

**Weston Public Schools
Teacher Evaluation Plan
2015-2016**



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What is the Mission of the Weston Public Schools?

The mission of the Weston Public Schools, as a caring and supportive community partnership, is to empower each student to achieve success and contribute to our global society by developing and cultivating character, knowledge and creativity through a dynamic learning experience that challenges each student to continually pursue personal excellence.

History of the Development of Weston's Plan

The Weston Public Schools Teacher Supervision and Evaluation System was developed over a three-year period beginning in 2009. A committee with broad-based representation across grade levels and disciplines was formed to research best practices, conduct a district-wide survey regarding the former model, and use the information gleaned to craft the new plan. The plan was piloted during the 2010-11 school year, and subsequently refined based on feedback from pilot participants. Following, the plan was rolled out with the assistance of teachers on the committee for full-scale implementation for the 2011-12 school year.

Administrators received ongoing training throughout this process on pedagogy and teacher evaluation. A consultant was hired from the Research For Better Teaching to train administrators in the knowledge base detailed in "The Skillful Teacher: Building Your Teaching Skills," by Jon Saphier. Additionally, administrators participated in a series of sessions on best practices in evaluation, including developing strategies for literal note-taking, effective conferencing, and writing observations. All evaluators in our district were taught a common method for providing teachers with written feedback (C,E,I,J/Q approach) and have calibrated periodically to ensure consistency. The investment in administrator training has been an essential step in ensuring the successful implementation of the plan, as reported by teachers.

With the adoption of new guidelines for teacher evaluation by the State of Connecticut in June 2012, we reconvened the teacher evaluation committee and combined it with the Professional Growth Committee. The focus of the Professional Growth Committee is as follows:

1. To provide input into the monitoring and adjusting of the district's supervision and evaluation plan in response to the new guidelines adopted by the state.
2. To provide input into the development and evaluation of the district's professional development plan.
3. To identify strategies to further align the supervision and evaluation plan with professional development opportunities.

The Professional Growth committee consists of broad-based representation from the district's four schools, including classroom teachers, related services personnel, curriculum instructional leaders, and administrators. This committee has worked over the course of the 2012-13 school year to incorporate the four components of the state guidelines into the existing framework that was established in 2010.

What is the Goal of the Weston Public Schools Teacher Supervision and Evaluation System?

The goal of the Weston Public Schools (WPS) Teacher Supervision and Evaluation system is to accelerate teacher growth to advance student learning in support of student achievement of the Connecticut State Frameworks and high priority 21st Century learning outcomes. The WPS Teacher Supervision and Evaluation System will:

- Provide teachers the tools to continuously improve their instruction, enhance practice, and advance student learning;
- Ensure that all teachers demonstrate the competencies essential to fostering student academic growth and development;
- Encourage the highest level of professional performance through a focus on excellence, professional development, and the pursuit of continuous improvement of practice;
- Provide teachers with a range of options for self-initiated professional growth;
- Validate and recognize the contributions and accomplishments of the professional staff;
- Ensure accountability of teachers and administrators for achieving the goals of the Weston Public Schools;
- Provide a clear assessment of teacher performance, progress and achievement;
- Provide ongoing feedback to continuously improve practice;
- Provide regular, comprehensive, meaningful, fair evaluations;
- Align with all state and federal teacher licensing requirements; and
- Provide appropriate documentation to guide employment decisions.

The WPS Supervision and Evaluation System provides opportunities for professional growth through differentiated approaches that are influenced by the teacher's developmental and achievement level. This system recognizes the personal nature of growth and is designed to provide options for professional development. It is essential that the teacher maintains a personal commitment to his or her own continuous professional growth and accepts personal responsibility for professional improvement.

What are the characteristics of the WPS Teacher Supervision and Evaluation system that promote quality instruction?

- Incorporates information and best thinking from:
 - a. the Connecticut Common Core of Teaching,
 - b. the National Board for Professional Teaching Standards,
 - c. teacher performance standards from numerous districts nationally, and
 - d. experts from the field including:
 - i. Charlotte Danielson (*Enhancing Professional Practice: A Framework for Teaching*)
 - ii. Kim Marshall (*Teacher Evaluation Rubrics*)
 - iii. Jon Saphier (*The Skillful Teacher: Building Your Teaching Skills*)
- Defines high quality professional practice through clear and rigorous standards via concise teacher performance rubrics which define the knowledge, skills, dispositions, and responsibilities of teachers;
- Incorporates multiple indicators and data sources as evidence for teacher performance and student growth;
- Provides clear, actionable feedback to teachers to continuously improve practice;
- Departs from traditional single observations of classroom instruction to focused mini-observations of selected units of instruction;
- Replaces traditional goal setting with a professional focus (PF) authored by individual teachers to specifically address a professional challenge they have identified;
- Follows Weston Public Schools curriculum documents, the Connecticut State Curriculum Framework, Common Core State Standards and high priority 21st Century learning outcomes;
- Utilizes multiple sources of data from assessments of student performance; and
- Includes reflections by the teacher and follow-up by both the teacher and supervisor in the pursuit of continuous improvement.

Characteristics of our system that support professional growth:

- Relies on active teacher participation, collaboration, initiative, and the pursuit of continuous improvement;
- Expects reflective teaching practice;
- Expects teachers to use multiple sources of data to guide instruction;
- Is supported by a comprehensive professional development system;
- Connects supervision/evaluation activities with contract renewal decisions
- Provides specific and timely feedback on current teacher performance to promote reflection in the pursuit of continuous improvement;
- Provides support for and differentiates between various stages of teacher development; and
- Supports and encourages teachers to identify a professional challenge and actions that lead to the improvement of the quality of instructional practice and student learning over time.

Characteristics of our system that will provide appropriate documentation for decisions on contract renewal:

- Establishes clear and consistent performance standards;
- Defines all steps in the process;
- Provides opportunity for teacher input and response;
- Provides structured opportunities to improve; and
- Reflects current negotiated agreements.

AN OVERVIEW OF THE DIFFERENTIATED TEACHER SUPERVISION AND EVALUATION SYSTEM

To best recognize and meet differing needs of professionals, three separate groups with differing supervision and evaluation processes were established beginning with the 2011-12 school year.

Group A: Adapting to New Contexts

This group includes first, second, third and fourth year teachers, non-tenured teachers, professionals new to WPS, and may include WPS teachers who transition to new assignments. The emphasis will be on supervision and support and will include a unit-based series of mini-observations in each of the four years.

In Group A, teachers will:

- identify a Student Learning Objective(s) (SLO) in alignment with the standards in the Teacher Performance Rubrics;
- identify a unit of instruction or multiple units (depending on unit length) for mini-observations and receive timely written feedback from their administrator;
- solicit student and parent feedback from survey instruments;
- be evaluated on each of the four domains in the Teacher Performance Rubrics; and
- self-assess and reflect on their professional growth in meeting the four domains and accompanying standards in the Teacher Performance Rubrics.

At the discretion of the administrator, an experienced teacher non-tenured in the WPS or a WPS teacher in a new assignment may be moved to Group B.

Group B: Professional Status

This group includes all professional status teachers. Emphasis is on a combination of self-directed professional growth, supervision, and support including a unit-based series of mini-observations within a three year cycle.

In Year 1, Group B teachers will:

- identify a Student Learning Objective(s) (SLO) in alignment with the standards in the Teacher Performance Rubrics;
- identify a unit of instruction or multiple units (depending on unit length) for mini-observations and receive timely written feedback from their administrator;
- solicit student and parent feedback from survey instruments;
- be evaluated on each of the four domains in the Teacher Performance Rubrics; and
- self-assess and reflect on their professional growth in meeting the four domains and accompanying standards in the Teacher Performance Rubrics.

In Years 2 and 3, Group B teachers will:

- develop a Professional Focus (PF) in alignment with one or more of the standards in the Teacher Performance Rubrics;
- have three informal in-class observations and one review of practice;
- engage in one or more additional professional growth options to support their PF; and
- self-assess and reflect on their professional growth in meeting the four domains and accompanying standards in the Teacher Performance Rubrics.

NOTE: If at any time during the school year a teacher in Group B has been identified as not meeting standard(s), additional support may be provided by their administrator by being reassigned to year one of the three year cycle.

Group C: Focused Assistance

This group includes teachers who have not met the Weston Public Schools standards as delineated in the Teacher Performance Rubrics as documented through the evaluation process. While the granting of a continuing contract indicates that a teacher has performed satisfactorily and demonstrated competence in meeting most of the standards, it is recognized that circumstances may arise which result in a continuing contract teacher performing unsatisfactorily in one or more standards. At any time, a principal or supervisor may assign a teacher to Group C as a result of documented need for improvement. After conferring with their supervisor, teachers will follow an initial assistance plan. Movement from Group C to Group A or B will be determined by the documented performance of the teacher in meeting the goals of the initial assistance plan.

Failure to meet the goals of this initial assistance plan will result in the teacher being placed on an intensive assistance plan which will include a timeline and observation schedule. At the conclusion of the plan a recommendation regarding retention will be made. This process will be conducted in accordance with all applicable Connecticut State Laws and the Weston Board of Education policies.

AN OVERVIEW AND TIMELINE OF ACTIVITIES

Group A consists of all non-tenured teachers in Years 1, 2, 3 and 4. Group B consists of all tenured educators who are on a three-year observation cycle. Teachers in Group B1 participate in mini-observation unit consisting of four to six observations. Teachers in Groups B2 and B3 have three informal in-class observations and one review of practice.

Timeline	Group	
	A and B1	B2 and B3
September/October	<ul style="list-style-type: none"> • Orientation to full cycle of the evaluation process by end of September • Teacher identifies a Student Learning Objective(s) (SLO) in alignment with the standards in the Teacher Performance Rubrics • Teacher meets with evaluator to review SLO (Prior to Oct. 15) Teacher meets with evaluator to set calendar for mini-observation unit (calendar set by Oct. 15) 	<ul style="list-style-type: none"> • Orientation to full cycle of the evaluation process by end of September • Teacher submits Professional Focus (PF) prior to goal setting meeting with evaluator • Teacher meets with evaluator to review PF (Prior to Oct. 15)
January/February	<ul style="list-style-type: none"> • Teacher participates in mid-year reflection on SLO with evaluator 	<ul style="list-style-type: none"> • Teacher submits mid-year reflection on PF prior to mid-year meeting held by end of February
May/June	<ul style="list-style-type: none"> • Teachers submit self-assessment and narrative to evaluator prior to end of year conference (May 1) • Teacher reflection includes self-assessment of progress on SLO and feedback from student and parent surveys • Teacher meets with evaluator for end of year conference • Evaluator completes summative evaluation (Completed by last teacher work day) 	<ul style="list-style-type: none"> • Teacher submits self-assessment and narrative to evaluator prior to end of year conference (May 1) • Teacher submits reflection on PF by May 1st. • Teacher meets with evaluator for end of year conference • Evaluator conducts three informal in-class observations and one review of practice; • Evaluator completes summative evaluation (Completed by last teacher work day)
September-May	<ul style="list-style-type: none"> • Teacher meets with evaluator prior to mini-observations for pre-unit conference • Teacher completes pre-unit template, including identification of SLO and provides it to evaluator prior to pre-unit conference • Evaluator conducts mini-observations • Teacher meets with evaluator following mini-observation process for post-unit conference. • Evaluator completes mini-unit summative document 	<ul style="list-style-type: none"> • Teacher engaged in carrying out action plan for PF. • Teacher engaged in professional growth activities aligned with PF.

COMPONENTS OF GROUPS A, B, AND C

The focus of an evaluation and growth plan is to improve student learning while providing meaningful opportunities for continued professional growth. Recognizing that there are various stages in a teacher’s career, this plan incorporates options that correspond to different professional development needs with the aim of encouraging collaboration among peers; facilitating the expansion of instructional repertoires; and helping to build a learning community.

In the spirit of recognizing that teacher evaluation and professional growth must be aligned to school and district goals and the Teacher Performance Rubrics, and yet can be reflected in multiple ways, the following approaches to professional growth are available to teachers under the WPS Supervision/Evaluation Plan:

GROUP A COMPONENTS

“Adapting to New Contexts”

Group A: Mini-Observation Process (Years 1, 2, 3, and 4)

- Teacher identifies a unit of instruction or multiple units (depending on unit length) for mini-observations;
- Teacher and administrator meet prior to the beginning of the unit to review the unit plan using the Unit Plan Template provided in the online appendix located on the district network (“Unit Plan Template”), and discuss areas of focus for observation related to specific domains and standards as described in the Teacher Performance Rubrics;
- The administrator conducts a series of unannounced mini-observations over the course of the unit for a minimum of 15 minutes each observation (visit length is at the discretion of the administrator) observing identified areas of focus and any other area(s) that prompts administrator feedback (prearranged observations may be requested by the teacher);
- Teacher receives timely written feedback from their administrator following each mini-observation;
- Written feedback is provided prior to the subsequent mini-observation;
- Teacher reflects on the feedback received from the administrator throughout the unit and subsequent changes in instructional practice prior to final summative meeting of the mini-observation process; and
- A summative report of the mini-observation process is written by the administrator following completion of the unit, the mini-observations, and the gathering of verbal teacher reflections at the final summative meeting.

Group A: Student Learning Objective(s):

The SLO consists of:

- A goal and/or objective for student growth using multiple indicators of academic growth and development;
- There is clear alignment between the SLO and the Indicators for Academic Growth (IAGD);
- A teacher identifies at least one SLO, but no more than four;
- The process allows for IAGDs to be mutually agreed upon by teacher and evaluator;
- Multiple indicators of academic growth drawn from a variety of data sources.

Group A: Stakeholder Feedback

- Teacher solicits feedback from stakeholders (i.e. students, parents, colleagues).
- Teacher may choose from a range of feedback approaches to best inform his/her practice (i.e. focus groups, course survey).
- Teacher reflects on feedback obtained in relation to Weston’s Teacher Performance rubrics and shares this data with their evaluator at the end-of-year conference.

Group A: TEAM Program (Years 1 and 2 Only)

Although not part of the formal teacher evaluation plan, as mandated by the State Department of Education, the TEAM Program is an induction program for beginning teachers (Group A) that includes mentorship and professional development. Beginning teachers participating in the program will be assigned a mentor to guide them while they progress through the program. Beginning teachers are required to complete up to five professional growth modules. Mentors and beginning teachers will work together to establish the focus of each module. At the culmination of each module, a written reflection paper will be submitted by the beginning teacher to a district review committee to determine if the beginning teacher has successfully completed the module. Beginning teachers must successfully complete TEAM Program requirements to be eligible for a provisional educator certificate.

