals intended to thoughtfully and effectively address the stakeholder feedback. Once the stakeholder feedback goal has been determined, the administrative team will identify the strategies to be employed to meet the target objective(s).

Evaluation Component Three: Student Learning (45%)

Note: For 2015-2016, the required use of state test data is suspended, pending federal approval. Therefore, 22.5% of the administrator's evaluation is based on at least two locally-determined indicators of student learning. At least one of which includes student outcomes from subjects and/or grades not assessed on state administered assessments. Locally determined indicators are required to align to CT learning standards and will include the cohort graduation rate and the extended graduation rate.

While the Student Learning component will account for 45% of the performance evaluation designation, given the suspension of state test data the percentage in 2015-2016 will be calibrated as follows:

- Performance and growth on locally determined measures = 45%

NFA is a privately funded and independently governed regional high school of choice for Southeastern CT communities. NFA has formal tuition-based partnerships with the following K-8 school districts: Norwich, Bozrah, Canterbury, Franklin, Lisbon, Preston, Sprague, and Voluntown. We have a limited term partnership with Windham and NFA also serves tuition students from Brooklyn, North Stonington and Stonington. While the Superintendent/Head of School meets regularly with NFA's partner district superintendents, NFA has no jurisdiction or authority over the curricular experiences students have prior to entering Grade 9 at NFA.

This year (2015-2016), NFA enrollment (Grades 9-12) is projected to be 2,332 students with approximately 550-600 students per grade. NFA's academic program is delivered on a college-like campus using a House System comprised of five Academic Houses (Cranston House, Bradlaw House, Shattuck House, Tirrell House, and the Sachem Campus). Each Academic House has a designated House Principal and each of the House Principals reports directly to the Head of School. Together, the House Principals are directly involved in the supervision of NFA students and faculty members from numerous academic departments. Together, the administrators (House Principals and Educational Directors) assume collective responsibility and are held accountable for the performance and progress of our students.

Therefore, we believe that NFA's Administrative Team will be held properly accountable with performance and growth on locally determined measures comprising all 45% of the Student Learning Component. **Please refer to the note on Page 43 associated with Evaluation Component Three: Student Learning (45%).**

Locally Determined Measures of Student Performance

The NFA Administrative Team will identify the student learning objectives for the upcoming school year. It is understood that when selecting student learning objectives and how they are to be measured, the following parameters apply:

- All locally determined measures must align to Connecticut learning standards.

- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.

- 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 administrator evaluation.

- For all school-based administrators, selected indicators are required to be relevant to the student population served by the administrator's school.

Beyond these parameters, NFA's Administrative Team has 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 (AP) examinations; Early College Experience (ECE) results).

- 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 who pass 9th and/or 10th grade subjects most commonly associated with graduation.

- Students' performance or growth on school-developed or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.

- Other indicators determined by the NFA Administrative Team.

NFA's Administrative Team collects available interim student performance data for a mid-year leadership conversation that will provide an opportunity to assess progress and, as needed, adjust the course of action and/or implement interventions.

Evaluation Component Four: Teacher Effectiveness Outcomes (5%)

Teacher effectiveness—as measured by an aggregation of teachers' student learning objectives (SLOs)—is 5% of an administrator's evaluation. Improving teacher effectiveness is central to an administrator's role in leading and facilitating improved student learning outcomes. That is why, in addition to measuring the actions that administrators take to increase teacher effectiveness—from hiring and placement to ongoing professional development to feedback on performance—the administrator evaluation model also assesses the outcomes of all of that work. NFA's Evaluation and Professional Development Plan for teachers consists of annual goal setting, a mid-year performance review and a self-assessment component to inform the annual summative evaluation. All NFA teachers (non-tenured and tenured) develop annual goal(s) and are evaluated on the attainment of those goals. It is the responsibility of the administrator to help, coach, and support his/her evaluatees to accomplish their goal(s). This is the basis for assessing an administrator's contribution to teacher effectiveness outcomes.

Exemplary	Proficient	Developing	Below Standard
> 80% of teachers are rated *proficient* or *exemplary* on the student learning objectives portion of their evaluation	> 60% of teachers are rated *proficient* or *exemplary* on the student learning objectives portion of their evaluation	> 40% of teachers are rated *proficient* or *exemplary* on the student learning objectives portion of their evaluation	> 40% of teachers are rated *proficient* or *exemplary* on the student learning objectives portion of their evaluation

*Central Office Administrators will be responsible for the teachers under their assigned role.