Group A, B, & C: Self-Assessment

- Completed annually by all teachers in all Group A, B, & C.
- Submitted to immediate supervisor prior to the annual summative evaluation

Group A Years 1-4:

Teacher:

- Written reflection by teacher of progress in each of the four domains towards meeting the individual standards outlined in the Teacher Performance Rubrics, including a written reflection by teacher with evidence to support conclusions on their SLO.
- Self-appraisal indicating performance “above standard” (4), “at standard” (3), “below standard” (2), or “unsatisfactory” (1).

Administrator:

- Summative appraisal of performance indicating “above standard” (4), “at standard” (3), “below standard” (2), or “unsatisfactory” (1).
- Written appraisal for each domain “above standard” (4), “at standard” (3) “below standard” (2), or “unsatisfactory” (1)

GROUP B COMPONENTS

“Professional Status”

Group B1: Mini-Observation Process (Year 1 of 3 year cycle)

- Teacher identifies a unit of instruction or multiple units (depending on unit length) for mini-observations;
- Teacher and administrator meet prior to the beginning of the unit to review the unit plan using the unit plan template provided in the online appendix located on the district network (“Unit Plan Template”), and discuss areas of focus for observation related to specific domains and standards as described in the Teacher Performance Rubrics;
- The administrator conducts a series of unannounced mini-observations over the course of the unit for a minimum of 15 minutes each observation (visit length is at the discretion of the administrator), observing identified areas of focus and any other area(s) that prompts administrator feedback (prearranged observations may be requested by the teacher);
- Teacher receives timely written feedback from their administrator following each mini-observation;
- Written feedback is provided prior to the subsequent mini-observation;
- Teacher reflects on the feedback received from the administrator throughout the unit and subsequent changes in instructional practice prior to final summative meeting of the mini-observation process;
- A summative report of the mini-observation process is written by the administrator following completion of the unit, the mini-observations, and the gathering of verbal teacher reflections at the final summative meeting.

Group B1: Student Learning Objective(s):

The SLO consists of:

- A goal and/or objective for student growth using multiple indicators of academic growth and development;
- There is clear alignment between the SLO and the Indicators for Academic Growth (IAGD);
- A teacher identifies at least one SLO, but no more than four;
- The process allows for IAGDs to be mutually agreed upon by teacher and evaluator;
- Multiple indicators of academic growth drawn from a variety of data sources.

Group B1: Stakeholder Feedback

- Teacher solicits feedback from stakeholders (i.e. students, parents, colleagues).
- Teacher may choose from a range of feedback approaches to best inform his/her practice (i.e. focus groups, course survey).
- Teacher reflects on feedback obtained in relation to Weston’s Teacher Performance rubrics and shares this data with their evaluator at the end-of-year conference.

Groups B2 & B3: Professional Focus (PF) (Years 2 and 3 of 3 year cycle)

The PF is:

- a propositional statement/causal statements that:
 - encourages innovation,
 - promotes professional growth, and
 - leads to the improvement of the quality of instructional practice and student learning
- based on a personal professional challenge, a need that emerges as an area for individualized professional growth within the framework of the professional knowledge base of the practice of teaching (see Teacher Performance Rubrics);
- a provisional statement drives reflection and learning, not merely confirming what is already known about effective practice
- grounded in the concept of adult learning theory that professional growth comes from deep, thoughtful reflection and processing experiences

The teacher identifies:

- a personal professional challenge in collaboration with their administrator, linked to student learning, and based on the standards in the Teacher Performance Rubrics;
- evidence/data and the student learning needs used to identify this challenge;
- a propositional statement/causal statements that addresses the identified personal professional challenge, encourages professional growth and leads to an improvement in student learning as evidenced by achievement data;
- belief statements that drive the propositional statement/hypothesis grounded in professional literature and research;
- evidence/data and progress monitoring tools that support or refute the propositional statement/causal statements;
- a timeline for the pursuit of this inquiry (determined in collaboration with administrator).

The administrator:

- Provides support in gathering the necessary resources to meet the teacher's personal professional challenge;
- Prompts teacher reflection by periodically providing feedback throughout the process and asking questions that promote reflection;
- Writes a summative appraisal response at the completion of the process.

Group B2 & B3: Stakeholder Feedback

- Teacher solicits feedback from stakeholders (i.e. students, parents, colleagues).
- Teacher may choose from a range of feedback approaches to best inform his/her practice (i.e. focus groups, course survey).
- Teacher reflects on feedback obtained in relation to Weston's Teacher Performance rubrics and shares this data with their evaluator at the end-of-year conference.

Group B2 & B3: Observation Protocol/Schedule

- Teachers in Groups B2 and B3 have three informal in-class observations and one review of practice.

Groups B2 & B3: National Board Certification

- In lieu of a Professional Focus (PF), a teacher in Group B2 and B3 may pursue National Board Certification status.

Groups A, B, & C: Self-Assessment

- Completed annually by all teachers in Group B.
- Submitted to immediate supervisor prior to the annual summative evaluation conference.

Group B1, B2, & B3:

Teacher:

- Written reflection by teacher of progress in each of the four domains towards meeting the individual standards outlined in the Teacher Performance Rubrics, including a written reflection by teacher with evidence to support conclusions on their SLO.
- Self-appraisal indicating performance “above standard” (4), “at standard” (3), “below standard” (2), or “unsatisfactory” (1).

Administrator:

- Summative appraisal of performance indicating “above standard” (4), “at standard” (3), “below standard” (2), or “unsatisfactory” (1) in each of the four domains
- Written appraisal for each domain “above standard” (4), “at standard” (3), “below standard” (2), or “unsatisfactory” (1).

GROUP C COMPONENTS

“Focused Assistance”

Description

This phase is used for any tenured teacher experiencing difficulties in meeting the standards in the Teacher Performance Rubrics. At any time, such a teacher may be placed in Group C by his/her primary evaluator. Focused Assistance has an Initial Level and an Intensive Level. The district indicators would include the following:

1. Weston Teacher Performance Rubric
2. Teacher Responsibilities
3. CT SDE Common Core of Teaching
4. National, state and district curriculum standards
5. Board of Education policies regarding Teaching Responsibilities

The process for placing a certified staff member in this phase includes the following:

- The evaluator must indicate that performance does not meet standard(s) through written communication that clearly describes the gap between the teacher’s current level of performance relative to the specific standard(s) from the Teacher Performance Rubrics.
- There must be sufficient documentation to clearly identify the gap in current performance relative to the specific standard(s) from the Teacher Performance Rubrics. This documentation may not be limited to classroom observation and may include, but not be limited to other sources of data as outlined in the online appendix located on the district network. (“Data Sources”)

Initial Plan of Assistance

Teachers placed in Group C will first receive an Initial Plan of Assistance (“Initial Plan”). The following will be addressed in the Initial Plan:

1. The specific standard(s) not currently being met will be clearly identified.
2. The evaluator’s requirements for improvement in meeting the standard(s) will be outlined.
3. The evaluator will offer support and any additional resources appropriate to assist the teacher in meeting the standard(s).
4. The evaluator will indicate that failure to improve performance to meet the standard(s) within a reasonable and specific period will result in the implementation of an Intensive Assistance Plan.
5. Whenever the evaluator notes a serious performance concern at a time that does not permit the implementation of an Initial Plan of Assistance within normal evaluation guidelines (i.e. the end of a school year), the evaluation period will extend into the next school year. The Superintendent may assign other evaluators to assist in this process.

6. When a teacher successfully completes the Initial Plan, he or she returns to Group B. Any reoccurrence of concerns will result in the teacher being placed in Intensive Assistance.
7. The teacher will be permitted to have bargaining unit representation at all conferences if he/she desires and requests such representation. The evaluator may invite other professional staff, including other administrators and teachers (with prior approval of the teacher), to participate in all conferences.
8. If the teacher does not agree with the content of the assistance plan, they may appeal to the superintendent as stated in the remainder of this section.

Intensive Assistance Plan

A teacher who does not improve their current performance to meet the specific standard(s) within a reasonable amount of time, or whose difficulties reoccur (within a reasonable amount of time) or intensify, will be moved to an Intensive Assistance Plan. The responsibility for making and sustaining improvement lies directly with the teacher. This plan:

1. Clearly identifies the specific standard(s) not being met and includes classroom or other observation(s) and/or records, as well as additional sources of data which specifically describe the gap in current performance relative to the specific standard(s) from the Teacher Performance Rubrics.
2. Clearly expresses the evaluator's requirements for improved performance.
3. Identifies the steps the teacher will take, the evidence the teacher will provide to demonstrate improvement, and appropriate resources to improve performance.
4. Provides a reasonable and specific time period in which improvement will be made.
5. Provides a monitoring system to be used in a supportive fashion, and includes a specific schedule of observations and/or conferences as well as review of other appropriate data sources. The plan will state whether unannounced observations may occur.
6. At the end of the period specified by the evaluator in the Intensive Assistance Plan, the teacher will provide evidence that he or she has taken the steps necessary for improvement. The evaluator will provide the teacher with a formal written assessment that will contain:
 - A record of the observations and/or conferences, as well as any reviews of other appropriate data sources held to monitor performance.
 - A record maintained by the teacher of steps taken and resources used.
 - An assessment of performance in meeting the specific standard(s) identified as not being met as of the date of the assessment.
 - A statement that the current performance meets the specific standard(s) from the Teacher Performance Rubric or a recommendation for further administrative action which, depending upon the seriousness of the gap in current performance relative to the specific standard(s) from the Teacher Performance Rubrics, may include, as appropriate, one of the following:

1. A recommendation for disciplinary action.
2. A recommendation for other administrative action including, but not limited to, recommendation for termination of employment.

A copy of the written assessment will be given to the teacher; the evaluator will keep one and one will be kept in the teacher's personnel file in the Central Office. The teacher will have the right to review the written assessment and may add written comments. The teacher may have bargaining unit representation at all conferences if he/she desires and requests such representation. The Superintendent, or his/her designee, may assign other evaluators to assist in this process.

Appeals Regarding the Formation of the Initial and Intensive Assistance Plans

1. At any time during this process, a teacher will have a right to attach a response to any evaluation document for inclusion in his/her personnel file.
2. A representative of the WTA may represent a teacher.
3. A teacher who does not agree with his/her primary evaluator regarding the composition of the Initial Plan and/or Intensive Assistance Plan may appeal to the Superintendent prior to the implementation of either plan. The Superintendent's determination on any such appeal will be final. Written evaluations given as part of the evaluation process are not subject to appeal to the Superintendent.
4. With the exception of disciplinary action taken as stated above, and failure to follow the evaluation procedures, evaluative decisions and documentation shall not be subject to the grievance process and arbitration procedure.

SUMMATIVE EVALUATION FOR GROUPS A, B, AND C

The purpose of the summative evaluation is to validate continued successful performance, identify areas for professional growth and development, and to maintain accountability per the standards in the Teacher Performance Rubrics.

Summative Evaluation Process

- All teachers will receive a summative evaluation on an annual basis.
 - Teachers in Groups A and Group B will receive:
 - a summative evaluation including an appraisal indicating performance “above standard” (4), “at standard” (3), “below standard” (2), or “unsatisfactory” (1) in each of the four domains in the Teacher Performance Rubrics
 - a written appraisal for each domain “above standard” (4) or “below standard” (2), or unsatisfactory (1).
 - an administrative written response to the teacher’s pursuit of their SLO(s)/PF.
 - Teachers in Group C will receive a summative evaluation per the initial, or intensive assistance plan
- Teachers will submit a self-assessment of performance in each of the four domains in the Teacher Performance Rubrics prior to the final summative evaluation meeting.
- Supervisors will confer with the teacher prior to writing the summative report.
- The supervisor and teacher will both bring data sources to support the evaluation of performance towards the standards in the Teacher Performance Rubrics. These data sources may include, but are not limited to, the list provided in the appendix. (“Data Sources”)
- Staff members will receive a copy of the evaluation report and may choose to supplement the report with comments of their own.
- Any teacher response to the evaluation must be shared with the evaluator prior to submission to the Superintendent. A teacher’s signature on a summative evaluation indicates receipt only and is necessary before submission to the Superintendent’s office.

Determination of Overall Teacher Rating

Teachers in Group A and B will receive an overall holistic score on a four-point scale with an appraisal of (4) “above standard”, (3) “at standard”, (2) “below standard”, or (1) “unsatisfactory” taking into account the individual domain ratings. The holistic rating will be based on multiple sources of data and take into account both teacher practice and student growth and development.

Summative Evaluation

Determination of Overall Teacher Holistic Rating From Individual Domain Ratings

Holistic Rating	Descriptors
4	<p>There is a preponderance of evidence based on multiple sources of data and the individual domain ratings that the educator has performed “Above Standard”. An overall holistic rating of a “4” indicates that the educator has consistently performed at this level on Weston’s Performance Rubrics.</p> <p>The educator will have “4” in all domain ratings.</p> <p style="text-align: center;">Or</p> <p>The educator may have a combination of domain ratings at the “3” and “4” levels, but may not have any domains rated below a “3”. In the event of mixed domain ratings of “3” and “4”, there must be evidence in one or more domains at the “4” level that is compelling and exceeds articulated expectations for such level(s).</p>
3	<p>There is a preponderance of evidence based on multiple sources of data and the individual domain ratings that the educator has performed “At Standard”. An overall holistic rating of a “3” indicates that the educator has consistently performed at this level on Weston’s Performance Rubrics.</p> <p>The educator will have at least “3” in all domain ratings.</p> <p style="text-align: center;">Or</p> <p>The educator may have a combination of domain ratings at the “3” and “4” level, but may not have more than two domain ratings at a “2”. There must be compelling mitigation information regarding the ratings at the “2” level that this reflects a temporary, extraordinary situational condition and does not indicate an inability of the teacher to perform at a higher levels in other circumstances. This temporary condition will be considered for one cycle of evaluation per instance.</p> <p style="text-align: center;">Or</p> <p>The educator may have a combination of domain ratings at the “3” and “4” level, but may not have more than one domain rating at a “1”. There must be compelling mitigating information regarding the rating at the “1” level that this reflects a temporary, extraordinary situational condition and does not indicate an inability of the teacher to perform at a higher level in other circumstances. This temporary condition will be considered for one cycle of evaluation per instance.</p>

<p style="text-align: center;">2</p>	<p>There is a preponderance of evidence based on multiple sources of data and the individual domain ratings that the educator has performed “Below Standard”. An overall holistic rating of a “2” indicates that the educator has generally performed at this level on Weston’s Performance Rubrics.</p> <p>The educator will have “2” in all domain ratings.</p> <p style="text-align: center;">Or</p> <p>The educator may have three “2” level domain ratings and one domain level at “3” or “4” level.</p> <p style="text-align: center;">Or</p> <p>The educator may have two “2” level domain ratings and one domain level at “1”. There must be compelling mitigating information regarding the rating at the “1” level that this reflects a temporary, extraordinary situational condition and does not indicate an inability of the teacher to perform at a higher level in other circumstances. This temporary condition will be considered for one cycle of evaluation per instance.</p>
<p style="text-align: center;">1</p>	<p>There is a preponderance of evidence based on multiple sources of data and the individual domain ratings that the teacher has performed “Unsatisfactorily”. An overall holistic rating of a “1” indicates that the educator has generally performed at this level on the Weston’s Performance Rubrics.</p> <p>The educator has at least two domain ratings at a “1” level.</p>

DETERMINATION OF OVERALL TEACHER EFFECTIVENESS

Effective - A teacher in Weston Public Schools will be rated a summative evaluation score of 4 or 3 for that specific academic year.

Ineffective – A teacher in Weston Public Schools will be rated a summative evaluation score of 2 or 1 for that specific academic year.

A teacher who receives an overall holistic rating of a (2) “below standard” or “(1) unsatisfactory on their summative evaluation is considered ineffective and will be provided with the appropriate interventions. Interventions include providing the teacher with a mentor teacher, placing the teacher on another cycle of mini-observations, or placing the teacher on an assistance plan designed to address the areas of deficiency.

Resolution of Differences - Groups A, B and C

Should a teacher disagree with the supervisor’s assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. The supervisor may choose to adjust the report, but is not obligated to do so. The teacher has the right to attach a statement to the summative evaluation report identifying the areas of concern and presenting the teacher’s perspective.

In the event that a teacher disagrees with the determination of the summative evaluation, a second administrator will be asked to review the cumulative data for that teacher and provide his/her determination of summative evaluation. If there exists a difference in outcomes between the two administrative outcomes, either the Superintendent or Assistant Superintendent will review the data and outcomes of both administrators and make the final determination of summative evaluation.

Confidentiality

All evaluative reports, e.g. observations, progress reports, and summative evaluations, are strictly confidential. One copy with original signatures will be placed in the teacher’s personnel file. A teacher’s signature on any such report is an acknowledgement of receipt only. Having been presented with a report on performance, a teacher is expected to sign one copy, acknowledging receipt.

SAMPLE DATA SOURCES BY DOMAIN

Multiple Sources of Data

Sources of data include, but are not limited to, classroom observations, IAGD's, standardized and non-standardized testing results, student feedback, student work, parent feedback, pre- and post-observation meetings, and professional meetings. These sources are not limited to any one particular domain. The listing of data sources by domain provided below are not intended to be comprehensive.

Domain One – Planning and Preparing for Learning

- Teacher Artifacts
 - Plan book
 - Assessment data, evidence of alignment to standards
 - PF data
 - Written self-reflections
 - Pre-assessments
 - Interest Inventories
 - Individual binders for “genre” units
 - Logs, notes of meetings with counselors, special educators, Psychologist, team meetings
- Observations by administrator
- Professional conversations
- Student input (e.g. questions asked by administrator during observations)
- Unit Plan – “Understanding by Design”/Backwards Design Template

Domain Two – Creating an Environment for Learning

- Photographs
- Posted classroom expectations
- Room tour conducted by teacher
- Student progress “dashboard” of class progress
- Data walls
- Student work posted
- Availability of appropriate resources and materials
- Disciplinary referrals
- PF data
- Classroom furniture arrangement
- Use of protocols (e.g. National School Reform Network protocols)

Domain Three – Teaching for Learning

- Student feedback
- Lesson plans
- Questions planned by teacher
- Student questions
- Professional conversations
- Student conferencing
- Rubrics that clarify expectations

- Transcripts of discourse in class for professional growth (ratio of teacher/student dialogue)
- Visuals
 - Models, charts
- Feedback to students – written and timely
- Feedback solicited from students
- Samples of student reflection
- Teacher reflection (at end of a unit and end of the year)
- Video clips done by CIL/Peers
- Photographs
- Observations by supervisor
- Different modalities/materials/groupings
- Observations that illustrate the following:
 - Strategies to manage transitions (observations, self-reporting)
 - Strategies for Grouping (observations, self-reporting)
- Lesson designs that promote collaboration/communication
- Student work samples that promote collaboration/communication
- Standardized testing information (CMT, CAPT, AP, NWEA, etc.)
- Student work
 - Performance Based Assessments
 - Formative Assessments
 - Do Nows
 - Exit tickets or slips
 - Summarizers (e.g., Think-Pair-Share, learning partners, journal writes)
 - Checking for Understanding, “dipsticking”
 - Quick sorts
 - Summative Assessments
 - Tests, quizzes, evaluation instruments
 - Grade distributions

Domain Four – Professionalism & Collaboration

- Student feedback/survey
- Peer feedback
- Newsletter, parent emails, websites
- Electronic grade book providing timely feedback
- CEUs from workshops
- Chaperoning and/or attending school events
- Advisor/Coach to co-curricular activity
- Professional dress patterns
- Meeting schedules with curricular partners, teams departments
- Committee membership
- Timely, accurate student attendance
- Professional attendance & arrival/departure contractual time
- PPT preparation and participation
- Observed active participation and preparation at meetings
- Data Charts

- Professional organizations/publications received
- PFD conversations and data
- Professional communication
- Observation of team norms
- Self-initiated professional development activities
 - CEU's
- Presentation and/or sharing of new learning with colleagues

SAMPLE SOURCES OF DATA ALIGNED WITH STATE GUIDELINES FOR TEACHER EVALUATION

Sources of data include, but are not limited to the following

Category A – Standardized Testing Data

- CMT/ CAPT
- Smarter Balanced Assessment
- NWEA
- DRA
- AP, PSAT/SAT/ACT

Category B – Non-standardized Assessments

- Cornerstone assessment
- Homegrown performance-based assessments
- Portfolios
- Semester Exams
- Course tests, quizzes, assignments
- Online and classroom participation
- Oral proficiency (as appropriate)
- IEP goals for special education students
- Running records, Student notebooks, On-demand writing
- Utilizing school-wide rubric framework

Category C – Planning

- Lesson plans
- Curriculum map
- Teacher artifacts (plan book, self-reflections, pre-assessments, interest inventories)
- Professional conversations
- Log of focus of curriculum meetings
- Professional focus data
- Unit plan (Backwards Design Template)

Category D – Environment for Learning

- Posted classroom expectations
- Student work posted
- Disciplinary referrals
- Use of protocols
- Photographs
- Videos
- SRBI data
- Functional behavioral analysis (FBA), Behavioral plans

Category E – Teaching for Learning

- Classroom observation data, conferring notes, anecdotal notes
- Transcript of student discourse of lesson
- Student questions
- Student artifacts of learning
- Rubrics
- Timely feedback to students on assignments
- Formative assessments – (Do nows, exit tickets, summarizers, checks for understanding)
- Student grouping arrangements and classroom arrangement
- Use of diverse learning materials
- Accommodations for learners with special needs
- Use of technology to support learning
- Modeling of 21st century skills in the classroom
- Teacher reflections
- Pre- and post-observations meeting data

Category F – Professionalism

- Timely, accurate reporting of student attendance
- Peer feedback
- PPT preparation and participation
- Committee membership
- Effective parent communication (website, newsletters, emails)
- Electronic grade book providing timely feedback
- Self-initiated professional development activities
- Presentation and sharing of new learning with colleagues
- Mentoring other teachers

Category G – Parent Feedback

- Parent feedback survey
- Observations of meetings with parents
- Parent emails, phone calls, and meetings
- Teacher reflection

Category H – Student Feedback

- Student feedback survey
- Teacher reflection

WESTON’S TEACHER PERFORMANCE RUBRICS ALIGNED WITH COMPONENTS OF STATE GUIDELINES BY PRIMARY AND SECONDARY DATA CATEGORIES

Components of		Weston’s Teacher Performance Rubrics Domains							
		1 – Planning		2- Environment		3 – Teaching		4 – Professionalism	
Student Growth & Development	Student Outcomes/Achievement	<u>Primary</u> Cat A Cat B Cat C	<u>Secondary</u> Cat G Cat H	<u>Primary</u> Cat C Cat D	<u>Secondary</u> Cat E	<u>Primary</u> Cat A Cat B Cat E	<u>Secondary</u> Cat D	<u>Primary</u> Cat F Cat G	<u>Secondary</u> Cat A Cat B Cat C
	Student Feedback	<u>Primary</u> Cat C Cat D Cat E	<u>Secondary</u> Cat F Cat H	<u>Primary</u> Cat D Cat H	<u>Secondary</u> Cat E	<u>Primary</u> Cat D Cat E Cat H	<u>Secondary</u> Cat A Cat B	<u>Primary</u> Cat C Cat E Cat F Cat H	<u>Secondary</u> Cat D
Teacher Performance	Teacher Performance & Practice	<u>Primary</u> Cat C Cat E Cat F	<u>Secondary</u> Cat H	<u>Primary</u> Cat D Cat E	<u>Secondary</u> Cat A	<u>Primary</u> Cat D Cat E	<u>Secondary</u> Cat A Cat B	<u>Primary</u> Cat C Cat E Cat F	<u>Secondary</u> Cat H
	Parent Feedback	<u>Primary</u> Cat C Cat G	<u>Secondary</u> Cat F	<u>Primary</u> Cat D Cat G	<u>Secondary</u> Cat F	<u>Primary</u> Cat E Cat G	<u>Secondary</u> Cat D Cat F	<u>Primary</u> Cat F Cat G	<u>Secondary</u> Cat E

ORIENTATION PROCESS

How is the plan communicated to educators who are new to the district?

Prior to the start of the school year, newly hired teachers participate in a comprehensive orientation program over several days. The orientation includes a half-day workshop on Weston's evaluation plan with all building administrators present to participate in the discussions. As administrators review the requirements of the plan, there are opportunities for new teachers to review and discuss the expectations in Weston's Teacher Performance Rubrics.

How is the plan communicated to all educators in the district?

It is the practice of all schools in Weston to annually review the requirements of the evaluation plan at the beginning of the school year during a faculty meeting, and/or at a professional development workshop. Materials for building administrators to use in the orientation process are readily available and have been developed with the involvement of teachers.

The teacher performance rubrics serve as a basis for conversation on what exemplary teaching and learning looks like in the Weston Public Schools. The rubrics are reviewed periodically at faculty meetings. For example, a school that is examining its formative assessment practices would look at Standard 3.5 A, Formative Assessment, when discussing best practices for monitoring student progress.

Teachers may meet with their evaluator to discuss any questions they might have about the evaluation process. It is common practice for teachers to consult with their evaluator as they prepare for their mini-unit observation unit. In addition, teachers are encouraged to meet, or speak, with their evaluator as they create their SLO(s) or PF. The initial PF conference is another opportunity for teachers to meet and review examples of a high-quality SLO(s) or PF.

ANNUAL CONFERENCES

Beginning of the Year Conference

Each teacher schedules an initial conference with their evaluator and comes prepared with their SLO(s) or PF as determined by which group they are in. Teachers in Groups A and B1 will be prepared to discuss their SLO(s), while teachers in Groups B2 and B3 will be prepared to discuss their PF. In both instances, the discussion needs to include a clear rationale for why the teacher has chosen the SLO(s) or PF, and how it will advance student growth and development. In addition, the teacher will have selected various indicators to monitor student progress and serve as evidence of student learning. See sample formative, summative, standardized, and non-standardized indicators on the next page.

Mid-Year Check In

Ongoing conversations between the teacher and evaluator regarding SLO(s) or PF are encouraged to take place over the course of the school year both formally and informally. This allows for the teacher to receive feedback, keep their evaluator updated regarding progress, and for the SLO(s) or PF to be refined as mutually agreed upon by the teacher and evaluator.

By February 15th, all teachers will have formally met with their primary evaluator to review progress on their SLO(s) or PF. The teacher is encouraged to bring available data sources to support initial claims about student performance. At this meeting, the primary evaluator will provide the teacher with feedback and guidance on their SLO(s) or PF.

End-Of-Year Conference

All teachers will have an annual end-of-year conference with their evaluator prior to the last day of school. The evaluator will complete and provide the teacher with the summative evaluation by the last teacher work day.

Sample Formative and Summative Assessments As Indicators of Academic Growth and Development

Assessment Type	Formative Assessment “Assessments <i>For Learning</i> ”	Summative Assessment “Assessments <i>Of Learning</i> ”	Used as Both Formative and Summative Assessment	Standardized	Non- Standardized
Teacher-Generated Assessments: <ul style="list-style-type: none"> • Activators • Do Nows • Exit Slips • Checks for Understanding • Conferring • Checks built into IEP’s • Edmodo responses 	X				X
CMT, CAPT, AP, PSAT, SAT		X		X	
Degrees of Reading Power (DRA)				X	
Portfolio			X		X
Performance-Based Assessment			X		X
Developmental Reading Assessment (DRA)			X	X	
Dibels	X			X	
Measure of Academic Progress (MAP)	X			X	
Cornerstone Assessment			X		X
State Fitness Tests		X		X	
SRBI diagnostic screens		X		X	X
Trimester/Semester Exams		X			X

ADMINISTRATOR TRAINING

History

Our administrators have received ongoing training on effective evaluation practices since the 2010-11 school year when we began work on updating the previous iteration of the teacher evaluation plan. A consultant was hired from the Research For Better Teaching to train teachers in the knowledge base outlined in the *Skillful Teacher: Building Your Teaching Skills* by Jon Saphier.