*All other administrators will be responsible for the teachers they directly evaluate.

Summative Performance Evaluation Designations

Each administrator shall annually receive a summative performance evaluation designation in one of four levels identified below:

1. **Exemplary:**   Substantially exceeding indicators of performance
2. **Accomplished**   Meeting indicators of performance
3. **Developing:**   Meeting some indicators of performance, but not others
4. **Below Standard:**   Not meeting indicators of performance

- An Exemplary designation is reserved for performance that significantly exceeds proficiency and could serve as a model for leaders at the regional, state, or national levels.

- A Proficient / Accomplished Summative Performance Evaluation Rating represents fully satisfactory and expected leadership performance at NFA. Supporting administrators to reach and consistently achieve at a proficient level or higher is the intent of NFA's Administrator Evaluation and Professional Development Plan.

- A performance evaluation designation of Developing means that an administrator's performance is meeting proficiency in some of the four Administrator Evaluation 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 administrators in their first year as leader, a performance designation of Developing may be expected. If, by the end of three years, the administrator's performance is still rated developing, there is cause for concern. The Superintendent/Head of School may place Administrators who receive a Developing designation on an intensive assistance plan.

- A performance evaluation designation of Below Standard indicates performance that is below proficient on all components or unacceptably low on one or more components. Administrators receiving a Below Standard designation will be placed on an intensive assistance plan to be developed by the Superintendent/Head of School.

Note: Any assistance plan or intensive assistance plan will be collaboratively developed and mutually agreed upon with the Administrator / Director requiring professional support.

Determining Summative Performance Evaluation Designations

An administrator's summative evaluation performance designation is comprised of the combination of two components: (a) a professional practice rating (50%), and (b) an outcomes rating (50%).

A. Practice: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%
The summative professional practice rating derives from an administrator's performance on the performance expectations of the Common Core of Leading Evaluation Rubric (CCL) and the one stakeholder feedback target. .

B. Outcomes: Student Learning (45%) + Teacher Effectiveness Outcomes (5%) = 50%
The summative outcomes rating is determined by combining the student learning measures and the teacher effectiveness outcomes. In 2015-2016, annual School Performance Index (SPI) data is suspended, pending federal approval.

C. Overall: Leader Practice (50%) + Student Outcomes (50%) = 100%
The overall summative performance designation is a combination of the summative practice designation and the summative outcomes designation.

		Overall Leader Practice Rating			
		Exemplary	Accomplished	Developing	Below Standard
Overall Student Outcomes Rating	**Exemplary**	Rate Exemplary	Rate Exemplary	Rate Accomplished	*Gather Further Information*
	Accomplished	Rate Exemplary	Rate Accomplished	Rate Accomplished	Rate Developing
	Developing	Rate Accomplished	Rate Accomplished	Rate Developing	Rate Developing
	Below Standard	*Gather Further Information*	Rate Developing	Rate Developing	Rate Below Standard

DEFINITION OF EFFECTIVENESS AND INEFFECTIVENESS

Norwich Free Academy shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings. Novice administrators shall generally be deemed effective if said administrator receives at least two sequential proficient ratings, one of which must be earned in the fourth year of a novice administrator's career. A below standard rating for a novice administrator is a cause for serious concern and may result in a recommendation for dismissal or non-renewal. There should be a trajectory of growth and development as novice administrators gain more leadership experience. The effectiveness and ineffectiveness of a novice administrator is to be taken very seriously and determined on a case-by-case basis with an ability to properly consider extenuating circumstances that may have negatively impacted one's performance.

An experienced administrator shall generally be deemed ineffective if said administrator receives at least two sequential developing ratings or one below standard rating at any time. As is the case with novice administrators, the evaluation of experienced administrators is a very serious matter and effectiveness or ineffectiveness will be determined on a case-by-case basis. Extenuating personal and/or professional circumstances that may have negatively impacted an experienced administrator's performance will be properly and thoughtfully considered by the Head of School.

DISPUTE RESOLUTION

In cases where administrators and the Superintendent / Head of School cannot agree on objectives; the evaluation period; feedback; or the professional development plan, the Director of Human Resources will be asked to participate in the collaborative discussion in an to attempt to resolve the dispute. If resolution cannot be achieved among the administrator and the Superintendent / Head of School, the Director of Human Resources will make a final recommendation regarding the topic(s) of dispute.