Additionally, administrators participated in a series of professional development sessions on best practices in teacher evaluation, including developing strategies for literal note-taking, effective conferencing, and writing evaluations. All evaluators have been taught a common method for providing teachers with feedback (C, E, I, J/Q approach) and have calibrated periodically to ensure consistency across the district.

Norming and calibration

Administrators annually participate in calibration exercises to discuss and hone their evaluation skills. These meetings will be facilitated by the assistant superintendent of curriculum and instruction.

New Administrators

Newly hired administrators receive intensive training to our teacher evaluation plan prior to evaluating teachers. Induction to the plan is provided by the assistant superintendent and may be supplemented with support from outside consultants from Research For Better Teaching.

Mechanism for Assessing Individual Administrator Proficiency

There are currently nine building administrators who evaluate teachers in the WPS. Administrator evaluations of teachers are reviewed annually by the assistant superintendent to ensure that administrators are implementing the teacher evaluation plan with fidelity. An anchor set of exemplars for written observation reports and summative evaluations will be employed in reviewing administrator proficiency with respect to the teacher evaluation system. The quality of written reports will be reviewed as part of the administrator's annual performance appraisal. Additional training will be provided to administrators who require additional support.

GLOSSARY OF TERMS

Cornerstone Assessment – A rigorous, cross-disciplinary assessment designed to inform instruction regarding high-priority 21st century skills. The assessment is intended to be an engaging and authentic experience for students. The cornerstone is collaboratively scored by a group of teachers.

Developmental Reading Assessment (DRA) - is an assessment that looks at the student's ability to read benchmarked, grade-level texts on the whole. It measures their pre-reading skills, their oral reading fluency (rate, accuracy, phrasing, expression) AND their comprehension from literal to inferential levels. Prior to the end of second grade/beginning of 3rd grade, comprehension is measured based on verbal response, and after the second grade benchmark, comprehension is measured by written responses. DRAs are designed to provide teachers an abundance of instructional information and are aligned with reading levels that allow teachers to choose books for students where instruction should take place. Because they are benchmarked, teachers can assess progress students are making a few times a year.

Exemplar – An example of student work at a certain level of quality used by teachers and students to identify standards of excellence. An exemplar may represent a low-quality performance or a high-quality performance.

Formative Assessment – An assessment used to guide and inform instructional decisions during a unit or a course of study. A formative assessment refers to all activities that provide information to be used as feedback to monitor and adjust teaching and learning.

Indicator of Academic Growth (IAGD) - A term referring to the sources of data teachers identify in conjunction with their professional focus to monitor student learning. Teachers select multiple IAGD's that will provide evidence to support their conclusions. IAGD's may include formative assessments, summative assessments, standardized measures, non-standardized measures, pre & post assessments, cornerstone assessments, surveys, student work, portfolios, etc.

Measure of Academic Progress (MAP) – A norm-referenced standardized measure developed by the Northwest Evaluation Association (NWEA) intended to be used as a formative assessment to guide and inform instructional decisions. MAP is a computer-adaptive assessment in which the difficulty of each question is dependent on how well the student answers the previous question. The results from these assessments help teachers provide instruction most appropriate for the child and monitor his or her academic growth in reading and math over the course of the school year.

Mini-Observation Process – This refers to a formal process for observing an entire unit of instruction to promote frequent and ongoing conversations between evaluators and teachers to accelerate professional growth. This process represents a significant shift in Weston from observing single lessons to seeing instruction unfold from the planning phase to the implementation phase of a unit. Multiple sources of data are employed to provide feedback on performance.

Performance Assessment – An assessment in which students apply their knowledge and skills by constructing responses, creating products, or performing demonstrations, to provide evidence that they have a deep understanding. A performance assessment is considered authentic when the products or performances have real-world application and have an audience other than the teacher. A performance assessment may be embedded in a unit as a task or come at the end of a unit as a summative means of assessing students.

Professional Focus (PF) - Teacher responses to a district-wide survey indicated that the traditional goal setting process did not foster professional growth in Weston. The PF replaces the traditional goal setting process with a theory of action, a propositional/causal statement (IF, THEN) that leads to the improvement of the quality of instructional practice and student achievement. It is based on an area of personal professional growth that emerges within the framework of the Teacher Performance Rubrics.

Reflection – As part of Weston’s evaluation model, teachers contemplate feedback provided by the evaluator during the mini-observation process. In addition, they develop written reflections of their own progress in each of the four domains towards meeting the standards outlined in the Teacher Performance Rubrics. The focus on teacher reflection places greater emphasis on continuous improvement to support a culture of evaluation *for* teaching and learning.

Review of Practice – A review of practice may consist of an observation of data team meetings, coaching/mentoring of other teachers, review of lesson plans, student work, or other teaching artifacts.

Rubric – A series of narrative statements describing the levels of quality of a product or performance. The rubric can be a list of narrative statements (holistic) or a matrix of narrative statements (analytic). It is best practice to provide students with a copy of the rubric in advance of the assessment as a means of communicating expectations.

Self-Assessment – When students uses a rubric or exemplar to assess their own work and make plans to improve based on their own evaluation.

Student Learning Objective - The SLO consists of a goal and/or objective for student growth using multiple indicators of academic growth and development.

Summative Assessment – A summative assessment comes at the end of the unit, a course, or exiting year of a school. Examples include a test and performance assessment coming at the end of a unit, a final exam, a cornerstone assessment, or a portfolio. These summative assessments may also be used for formative purposes to guide future instruction. Other examples of summative assessments include the annual state assessment.

TEACHER PERFORMANCE RUBRICS

Domain 1 – Planning and Preparing for Learning

Standard 1.1: The teacher acquires and uses knowledge about individual students as learners in preparing lessons which consider the students’ academic and social/emotional needs and interests.

Standard 1.2: The teacher plans coherent and relevant units, lessons and authentic learning activities that build on students’ prior knowledge, aligned with standards and district curriculum.

Standard 1.3: The teacher plans instruction to promote the acquisition of transferable skills such as, critical thinking, innovative problem solving, effective communication and collaboration, while integrating innovative technological and digital resources strategically when appropriate.

Standard 1.4: The teacher reflects upon the lesson’s effectiveness and level of student engagement, using that reflection in the planning of future instruction.

Standard 1.5: The teacher plans for a balanced assessment system aligned with standards and district curriculum that demonstrates the different purposes and types of assessment, using a variety of strategies to measure ongoing student progress and to inform their planning for.

Domain 2 – Creating an Environment for Learning

Standard 2.1: The teacher creates a positive and inclusive learning environment, where interactions are caring and respectful, students participate actively as the primary speakers and workers, and cognitive engagement is promoted through independent and collaborative learning.

Standard 2.2: The teacher establishes effective routines, procedures, and transitions, which result in a safe and orderly learning environment and maximize instructional time.

Standard 2.3: The teacher establishes and reinforces appropriate behavioral expectations, monitors student behavior, and prevents student misbehavior.

Domain 3 – Teaching for Learning

Standard 3.1: The teacher communicates instructional objectives, sets high expectations, and uses instructive directions, procedures and assessment criteria.

Standard 3.2: The teacher demonstrates content knowledge by conveying content in a comprehensible way and using appropriate instructional strategies, technological tools, and digital resources.

Standard 3.3: The teacher uses a variety of evidence based instructional strategies and tasks, varying the teacher and student roles with a gradual release of responsibility to students, which promotes innovative problem solving skills through conceptual understanding, critical thinking, creative thinking, communication and collaboration.

Standard 3.4: The teacher engages students in purposeful discourse and thought-provoking questions aligned with the lesson objectives to explore and extend content knowledge.

Standard 3.5: The teacher uses formative assessment to vary instruction to meet individual learning needs; provide timely, constructive feedback to students about their progress; and monitor and adjust instruction in response to student performance and engagement in learning tasks.

Domain 4 – Professionalism and Collaboration

Standard 4.1: The teacher maintains accurate instructional and non-instructional records to track student progress toward meeting standards (including indicators and benchmarks) and collaborates with colleagues to review and interpret assessment data to monitor and adjust instruction.

Standard 4.2: The teacher communicates with the family about academic/behavioral expectations and student progress, and encourages family involvement in the student’s learning.

Standard 4.3: The teacher establishes and maintains professional relationships by engaging in discourse about professional issues with colleagues, functioning as a member of a faculty/team, and participating in school events and district initiatives to promote a positive school climate.

Standard 4.4: The teacher develops as a professional by continually engaging in new learning, reflection, and self-evaluation which informs his/her knowledge of new content and pedagogy.

Standard 4.5: The teacher conducts themselves as professionals in accordance with the CT Code of Professional Responsibility for Educators.

Domain 1: Planning and Preparing for Learning

Standard 1.1: The teacher acquires and uses knowledge about individual students as learners in preparing lessons which consider the students' academic and social/emotional needs and interests.

Elements	4	3	2	1
A. Acquisition of Information About Individual Learners	Teacher gathers extensive and detailed information about individual student learning styles and academic and social/emotional needs and interests from a variety of sources and gathers updates regularly.	Teacher gathers detailed information about individual student learning styles and academic and social/emotional needs and interests.	Teacher gathers general information about individual student learning styles and academic and social/emotional needs and interests.	Teacher does not gather information about individual students.
B. Use of Acquired Information	<p>Teacher uses information including assessment data gathered about student learning styles and academic and social/emotional needs or interests to plan instruction to meet individual and group needs.</p> <p>Teacher anticipates individual and whole group misconceptions and designs activities to correct them.</p> <p>Teacher plans for how they will evaluate the effectiveness of their instruction so that students have the greatest opportunity to master areas of difficulty.</p>	<p>Teacher uses information including assessment data gathered about student learning styles and academic and social/emotional needs or interests to plan instruction to meet individual and group needs.</p> <p>Teacher anticipates individual and whole group misconceptions and designs activities to correct them.</p>	<p>Teacher uses information gathered about student learning styles and academic and social/emotional needs or interests to plan instruction to meet individual or group needs based on obvious outliers (either remediation or enrichment).</p> <p>Teacher anticipates whole group misconceptions and designs activities to correct them.</p>	<p>Teacher does not use information gathered about student learning styles and academic and social/emotional needs or interests to plan instruction to meet individual or group needs.</p> <p>Teacher does not anticipate misconceptions.</p>

Standard 1.2: The teacher plans coherent and relevant units, lessons and authentic learning activities that build on students' prior knowledge, aligned with standards and district curriculum.

Elements	4	3	2	1
<p>A. Coherent, Relevant, Authentic Planning</p>	<p>Teacher uses backwards design based on students' prior knowledge to plan coherent and relevant unit, lessons and learning experiences that are logically connected to each other.</p> <p>All learning activities are aligned with standards and district curriculum and provide opportunity for student choice.</p> <p>Teacher designs authentic learning experiences with real world application and sense of audience.</p>	<p>Teacher uses backwards design to plan learning experiences that are logically connected to each other.</p> <p>All learning activities are aligned with standards and district curriculum.</p> <p>Teacher designs authentic learning experiences with real world application.</p>	<p>Teacher designs learning activities one at a time, which are loosely connected to each other or unit.</p> <p>Learning activities are inconsistently aligned with standards or district curriculum.</p> <p>Teacher designs activities with little or no real world application.</p>	<p>Teacher does not plan units, lessons and learning activities or the units, lessons and activities are not aligned with standards and district curriculum.</p>

Standard 1.3: The teacher plans instruction to promote the acquisition of transferable skills such as, critical thinking, innovative problem solving, effective communication and collaboration, while integrating innovative technological and digital resources strategically when appropriate.

Elements	4	3	2	1
A. Critical Thinking, Innovative Problem Solving, Effective Communication, and Collaboration	Teacher plans instruction that develops students' capacity to utilize and transfer 21 st century skills beyond the classroom.	Teacher plans instruction that develops students' capacity to utilize and transfer 21 st century skills within the classroom.	Teacher plans instruction to begin developing the student's capacity to utilize these 21 st century skills.	Teacher does not plan instruction that develops students' capacities to utilize these 21 st century skills.
B. Integrating technological and digital resources	Teacher plans instruction to integrate a variety of innovative technological tools and digital resources to enhance learning and make real world connections.	Teacher plans instruction to integrate innovative technological tools and digital resources to enhance student learning.	Teacher plans instruction to integrate basic technological tools and digital resources to master core curriculum content.	Teacher does not plan instruction to appropriately integrate innovative technological tools and digital resources to master core curriculum content

Standard 1.4: The teacher reflects upon the lesson’s effectiveness and level of student engagement, using that reflection in the planning of future instruction.

Elements	4	3	2	1
A. Reflection of Lesson Effectiveness and Student Engagement	Teacher makes a thoughtful and accurate assessment of the lesson’s effectiveness and level of student engagement to plan instruction, which includes the extent to which the lesson achieved its goals, citing specific examples from the lesson, and strengths and/or weaknesses related to student learning with evidence of student work.	Teacher makes a thoughtful and accurate assessment of the lesson’s effectiveness and level of student engagement to plan instruction, which includes the extent to which the lesson achieved its goals, citing specific examples from the lesson, and strengths and/or weaknesses related to student learning.	Teacher makes a limited or inaccurate assessment of the lesson’s effectiveness and level of student engagement to plan instruction.	Teacher does not reflect upon the lesson’s effectiveness and level of student engagement to plan instruction.
B. Planning of Future Instruction Shows Evidence of Reflection	Teacher creates opportunities for student to provide input about their learning, and incorporates that input into their reflection to review, monitor and adjust lesson and unit design for future instruction.	Teacher effectively uses reflection to review, monitor and adjust lesson and unit design for future instruction.	Teacher uses reflection in a limited or inaccurate manner to plan for future instruction.	Teacher does not plan future instruction based on reflection.

Standard 1.5: The teacher plans for a balanced assessment system aligned with standards and district curriculum that demonstrates the different purposes and types of assessment, using a variety of strategies to measure ongoing student progress and to inform their planning for instruction.

Elements	4	3	2	1
A. Alignment with Standards and District Curriculum	Teacher assessments are aligned with standards and district curriculum and incorporate higher level learning of content skills and/or concepts.	Teacher assessments are aligned with standards and district curriculum.	Teacher assessments are not fully aligned with standards and/or district curriculum.	Teacher assessments are not aligned with standards and/or district curriculum.
B. Assessment System	<p>Teacher plans for a variety of formal and informal assessments created with students' individual needs in mind.</p> <p>Teacher plans include ways instruction will be adjusted in response to summative and formative data.</p> <p>Teacher plans use rigorous, performance-based summative unit assessments with exemplars where appropriate, that are introduced at the start of the unit, that use them to guide instruction, and that provide opportunities for discourse between teacher and students.</p> <p>Teacher plans include use of checklists and rubrics and provides models to delineate degrees of quality so that students self-assess and establish individual learning goals.</p> <p>Teacher plans includes feedback from both teacher and peers to guide student self-reflection.</p>	<p>Teacher plans for a variety of formal and informal assessment.</p> <p>Teacher plans include summative and formative assessments to measure on-going student progress.</p> <p>Teacher plans use rigorous, performance-based summative unit assessments with exemplars where appropriate, introduced at the start of the unit with plans to use them to guide instruction.</p> <p>Teacher plans include use of checklists and rubrics and provides models to delineate degrees of quality so that students can gauge their progress.</p> <p>Teacher plans include feedback to guide student self-reflection.</p>	<p>Teacher plans include limited variety of formal and/or informal assessment.</p> <p>Teacher plans include summative assessments only.</p> <p>Teacher use a scoring checklist or criteria but does not provide it in advance for student use.</p>	Teacher does not plan for assessment and/or uses assessment.

Domain 2: Creating an Environment for Learning

Standard 2.1: The teacher creates a positive and inclusive learning environment, where interactions are caring and respectful, students participate actively as the primary speakers and workers, and cognitive engagement is promoted through independent and collaborative learning.				
Elements	4	3	2	1
A. Teacher Interaction with Students	Teacher interactions with all students demonstrate sensitivity to students as individuals.	Teacher interactions with all students demonstrate caring rapport and mutual respect.	Teacher interactions with all students are appropriate and demonstrate respect.	Teacher interactions with some students are inappropriate, negative, and/or demeaning.
B. Interactions Among Students	Teacher and students work together to encourage caring and respectful interactions among students in order to create a positive and inclusive learning environment.	Teacher encourages caring and respectful interactions among students in order to create a positive and inclusive learning environment.	Teacher addresses all inappropriate or disrespectful interactions among students.	Teacher tolerates inappropriate or disrespectful interactions among students.
C. Role of the Student	Teacher creates a learning environment where students demonstrate cognitive engagement as the primary speakers and workers.	Teacher creates a learning environment where cognitive engagement is promoted by teacher and students sharing time as speakers and workers.	Teacher creates a learning environment where the teacher does most of the work.	Teacher creates a learning environment where the teacher does all of the work.
D. Physical Resources	Teacher and students work together to utilize all physical resources (e.g. work spaces, tools and supplies, and display areas) to support student independence, collaborative learning, and a positive classroom environment.	Teacher utilizes all physical resources (e.g. work spaces, tools and supplies, and display areas) to support student independence, collaborative learning, and a positive classroom environment.	Teacher utilizes some physical resources (e.g. work spaces, tools and supplies, and/or display areas) to support some student independence, collaborative learning, and/or a positive classroom environment.	Teacher does not utilize physical resources (e.g. work spaces, tools and supplies, and display areas) to support student independence, collaborative learning, or a positive learning environment.

Standard 2.2: The teacher establishes effective routines, procedures, and transitions, which result in a safe and orderly learning environment and maximize instructional time.

Elements	4	3	2	1
A. Routines/ Procedures/ Transitions	Teacher has established effective routines, procedures, and transitions that incorporate student responsibility for managing student groups, supplies, and/or equipment, which result in a safe and orderly learning environment and/or maximize instructional time.	Teacher has established effective routines, procedures, and transitions for managing student groups, supplies, and/or equipment, which result in a safe and orderly learning environment and/or maximize instructional time.	Teacher has established routines, procedures, and transitions for managing student groups, supplies, and/or equipment, but these are of varying levels of effectiveness, which result in an unsafe or disorderly learning environment and/or some loss of instructional time.	Teacher has not established effective routines, procedures, or transitions for managing student groups, supplies, and/or equipment, which results in an unsafe and disorderly learning environment and/or the loss of instructional time.

Standard 2.3: The teacher establishes and reinforces appropriate behavioral expectations, monitors student behavior, and prevents student misbehavior.

Elements	4	3	2	1
A. Establishing and Reinforcing Appropriate Behavioral Expectations	Appropriate behavioral expectations have been established and are reinforced by the teacher and the students.	Appropriate behavioral expectations have been established and are reinforced by the teacher.	Appropriate behavioral expectations have been established but are not reinforced.	Appropriate behavioral expectations have not been established.
B. Monitoring Student Behavior and Preventing Student Misbehavior	Teacher enables students to effectively monitor their own behavior. Teacher anticipates and prevents student misbehavior.	Teacher monitors student behavior consistently. Teacher response to student misbehavior is appropriate and effective.	Teacher monitors student behavior inconsistently. Teacher response to student misbehavior is inconsistent and/or has minimal results.	Teacher does not monitor student behavior. Teacher does not respond to student misbehavior.

Domain 3: Teaching for Learning

Standard 3.1: The teacher communicates instructional objectives, sets high expectations, and uses instructive directions, procedures and assessment criteria.				
Elements	4	3	2	1
A. Lesson Planning	<p>Teacher prepares lessons with measurable objectives that are aligned with standards and the district curriculum which can be explained by the student.</p> <p>Teacher designs instruction using appropriate sources matched to the objective, establishes expectations for student performance, provides opportunities for students to make progress toward meeting and exceeding standards, makes connections within and across disciplines, and makes connections to real world applications.</p>	<p>Teacher prepares lessons with measurable objectives that are aligned with standards and the district curriculum.</p> <p>Teacher designs instruction using appropriate sources matched to the objective, establishes expectations for student performance, provides opportunities for students to make progress toward meeting and exceeding standards, and makes connections within and across disciplines.</p>	<p>Teacher prepares lessons with clear objectives that are aligned with standards and the district curriculum.</p> <p>Teacher plans instruction using appropriate sources matched to the objective, establishes expectations for student performance, provides opportunities for students to make progress toward meeting standards.</p>	<p>Teacher prepares lesson plans with instructional objectives absent or not aligned with standards and the district curriculum.</p> <p>Teacher selects instructional activities that are not consistently aligned to the instructional objectives or that set expectations that are not constructed for students to make progress toward meeting the standards.</p>
B. Standards-based Instructional Objectives	<p>Teacher clearly and accurately communicates standards-based instructional objectives and an instructional rationale for this learning so that students can articulate the purpose for learning.</p>	<p>Teacher clearly and accurately communicates standards-based instructional objectives and an instructional rationale for this learning.</p>	<p>Teacher communicates standards-based instructional objectives.</p>	<p>Teacher communicates little or nothing about the standards-based instructional objectives.</p>
C. Instructional Directions and Procedures	<p>Teacher effectively communicates directions and procedures that anticipates student misconceptions, fosters student independence, and promotes self-directed learning.</p>	<p>Teacher effectively communicates directions and procedures that anticipates student misconceptions and fosters student independence.</p>	<p>Teacher communicates directions and procedures but does not provide appropriate clarification in order to foster student independence.</p>	<p>Teacher does not effectively communicate directions and procedures or foster student independence.</p>
D. High Expectations	<p>Teacher explicitly teaches students learning strategies and procedures to persevere, make their effort more effective, and to set high expectations for themselves.</p>	<p>Teacher communicates high expectations for student performance and utilizes strategies and procedures to encourage perseverance and best effort.</p>	<p>Teacher communicates expectations for student performance and encourages best effort.</p>	<p>Teacher does not communicate expectations for student performance nor encourage best effort.</p>

E. Assessment Criteria	Teacher focuses lesson objectives and student work through the use of explicit standards-based assessment criteria (e.g. guidelines, exemplars, check lists, or rubric) and by providing opportunity for students to be part of the criteria-setting process.	Teacher focuses lesson objectives and student work through the use of explicit standards-based assessment criteria (e.g. guidelines, exemplars, check-lists, or rubric).	Teacher focuses lesson objectives and student work by communicating standards-based assessment criteria.	Teacher does not focus lesson objectives and student work by communicating standards-based assessment criteria.
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Standard 3.2: The teacher demonstrates content knowledge by conveying content in a comprehensible way and using appropriate instructional strategies, technological tools, and digital resources.

Elements	4	3	2	1
A. Conveying Content Knowledge	Teacher conveys accurate content knowledge that most/all students can comprehend and articulate.	Teacher conveys accurate content knowledge that most/all students can comprehend.	Teacher conveys content knowledge that some students can comprehend	Teacher conveys content inaccuracies that contribute to making the content incomprehensible.
B. Content Specific Instructional Strategies	Teacher uses a broad range of instructional strategies that are effective and appropriate to the content and have real-world applications.	Teacher uses a broad range of instructional strategies that are effective and appropriate to the content.	Teacher uses instructional strategies that are effective and appropriate to the content.	Teacher uses instructional strategies that are ineffective and/or inappropriate to the content.
C. Technology To Support Content	Teacher uses a broad range of technological tools and digital resources that are effective and appropriate to the content and have real world applications.	Teacher uses a broad range of technological tools and digital resources that are effective and appropriate to the content.	Teacher uses technological tools and digital resources that are effective and appropriate to the content.	Teacher uses technological tools and digital resources that are ineffective and/or inappropriate to the content.

Standard 3.3: The teacher uses a variety of evidence based instructional strategies and tasks, varying the teacher and student roles with a gradual release of responsibility to students, which promotes innovative problem solving skills through conceptual understanding, critical thinking, creative thinking, communication and collaboration.

Elements	4	3	2	1
A. Evidence-Based Instructional Strategies/ Gradual Release of Responsibility	<p>Teacher uses research-based instructional strategies and tasks, varying the roles of student and teacher, while gradually releasing ownership of the learning to students as self-directed learners.</p> <p>Teacher uses instructional strategies and tasks tailored to meet student individual needs.</p>	<p>Teacher uses research-based instructional strategies and tasks, varying the roles of student and teacher, while gradually releasing ownership of the learning to students as active workers in the learning process.</p> <p>Teacher uses instructional strategies and tasks tailored to meet remediation and enrichment group needs.</p>	<p>Teacher uses research-based instructional strategies and tasks, serving as the primary facilitator in the learning process.</p> <p>Teacher uses instructional strategies and tasks designed for whole group instruction with minimal regard for individual needs.</p>	<p>Teacher does not use research-based instructional strategies or tasks and conducts a lesson where the student role is passive.</p> <p>Teacher instructs without regard for individual needs.</p>
B. Conceptual Understanding	<p>Teacher uses challenging tasks at the appropriate cognitive level that promote conceptual understanding and the ability to use those connections strategically on real world challenges, situations and tasks.</p>	<p>Teacher uses challenging tasks at the appropriate cognitive level that promote conceptual understanding.</p>	<p>Teacher uses tasks that promote conceptual understanding.</p>	<p>Teacher uses tasks at an inappropriate cognitive level that do not promote conceptual understanding.</p>
C. Critical Thinking	<p>Teacher uses instructional strategies and tasks that ask students to:</p> <ul style="list-style-type: none"> • think critically about the content being taught (i.e. analyze, synthesize, and evaluate) • consider alternate perspectives • reflect on their understanding • consider new possibilities • apply their critical thinking to new and/or novel situations 	<p>Teacher uses instructional strategies and tasks that ask students to:</p> <ul style="list-style-type: none"> • think critically about the content being taught (i.e. analyze, synthesize, and evaluate) • consider alternate perspectives • reflect on their understanding 	<p>Teacher uses instructional strategies and tasks that ask students to think critically about the content being taught (i.e. analyze, synthesize, and evaluate).</p>	<p>Teacher uses instructional strategies and tasks that do not challenge students to think critically about the content.</p>
D. Creative Thinking	<p>Teacher uses instructional strategies and tasks that ask students to:</p>	<p>Teacher uses instructional strategies and tasks that ask students to:</p>	<p>Teacher uses instructional strategies and tasks that ask students to:</p>	<p>Teacher uses instructional strategies and tasks that do not challenge students to think creatively about the</p>

	<ul style="list-style-type: none"> • think creatively and divergently about the content being taught • explore multiple possibilities and approaches instead of a single approach to problems and perspectives • generate new ideas and new knowledge • create something new using original or diverse ideas • create unorthodox and innovative solutions to complex problems • apply their creative thinking to new and/or novel situations 	<ul style="list-style-type: none"> • think creatively and divergently about the content being taught • explore multiple possibilities and approaches instead of a single approach to problems and perspectives • generate new ideas and new knowledge • create something new using original or diverse ideas 	<ul style="list-style-type: none"> • think creatively about the content being taught • explore alternate possibilities and approaches instead of a single approach to problems and perspectives 	content, but instead focus on a single approach to thinking.
E. Communication	<p>Teacher provides opportunities for students to develop various forms of communication skills (written, oral, digital) to a real-world audience with an authentic purpose.</p> <p>Teacher and peers provide individual feedback on students' capacity as communicators and areas in which they can improve.</p>	<p>Teacher provides opportunities for students to develop various forms of communication skills (written, oral, digital) to an audience with an authentic purpose.</p> <p>Teacher provides individual feedback on students' capacity as communicators and areas in which they can improve.</p>	<p>Teacher provides opportunities for students to develop various forms of communication skills (written, oral, digital).</p> <p>Teacher provides general feedback on students' capacity as communicators.</p>	<p>Teacher does not provide opportunities for students to develop communication skills.</p> <p>Teacher provides general suggestions on students' capacity as communicators</p>
F. Collaboration	<p>Teacher enables students to work collaboratively in learning tasks that represent real world connections and include both individual and group accountability</p> <p>Teacher provides instruction (via modeling and coaching) on collaborative skills, gives individual and group feedback, and helps student establish areas of growth.</p>	<p>Teacher enables students to work collaboratively in learning tasks that includes both individual and group accountability</p> <p>Teacher provides instruction (via modeling and coaching) on collaborative skills, gives individual and group feedback, and establishes areas of growth.</p>	<p>Teacher enables students to work collaboratively on learning tasks.</p> <p>Teacher provides instruction on collaborative skills.</p>	<p>Teacher provides students limited opportunities to work collaboratively on learning tasks.</p> <p>Teacher provides little to no instruction on collaborative skills.</p>

Standard 3.4: The teacher engages students in purposeful discourse and thought-provoking questions aligned with the lesson objectives to explore and extend content knowledge.

Elements	4	3	2	1
A. Discourse	Teacher and students share facilitation of discourse at the evaluative, synthesis, and/or analysis levels to explore and extend content knowledge.	Teacher facilitates discourse at the evaluative, synthesis, and/or analysis levels to explore and extend content knowledge among students.	Teacher leads discourse that is primarily teacher-question and student-response session to explore the content knowledge.	Teacher permits tangential or off-topic discussions that do not sufficiently explore students' thinking to deepen their content knowledge.
B. Thought-Provoking Questions	<p>Teacher and students ask questions at the evaluative, synthesis, and/or analysis levels that connect the objective to real world applications.</p> <p>Teacher and students seek clarification and elaboration through follow-up questions.</p> <p>Teacher establishes a system to ensure that all students are called on to answer questions.</p> <p>Teacher and students provide appropriate wait time to encourage reflection.</p>	<p>Teacher and students ask questions at the evaluative, synthesis, and/or analysis levels that focus on the objectives of the lesson.</p> <p>Teacher and students seek clarification and elaboration through follow-up questions.</p> <p>Teacher calls on a variety of students to answer questions.</p> <p>Teacher provides appropriate wait time to encourage student reflection.</p>	<p>Teacher and students ask questions that are relevant to the objectives of the lesson.</p> <p>Teacher asks follow-up questions.</p> <p>Teacher calls on the same students to answer questions.</p> <p>Teacher provides appropriate wait time.</p>	<p>Teacher asks questions that are inappropriate to objectives of the lesson.</p> <p>Teacher does not ask follow-up questions.</p> <p>Teacher answers own questions.</p> <p>Teacher does not provide appropriate wait time.</p>

Standard 3.5: The teacher uses formative assessment to vary instruction to meet individual learning needs; provide timely, constructive feedback to students about their progress; and monitor and adjust instruction in response to student performance and engagement in learning tasks.

Elements	4	3	2	1
A. Formative Assessment	Teacher fully integrates extensive and effective formative assessment to guide instruction and involve students to meet their individual learning needs.	Teacher fully integrates extensive and effective formative assessment to guide instruction and meet individual learning needs.	Teacher collects and uses limited formative assessment data to guide instruction and meet whole class needs.	Teacher does not collect and/or use formative assessment data to guide instruction.
B. Differentiates Instruction	Teacher identifies individual learning needs, matches specific instructional strategies to meet those needs, and reflects on the effectiveness of those strategies. Teacher and students work together to establish instructional groups (i.e. individual, small group, whole group).	Teacher identifies individual learning needs, and matches specific instructional strategies to meet those needs. Teacher varies the instructional grouping strategies (i.e. individual, small group, whole group).	Teacher minimally addresses for individual needs. Teacher relies on whole group instruction with some small group instruction.	Teacher does not address individual learning needs. Teacher instructs primarily with whole group.
C. Timely, Constructive Feedback	Teacher and students use a variety of methods to provide individual feedback that is specific, timely, advances the learning, and includes student self-assessment.	Teacher uses a variety of methods to provide individual feedback that is specific, timely and advances the learning.	Teacher provides individual feedback that is general and/or untimely.	Teacher provides insufficient, ineffective or untimely feedback to students.
D. Monitoring, Adjusting and Student Engagement	Teacher actively seeks input from students to monitor and adjust instruction and pacing during the lesson to respond to student performance and engagement in learning tasks with consideration for individual student needs, student interests, sources of confusion and misconceptions.	Teacher monitors and adjusts instruction and pacing during the lesson to respond to student performance and engagement in learning tasks with consideration for individual student needs, sources of confusion, and misconceptions.	Teacher monitors and adjusts instruction and pacing during the lesson in response to student performance and engagement in learning tasks.	Teacher does not monitor and adjust instruction during the lesson and pacing in response to student performance and engagement in learning tasks.

Domain 4: Professionalism and Collaboration

Standard 4.1: The teacher maintains accurate instructional and non-instructional records to track student progress toward meeting standards (including indicators and benchmarks) and collaborates with colleagues to review and interpret assessment data to monitor and adjust instruction.				
Elements	4	3	2	1
A. Tracking and Using Instructional and Non-Instructional Records	<p>Teacher maintains an accurate systematic process to track instructional or non-instructional records.</p> <p>Teacher submits accurate, complete and in-depth instructional and non-instructional records in a timely manner.</p> <p>Teacher engages students in the use of data to track progress, inform instruction, and guide student reflection.</p>	<p>Teacher maintains accurate instructional or non-instructional records.</p> <p>Teacher submits accurate and complete instructional and non-instructional records in a timely manner.</p> <p>Teacher uses data to track student progress and inform instruction.</p>	<p>Teacher maintains inaccurate or incomplete instructional or non-instructional records.</p> <p>Teacher submits some instructional and non-instructional records in a timely manner.</p> <p>Teacher uses data to track student progress.</p>	<p>Teacher does not maintain instructional and/or non-instructional records.</p> <p>Teacher does not submit records in a timely manner.</p> <p>Teacher does not use data to track student progress.</p>
B. Collaborates with Colleagues to Interpret Student Performance Data	<p>Teacher is prepared, productive, insightful and actively contributing during collaboration and shares instructional practices with colleagues.</p> <p>Teacher works collaboratively to interpret and use student performance data to inform instruction and curriculum.</p>	<p>Teacher is prepared and productive during collaboration and shares instructional practices with colleagues.</p> <p>Teacher works collaboratively to interpret and use student performance data to inform instruction.</p>	<p>Teacher is prepared and productive during collaboration.</p> <p>Teacher works collaboratively to interpret and use student performance data.</p>	<p>Teacher is not prepared and/or productive during collaboration.</p> <p>Teacher does not work collaboratively to interpret and use student performance data.</p>

Standard 4.2: The teacher communicates with the family about academic/behavioral expectations and student progress, and encourages family involvement in the student's learning.				
Elements	4	3	2	1
A. Academic/ Behavioral Expectations and Progress	Teacher maintains interactive, ongoing communication with the family concerning the student's academic and behavioral expectations or progress with concrete steps for future action that positively impact student progress.	Teacher initiates interactive communication with the family concerning the student's academic and behavioral expectations or progress with concrete steps for future action that positively impact student progress.	Teacher does communicate with the family concerning the student's academic and behavioral expectations or progress. Communication may be delayed or vague.	Teacher does not communicate with the family concerning the student's academic and behavioral expectations or progress.
B. Instructional Program	Teacher provides ongoing updated information to the family about the instructional program and how it prepares their student for future success.	Teacher provides information to the family about the instructional program and how it prepares their student for future success.	Teacher provides minimal information to the family about the instructional program.	Teacher provides no information to the family about the instructional program.
C. Family Involvement	Teacher collaboratively works with parents to establish family involvement that positively impacts student learning.	Teacher creates and promotes ongoing opportunities for family involvement that positively impacts student learning.	Teacher encourages family involvement student learning.	Teacher does not encourage family involvement.

Standard 4.3: The teacher establishes and maintains professional relationships by engaging in discourse about professional issues with colleagues, functioning as a member of a faculty/team, and participating in school events and district initiatives to promote a positive school climate.

Elements	4	3	2	1
A. Professional Discourse and Relationships	<p>Teacher initiates, leads, and engages with horizontal, vertical or cross-disciplinary colleagues in productive discourse about professional issues and exemplary practices.</p> <p>Teacher seeks collaborative opportunities with colleagues, demonstrating respect and consideration for all colleagues.</p>	<p>Teacher actively engages in productive discourse about professional issues.</p> <p>Teacher collaborates professionally with colleagues, demonstrating respect and consideration for all colleagues.</p>	<p>Teacher engages in discourse about professional issues.</p> <p>Teacher interacts in a professional manner, demonstrating respect or consideration for all colleagues.</p>	<p>Teacher does not engage or disrupts discourse about professional issues.</p> <p>Teacher interacts in an unprofessional manner, demonstrating a lack of respect or consideration for colleagues.</p>
B. Participation in School Events	<p>Teacher actively participates and engages in required and voluntary school events and committees.</p> <p>Teacher initiates activity or events that promote a positive school climate.</p>	<p>Teacher actively participates and engages in required and voluntary school events and committees.</p> <p>Teacher actively participates to promote a positive school climate.</p>	<p>Teacher participates and engages in required school events and committees.</p>	<p>Teacher does not participate in required school events and committees.</p>
C. Implementation of District Initiatives	<p>Teacher takes a lead role in implementing district initiatives and contributes to the renewal process.</p>	<p>Teacher implements district initiatives and contributes to the renewal process.</p>	<p>Teacher implements district initiatives.</p>	<p>Teacher does not implement district initiatives.</p>

Standard 4.4: The teacher develops as a professional by continually engaging in new learning, reflection, and self-evaluation which informs his/her knowledge of new content and pedagogy.

Elements	4	3	2	1
A. New Learning	Teacher initiates, leads, and engages in school/district professional development activities, seeks out further professional development, and applies this new learning to professional practice to improve content knowledge and pedagogy and shares with colleagues.	Teacher engages in school/district professional development activities, partakes in further professional development, and applies this new learning to professional practice to improve content knowledge and pedagogy and shares with colleagues.	Teacher participates in school/district professional development activities.	Teacher does not participate in school/district professional learning.
B. Reflection and Self-Evaluation	Teacher has an established routine for reflection and self-evaluation that they share with their colleagues and improves professional practice.	Teacher has an established routine for reflection and self-evaluation in order to develop as a professional.	Teacher engages in the practice of reflection and self-evaluation in order to develop as a professional.	Teacher does not engage in the practice of reflection and self-evaluation.

Standard 4.5: The teacher conducts themselves as professionals in accordance with the CT Code of Professional Responsibility for Educators.

Elements	4	3	2	1
A. Adherence to CT Code of Professional Responsibility for Educators	Teacher complies with and advocates for professional ethics for colleagues of the CT Code of Professional Responsibility for Educators.	Teacher complies with and supports professional ethics for colleagues of the CT Code of Professional Responsibility for Educators.	Teacher complies with the CT Code of Professional Responsibility for Educators.	Teacher does not comply with the CT Code of Professional Responsibility for Educators.
B. Compliance with district and school policies & procedures	Teacher complies with and advocates all district and school policies & procedures.	Teacher complies and support all district and school policies & procedures.	Teacher complies with district and school policies & procedures.	Teacher does not comply with district and school policies & procedures.

RELATED SERVICES PERFORMANCE RUBRICS

School Counseling, Psychologist, Speech/Language Pathologist

School Counseling Domains and Standards

Domain 1 - Planning and Preparing for Access to Learning

Standard 1.1: Counselors have a foundation and knowledge of theory, practice and standards of counseling.

Standard 1.2: Counselor's professional practice reflects understanding and respect for student's diversity and allows them to plan appropriate services for each individual and family which results in direct measurable outcomes.

Standard 1.3: Counselor demonstrates knowledge of a variety of data based decision making strategies in order to enhance student learning and aid in collaboration with colleagues.

Domain 2 - Promoting a Positive School Environment

Standard 2.1: Counselor is proactive in establishing support services on behalf of all students.

Standard 2.2: Counselor develops positive relationships with students, families and school personnel in order to support student growth.

Standard 2.3: Counselor is an effective member of school teams (504, PPT, SST and CORE teams).

Standard 2.4: Counselor engages in effective PBIS practices.

Domain 3 - Counseling to Promote Learning

Standard 3.1: Demonstrates appropriate counseling techniques and interventions for use in education, career domains and personal/social domains.

Standard 3.2: Demonstrates the ability to provide counseling services, both group and individual, appropriate to the interest, needs and developmental level of the students.

Standard 3.3: Counselors will deliver the guidance curriculum appropriate to their grade level based on the Weston School Counseling Curriculum (WSCC).

Standard 3.4: Counselors consult and collaborate at the student, family and system levels and makes appropriate referrals to school and community support personnel.

Domain 4 - Professionalism

Standard 4.1: The counselor establishes and maintains professional relationships by engaging in discourse about professional issues with colleagues, functioning as a member of the support team, and participating in school events and district initiatives to promote a positive school climate.

Standard 4.2: The counselor improves content knowledge and skills by continually engaging in reflection, self - evaluation, peer coaching and professional development and applying what is learned.

Standard 4.3: The counselor is familiar with and adheres to CT School Counseling Association Guidelines and is in compliance with all district and school policies.

Domain 1: Planning and Preparing for Access to Learning

Standard 1.1: Counselors have a foundation and knowledge of theory, practice and standards of counseling.				
Elements	4	3	2	1
a. Knowledge of Theory, Practice and Standards	Counselor educates others in regard to best practices and theories of counseling.	Counselor uses knowledge in their counseling practice.	Counselor has knowledge of practice and theories of counseling.	Counselor does not have knowledge of practice and theories of counseling.

Standard 1.2: Counselor's professional practice reflects understanding and respect for student's diversity and allows them to plan appropriate services for each individual and family, which results in direct measurable outcomes.				
Elements	4	3	2	1
a. Understanding of Student's Diversity	Counselor consults with school staff and takes a leadership role in respecting student's cultural values and diversity.	Counselor respects needs and cultural values of students.	Counselor gathers information about student's diversity.	Counselor does not gather information about student's diversity.
b. Plans Appropriate Services	Counselor takes a leadership role in planning appropriate services for students.	Counselor uses feedback from students and families in order to develop appropriate services.	Counselor uses information gathered about student to develop appropriate services.	Counselor does not use gathered information to plan services.

Standard 1.3: Counselor demonstrates knowledge of a variety of data based decision making strategies in order to enhance student learning and aid in collaboration with colleagues.				
Elements	4	3	2	1
a. Knowledge of a Variety of Data Based Decision Making Strategies	Counselor synthesizes gathered information with research based counseling trends.	Counselor gathers information from many sources in order to develop strategies for individual students.	Counselor uses basic decision making strategies.	Counselor does not have knowledge of basic decision making strategies.
b. Uses Knowledge to Plan with Colleagues	Counselor is an active and positive leader in collaborative settings.	Counselor works collaboratively to interpret and use student data to plan appropriate strategies.	Counselor uses knowledge to plan with colleagues.	Counselor does not use knowledge to plan with colleagues.

Domain 2: Promoting a Positive School Environment

Standard 2.1: Counselor is proactive in establishing support services on behalf of all students.				
Elements	4	3	2	1
a. Establishes support services for all students	Counselor extends support services to the families of students.	Counselor actively implements support services for all students.	Counselor implements, with guidance, support services for all students.	Counselor does not initiate support services.

Standard 2.2: Counselor develops positive relationships with students, families and school personnel in order to support student growth.				
Elements	4	3	2	1
a. Develops Positive Relationships with Students	Counselor's interactions with students demonstrate a caring rapport and mutual respect. Interactions are individualized, inclusive and motivating.	Counselor's interactions with students demonstrate a caring rapport and mutual respect.	Counselor's interactions with students demonstrate respect and interactions are appropriate.	Counselor's interactions with students are demeaning and/or inappropriate.
b. Develops Positive Relationships with Families	Counselor's interactions with families demonstrate a caring rapport and mutual respect. Interactions are individualized, inclusive and motivating.	Counselor's interactions with families demonstrate a caring rapport and mutual respect.	Counselor's interactions with families demonstrate respect and interactions are appropriate.	Counselor's interactions with families are demeaning and/or inappropriate.
c. Develops Positive Relationships with School Personnel	Counselor's interactions with school personnel demonstrate a caring rapport and mutual respect. Interactions are individualized, inclusive and motivating.	Counselor's interactions with school personnel demonstrate a caring rapport and mutual respect.	Counselor's interactions with school personnel demonstrate respect and interactions are appropriate.	Counselor's interactions with school personnel are demeaning and/or inappropriate.

Standard 2.3: Counselor is an effective member of school teams (504, PPT, SST and CORE).				
Elements	4	3	2	1
a. Effective Member	Counselor is a leader in all relevant meetings.	Counselor is an active participant in all relevant meetings.	Counselor participates effectively in meetings.	Counselor does not participate effectively in meetings.

Standard 2.4: Counselor engages in effective PBIS practices.				
Elements	4	3	2	1
a. Engages in Effective PBIS Practices	Counselor takes a lead role in the development and implementation of PBIS strategies and techniques.	Counselor effectively utilizes PBIS strategies and techniques and creates individualized behavioral support plans for students.	Counselor uses PBIS strategies and techniques.	Counselor does not utilize PBIS strategies and techniques.

Domain 3: Counseling to Promote Learning

Standard 3.1: Demonstrates appropriate counseling interventions for use in education, career domains and personal/social domains.				
Elements	4	3	2	1
a. Uses Appropriate Interventions	Counselor utilizes interventions in an innovative way to meet the needs of individual students.	Counselor uses a broad range of evidence based interventions consistent with best practices.	Counselor uses interventions consistent with best practices.	Counselor uses interventions that do not match best practices.

Standard 3.2: Demonstrates the ability to provide counseling services, both group and individual, appropriate to the interest, needs and developmental level of all students.				
Elements	4	3	2	1
a. Group Counseling Services	Counselor supports generalization of skills learned into the general education setting and the community.	Counselor consistently and appropriately matches student services to all group member needs.	Counselor matches student services to all group member needs.	Counselor does not match student services to need.
b. Individual Counseling Services	Counselor supports generalization of skills learned into the general education setting, the community and the home.	Counselor consistently and appropriately matches student services to individual needs.	Counselor matches student services to individual needs.	Counselor does not match student services to need.

Standard 3.3: Counselors will develop and deliver the guidance curriculum appropriate to their grade level based on the Weston School Counseling Curriculum (WSCC).				
Elements	4	3	2	1
a. Development and Delivery of WSCC	Counselor takes a leadership role in developing the guidance curriculum and in delivering the curriculum to their grade level.	Counselor adheres to WSCC guidelines and helps to continually develop guidance curriculum.	Counselor adheres to WSCC guidelines and delivers curriculum.	Counselor does not adhere to guidelines of WSCC.

Standard 3.4: Counselors consult and collaborate at the student, family and system levels and make appropriate referrals to school and community support personnel.				
Elements	4	3	2	1
a. Consult and Collaborate	Counselor is an active, positive contributor in collaborative settings and takes a lead role.	Counselor independently consults and collaborates.	Counselor consults and collaborates effectively with support.	Counselor does not consult with others about student, family and system level concerns.
b. Make Referrals	Counselor seeks out new referral sources and shares them with colleagues.	Counselor makes referrals and follows up with school and community support personnel.	Counselor makes appropriate referrals to school and community support personnel.	Counselor does not make appropriate referrals.

Domain 4: Professionalism

Standard 4.1: The counselor establishes and maintains professional relationships by engaging in discourse about professional issues with colleagues, functioning as a member of the support team, and participating in school events and district initiatives to promote a positive school climate.				
Elements	4	3	2	1
a. Establishes and Maintains Relationships by Engaging in Discourse	Counselor demonstrates a pattern of initiating, leading and engaging other colleagues in productive discourse about professional issues.	Counselor interacts in a professional manner with colleagues demonstrating consideration and respect for colleagues.	Counselor actively engages in discourse about professional issues.	Counselor does not engage or disrupts discourse about professional issues. Counselor interacts in an unprofessional manner with colleagues demonstrating a lack of consideration or respect for colleagues.
b. Participation in School Events	Counselor takes a leadership role in school events and committees.	Counselor actively participates and engages in required and voluntary school events and committees.	Counselor participates and engages in required school events and committees.	Counselor does not participate in required school events and committees.
c. Participation at the District Level	Counselor takes a lead role in district initiatives and/or contributes to the decision making process.	Counselor participates in and implements district initiatives.	Counselor participates in district initiatives.	Counselor does not participate in and/or implement district initiatives.

Standard 4.2: The counselor improves content knowledge and skills by continually engaging in reflection, self-evaluation, peer coaching and professional development and applying what is learned.				
Elements	4	3	2	1
a. Content Knowledge and Skills	Counselor leads school/district professional development activities and applies new learning in their professional practice. Counselor seeks out further professional development to enhance their practice and shares knowledge with team.	Counselor participates in or leads school/district professional development activities and applies new learning in their professional practice.	Counselor participates in school/district professional development activities and implements new learning.	Counselor does not participate in school/district professional development activities, and does not apply new learning in their professional practice.
b. Reflection and self-evaluation	Counselor's reflective practice promotes the reflective practice of colleagues.	Counselor has an established routine for reflection and self-evaluation, impacting professional practice.	Counselor engages in the practice of reflection and self-evaluation.	Counselor does not engage in the practice of reflection and self-evaluation.

Standard 4.3: The counselor conducts themselves as professionals in accordance with CT School Counseling Association (CSCA) Guidelines and in compliance with all district and school policies.

Elements	4	3	2	1
a. Adherence to CSCA Guidelines		Counselor promotes professional ethics for colleagues.	Counselor complies with CSCA Guidelines.	Counselor does not comply with CSCA Guidelines.
b. Compliance with all District and School Policies	Counselor takes a lead role in implementing district initiatives and policies.	Counselor's reflective practice promotes the reflective practice of colleagues.	Counselor complies with all district and school policies.	Counselor does not comply with district and school policies.

Psychologist Domains and Standards

Domain 1 - Planning and preparing for access to learning

Standard 1.1: Psychologist has a foundation and knowledge of theory, practice and standards of School Psychology.

Standard 1.2: Psychologist's professional practice reflects understanding and respect for student's diversity and allows them to plan appropriate services for each individual and family which results in direct measurable outcomes.

Standard 1.3: Psychologist demonstrates knowledge of a variety of data based decision making strategies and behavioral supports in order to enhance student learning.

Domain 2 - Promoting a positive school environment

Standard 2.1: Psychologist is proactive in establishing support services on behalf of all students.

Standard 2.2: Psychologist develops positive relationships with students, families and school personnel in order to support student growth.

Standard 2.3: Psychologist is an effective member of school teams (PPT, SST and CORE teams).

Standard 2.4: Psychologist engages in effective PBIS practices.

Domain 3 - Assessment and Counseling to promote learning

Standard 3.1: Psychologist will follow NASP guidelines for psycho-educational assessments.

Standard 3.2: Psychologist will be proficient in administering appropriate evidence based psycho-educational assessment batteries.

Standard 3.3: Psychologist will integrate results from all assessment data and report the results both in writing and orally.

Standard 3.4: Psychologist will collaborate with the team to determine student eligibility for support services.

Standard 3.5: Psychologist demonstrates the ability to provide counseling services, both group and individual, appropriate to the interest, needs and developmental level of the students.

Domain 4 - Professionalism

Standard 4.1: The Psychologist establishes and maintains professional relationships by engaging in discourse about professional issues with colleagues, functioning as a member of the support team, and participating in school events and district initiatives to promote a positive school climate.

Standard 4.2: The Psychologist improves content knowledge and skills by continually engaging in reflection, self-evaluation, peer coaching and professional development and applying what is learned.

Standard 4.3: The Psychologist is familiar with and adheres to the National Association of Psychologists guidelines and in compliance with all district and school policies.

Domain 1: Planning and Preparing for Access to Learning

Standard 1.1: Psychologist has a foundation and knowledge of theory, practice and standards of school psychology.				
Elements	4	3	2	1
a. Knowledge of theory, practice and standards	Psychologist educates others in regard to best practices and theories of school psychology.	Psychologist has knowledge and independently integrates into daily practice.	Psychologist has knowledge of practice and theories of school psychology.	Psychologist does not have knowledge of practice and theories of school psychology.

Standard 1.2: Psychologist's professional practice reflects understanding and respect for student's diversity and allows them to plan appropriate services for each individual and family which results in direct measurable outcomes.				
Elements	4	3	2	1
a. Understanding of Student's Diversity	Psychologist consults with school staff and takes a leadership role in respecting student's cultural values and diversity.	Psychologist respects student diversity and cultural values.	Psychologist gathers information about student's diversity	Psychologist does not gather information about student's diversity.
b. Plans Appropriate Services	Psychologist takes a leadership role in planning appropriate services for students.	Psychologist uses feedback from student and family in order to develop appropriate services.	Psychologist uses information gathered about student including assessment results to develop appropriate services.	Psychologist does not use information to plan services.

Standard 1.3: Psychologist demonstrates knowledge of a variety of data based decision making strategies and behavioral supports in order to enhance student learning.				
Elements	4	3	2	1
a. Knowledge of a Variety of Data Based Decision Making Strategies	Psychologist synthesizes gathered information with research based trends.	Psychologist gathers information from many sources in order to develop strategies for individual students.	Psychologist has knowledge of basic decision making strategies.	Psychologist does not have knowledge of basic decision making strategies.
b. Knowledge of a Variety of Behavioral Supports	Psychologist synthesizes gathered information with research based trends to develop innovative behavior plans.	Psychologist gathers information from many sources in order to develop effective behavioral strategies for individual students.	Psychologist has knowledge of effective behavioral supports.	Psychologist does not have knowledge of effective behavioral supports.

Domain 2: Promoting a Positive School Environment

Standard 2.1: Psychologist is proactive in establishing support services on behalf of all students.				
Elements	4	3	2	1
a. Establishes Support Services for all Students	Psychologist extends support services to the families of students.	Psychologist independently implements support services for all students.	Psychologist implements support services for all students with guidance.	Psychologist does not initiate support services

Standard 2.2: Psychologist develops positive relationships with students, families and school personnel in order to support student growth.				
Elements	4	3	2	1
a. Develops Positive Relationships with Students	Psychologist's interactions with students demonstrate a caring rapport and mutual respect. Interactions are individualized, inclusive and motivating.	Psychologist's interactions with students demonstrate a caring rapport and mutual respect.	Psychologist's interactions with students demonstrate respect and interactions are appropriate.	Psychologist's interactions with students are demeaning and/or inappropriate.
b. Develops Positive Relationships with Families	Psychologist's interactions with families demonstrate a caring rapport and mutual respect. Interactions are individualized, inclusive and motivating.	Psychologist's interactions with families demonstrate a caring rapport and mutual respect.	Psychologist's interactions with families demonstrate respect and interactions are appropriate.	Psychologist's interactions with families are demeaning and/or inappropriate.
c. Develops Positive Relationships with School Personnel	Psychologist's interactions with school personnel demonstrate a caring rapport and mutual respect. Interactions are individualized, inclusive and motivating.	Psychologist's interactions with school personnel demonstrate a caring rapport and mutual respect.	Psychologist's interactions with school personnel demonstrate respect and interactions are appropriate.	Psychologist's interactions with school personnel are demeaning and/or inappropriate.

Standard 2.3: Psychologist is an effective member of school teams (PPT, SST and CORE).				
Elements	4	3	2	1
a. Effective Member	Psychologist is a leader at all relevant meetings.	Psychologist is an active participant in all relevant meetings.	Psychologist participates effectively in school team meetings.	Psychologist does not participate effectively.

Standard 2.4: Psychologist engages in effective PBIS practices.				
Elements	4	3	2	1
a. Engages in Effective PBIS Practices	Psychologist takes a lead role in the development and implementation of PBIS strategies and techniques.	Psychologist actively utilizes PBIS strategies and techniques.	Psychologist utilizes PBIS strategies and techniques.	Psychologist does not utilize PBIS strategies and techniques.

Domain 3: Counseling to Promote Learning

Standard 3.1: Psychologist will follow NASP Guidelines for psycho-educational assessments.				
Elements	4	3	2	1
a. Uses Guidelines to Develop and Execute Evaluation	Psychologist not only uses NASP Guidelines when evaluating students but also completes evaluations according to the Federal Guidelines.	Psychologist consistently uses NASP Guidelines when evaluating students.	Psychologist uses NASP Guidelines when evaluating students.	Psychologist is not aware of NASP Guidelines.

Standard 3.2: Psychologist will be proficient in administering appropriate evidence based psycho-educational assessment batteries.				
Elements	4	3	2	1
a. Uses Evidence Based Assessments in Evaluating Students	Psychologist uses evidence based assessments and informal assessments in evaluating students. The Psychologist researches alternative and dynamic assessments for a variety of psycho-educational disorders.	Psychologist consistently uses evidence based assessments and informal assessments in evaluating students with communication disorders. Additionally the Psychologist uses input from school personnel and family members.	Psychologist is proficient in administering psycho-educational assessments.	Psychologist is not proficient in the use of evidence based assessments.

Standard 3.3: Psychologist will integrate results from all assessment data and report the results, both in writing and orally.				
Elements	4	3	2	1
a. Writes a Diagnostic Report	Psychologist always formulates a cohesive, accurate, and dynamic written report of assessment results.	Psychologist consistently formulates a cohesive written report of assessment results.	Psychologist frequently formulates a cohesive written report of assessment results.	Psychologist does not formulate a cohesive written report of assessment results.
b. Orally Presents Evaluation Results	Psychologist describes results to the team in an effective and professional manner and when appropriate, meets individually with families to review results.	Psychologist consistently reports assessment results to team members.	Psychologist frequently reports of assessment results in a clear and concise manner.	Psychologist does not orally report assessment results in a clear and concise manner.

Standard 3.4: Psychologist will collaborate with the team to determine student eligibility for support services.				
Elements	4	3	2	1
a. Collaboration with Colleagues to Determine Eligibility	Psychologist provides guidance and leadership when working collaboratively with the team on determining a student's eligibility for services.	Psychologist is an active, positive contributor in all collaborative settings.	Psychologist works collaboratively to interpret data.	Psychologist does not work collaboratively.
Standard 3.5: Psychologist demonstrates the ability to provide counseling services, both group and individual, appropriate to the interest, needs and developmental level of the students.				
Elements	4	3	2	1
a. Group Counseling Services	Psychologist supports generalization of skills learned into the general education setting and the community.	Psychologist consistently matches student services to all group member needs.	Psychologist appropriately matches student services to need.	Psychologist does not appropriately match student services to need.
b. Individual Counseling Services	Psychologist supports generalization of skills learned into the general education setting, the community and the home.	Psychologist consistently matches student services to individual needs.	Psychologist appropriately matches student services to needs.	Psychologist does not appropriately match student services to needs.

Domain 4: Professionalism

Standard 4.1: The Psychologist establishes and maintains professional relationships by engaging in discourse about professional issues with colleagues, functioning as a member of the support team, and participating in school events and district initiatives to promote a positive school climate.				
Elements	4	3	2	1
a. Establishes and Maintains Relationships by Engaging in Discourse	Psychologist demonstrates a pattern of initiating, leading and engaging other colleagues in productive discourse about professional issues.	Psychologist interacts in a professional manner with colleagues demonstrating consideration and respect for colleagues.	Psychologist actively engages in discourse about professional issues.	Psychologist does not engage or disrupts discourse about professional issues. Psychologist interacts in an unprofessional manner with colleagues demonstrating a lack of consideration or respect for colleagues.
b. Participation in School Events	Psychologist takes leadership role in school events and committees.	Psychologist actively participates and engages in required and voluntary school events and committees.	Psychologist participates and engages in required school events and committees.	Psychologist does not participate in required school events and committees.
c. Participation at the District Level	Psychologist takes a lead role in district initiatives and/or contributes to the decision making process.	Psychologist actively participates and engages in required and voluntary district level events and committees.	Psychologist participates in and implements district initiatives.	Psychologist does not participate in and/or implement district initiatives.

Standard 4.2: The Psychologist improves content knowledge and skills by continually engaging in reflection, self-evaluation, peer coaching and professional development and applying what is learned.				
Elements	4	3	2	1
a. Content Knowledge and Skills	Psychologist leads school/district professional development activities and applies new learning in their professional practice. Psychologist seeks out further professional development to enhance their practice and shares knowledge with team.	Psychologist participates in school/district professional development activities and applies new learning in their professional practice. Psychologist seeks out further professional development to enhance their practice.	Psychologist participates in school/district professional development activities and implements new learning.	Psychologist does not participate in school/district professional development activities, and does not apply new learning in their professional practice.
b. Reflection and Self-Evaluation	Psychologist's reflective practice promotes the reflective practice of colleagues.	Psychologist has an established routine for reflection and self-evaluation, impacting professional practice.	Psychologist engages in the practice of reflection and self-evaluation.	Psychologist does not engage in the practice of reflection and self-evaluation.

Standard 4.3: The Psychologist is familiar with and adheres to the National Association of Psychologist (NASP) Guidelines and in compliance with all district and school policies.

Elements	4	3	2	1
a. Adherence to NASP Guidelines		Psychologist promotes professional ethics for colleagues.	Psychologist complies with NASP Guidelines.	Psychologist does not comply with NASP Guidelines.
b. Compliance with all District and School Policies	Psychologist takes a lead role in implementing district initiatives and policies.	Psychologist complies and supports all district and school policies & procedures.	Psychologist complies with all district and school policies.	Psychologist does not comply with district and school policies.

Speech/ Language Pathologist Domains and Standards

Domain 1 - Planning

Standard 1.1: The Speech/Language Pathologist collaborates with the educational team to create a curriculum based intervention plan.

Standard 1.2: The Speech/Language Pathologist chooses service delivery models that meet the needs of individual students.

Standard 1.3: The Speech/Language Pathologist selects and defends intervention models which are evidence based.

Domain 2 - Identification and Evaluation of Communication Disorders

Standard 2.1: The Speech/Language Pathologist follows CT State Guidelines for evaluation of communication disorders.

Standard 2.2: The Speech/Language Pathologist includes assessment strategies that are evidence based.

Standard 2.3: The Speech/Language Pathologist integrates results from all assessment information and reports the results, both orally and in writing.

Standard 2.4: The Speech/Language Pathologist collaborates with the team to determine student eligibility for support services.

Domain 3 - Intervention

Standard 3.1: The Speech/Language Pathologist selects and organizes materials used for intervention.

Standard 3.2: The Speech/Language Pathologist utilizes effective data management to evaluate student progress.

Standard 3.3: The Speech/Language Pathologist maintains an environment conducive to therapeutic intervention.

Standard 3.4: The Speech/Language Pathologist collaborates effectively with in-school personnel and outside providers in regard to student performance.

Standard 3.5: The Speech/Language Pathologist integrates technology into instruction, when appropriate.

Domain 4 - Professionalism

Standard 4.1: The Speech/Language Pathologist establishes and maintains professional relationships by engaging in discourse about professional issues with colleagues, functioning as a member of the support team and participating in school events and district initiative to promote a positive school climate.

Standard 4.2: The Speech/Language Pathologist improves content knowledge and skills by continually engaging in reflection, self-evaluation, peer coaching and professional development and applying what is learned.

Standard 4.3: The Speech/Language Pathologist is familiar with and adheres to ASHA's Code of Ethics and is in compliance with all district and school policies.

Domain 1: Planning and Preparing for Access to Learning

Standard 1.1: Speech/Language Pathologist collaborates with the educational team to create a curriculum based intervention plan.				
Elements	4	3	2	1
a. Collaborates with the Team to Develop Intervention Plan	Speech/Language Pathologist plans individualized educationally relevant and measureable goals and objectives through collaboration with the team across school settings.	Speech/Language Pathologist plans individualized educationally relevant and measureable goals and objectives through collaboration with the team.	Speech/Language Pathologist does plan individualized educationally relevant measurable goals and objectives with minimal collaboration with the team.	Speech/Language Pathologist does not plan individualized educationally relevant and measureable goals and objectives with colleagues.

Standard 1.2: Speech/Language Pathologist chooses service delivery models that meet the needs of individual students.				
Elements	4	3	2	1
a. Plans Appropriate Services	Speech/Language Pathologist utilizes innovative scheduling to meet student needs.	Speech/Language Pathologist chooses a service delivery model which is consistent with student needs.	Speech/Language Pathologist chooses models that are consistent with student needs with support.	Speech/Language Pathologist does not consider student needs when planning services.

Standard 1.3: Speech/Language Pathologist selects and defends intervention models which are evidence based.				
Elements	4	3	2	1
a. Selects Evidence and Research Based Speech/Language Interventions Based on Evaluation Results	Speech/Language Pathologist synthesizes gathered information with research based trends to develop effective treatment plans and defends intervention strategies to the team.	Speech/Language Pathologist gathers information from many sources in order to develop effective treatment plans for individual students.	Speech/Language Pathologist gathers information from a limited number of sources in order to develop treatment plans for students.	Speech/Language Pathologist does not select appropriate intervention models for students.

Domain 2: Promoting a Positive School Environment

Standard 2.1: Speech/Language Pathologist follows CT State Guidelines for evaluation of communication disorders.				
Elements	4	3	2	1
a. Uses Guidelines to Develop and Execute Evaluation	Speech/Language Pathologist not only uses State Guidelines when evaluating students but also completes evaluations according to the Federal Guidelines.	Speech/Language Pathologist consistently uses State Guidelines when evaluating students.	Speech/Language Pathologist uses State Guidelines with support when evaluating students.	Speech/Language Pathologist is not aware of State Guidelines.

Standard 2.2: Speech/Language Pathologist includes assessments that are evidence based.				
Elements	4	3	2	1
a. Uses Evidence Based Assessments in Evaluating Students with Communication Disorders.	Speech/Language Pathologist uses evidence based assessments and informal assessments in evaluating students. The SLP researches alternative and dynamic assessments for a variety of communication disorders.	Speech/Language Pathologist consistently uses evidence based assessments and informal assessments in evaluating students with communication disorders. Additionally the SLP uses input from school personnel and family members.	Speech/Language Pathologist frequently uses evidence based assessments in evaluating students with communication disorders.	Speech/Language Pathologist does not use evidence based assessments.

Standard 2.3: Speech/Language Pathologist integrates results from all assessment information and reports the results, both orally and in writing.				
Elements	4	3	2	1
a. Writes a Diagnostic Report	Speech/Language Pathologist always formulates a cohesive, accurate, and dynamic written report of assessment results.	Speech/Language Pathologist frequently and independently formulates a cohesive and accurate written report of assessment results.	Speech/Language Pathologist needs assistance interpreting assessment results and formulating a cohesive report.	Speech/Language Pathologist does not formulate a cohesive written report of assessment results.
b. Orally Presents Evaluation Results	Speech/Language Pathologist describes results to the team in an effective and professional manner.	Speech/Language Pathologist consistently reports assessment results to team members.	Speech/Language Pathologist frequently reports of assessment results in a clear and concise manner.	Speech/Language Pathologist does not orally report assessment results in a clear and concise manner.

Standard 2.4: Speech/Language Pathologist collaborates with the team to determine student eligibility for support services.

Elements	4	3	2	1
a. Speech/Language Pathologist Works in Collaboration with Colleagues to Determine Eligibility.	Speech/Language Pathologist provides guidance and leadership when working collaboratively with the team on determining a student's eligibility for support services.	Speech/Language Pathologist is an active, positive contributor in collaborative settings.	Speech/Language Pathologist works collaboratively to interpret data.	Speech/Language Pathologist does not work collaboratively.

Domain 3: Counseling to Promote Learning

Standard 3.1: Speech/Language Pathologist selects and organizes materials used for intervention.				
Element	4	3	2	1
a. Selects and Organizes Materials for Intervention	Speech/Language Pathologist researches new materials for interventions, adapts materials to meet student needs and incorporates academic curriculum into intervention to achieve communication goals.	Speech/Language Pathologist selects and adapts materials, equipment and devices. Additionally, SLP creates innovative materials based on student's needs.	Speech/Language Pathologist selects materials which are appropriate to the student's needs.	Speech/Language Pathologist does not select appropriate materials and does not keep them organized for easy access.

Standard 3.2: Speech/Language Pathologist utilizes effective data management to evaluate student progress.				
Element	4	3	2	1
a. Utilizes Effective Data Management	Speech/Language Pathologist maintains a systematic process to track qualitative and quantitative data.	Speech/Language Pathologist maintains effective data management to evaluate student progress.	Speech/Language Pathologist maintains incomplete or inaccurate data in regard to student progress.	Speech/Language Pathologist does not maintain or utilize data in evaluating student progress.

Standard 3.3: Speech/Language Pathologist maintains an environment conducive to therapeutic intervention.				
Element	4	3	2	1
a. Maintains an Environment Conducive to Therapeutic Intervention	Speech/Language Pathologist creates and adjusts the environment appropriately to foster therapeutic intervention.	Speech/Language Pathologist adjusts the environment appropriately to foster therapeutic intervention.	Speech/Language Pathologist does utilize the environment effectively.	Speech/Language Pathologist does not utilize the environment effectively.

Standard 3.4: Speech/Language Pathologist collaborates effectively with in-school personnel and parents/community in regard to student performance.

Element	4	3	2	1
a. Collaborates with In-School Personnel	Speech/Language Pathologist provides in-service education to school personnel and provides professional development presentations to in-school personnel.	Speech/Language Pathologist provides in-service education to school personnel regarding students' disabilities.	Speech/Language Pathologist effectively reports on student performance to in-school personnel.	Speech/Language Pathologist does not work collaboratively with in-school personnel.
b. Collaborates with Parents/Community	Conducts professional development for parents and community.	Speech/Language Pathologist establishes positive working relationships with parents, outside providers and community.	Speech/Language Pathologist effectively reports on student performance to parents/team members.	Speech/Language Pathologist does not work collaboratively.

Standard 3.5: Speech/Language Pathologist integrates technology into instruction, when appropriate.

Element	4	3	2	1
a. Uses Technology when Appropriate	Speech/Language Pathologist takes a leadership role in application and integration of technology.	Speech/Language Pathologist incorporates technology into intervention on a regular basis.	Speech/Language Pathologist considers technology in planning and implementing intervention strategies.	Speech/Language Pathologist does not consider use of technology in treatment.

Domain 4: Professionalism

Standard 4.1: The Speech/Language Pathologist establishes and maintains professional relationships by engaging in discourse about professional issues with colleagues, functioning as a member of the support team, and participating in school events and district initiatives to promote a positive school climate.

Elements	4	3	2	1
a. Establishes and Maintains Relationships by Engaging in Discourse	Speech/Language Pathologist demonstrates a pattern of initiating, leading and engaging other colleagues in productive discourse about professional issues.	Speech/Language Pathologist interacts in a professional manner with colleagues demonstrating consideration and respect for colleagues.	Speech/Language Pathologist engages in discourse about professional issues.	Speech/Language Pathologist does not engage or disrupts discourse about professional issues. Speech/Language Pathologist interacts in an unprofessional manner with colleagues demonstrating a lack of consideration or respect for colleagues.
b. Participation in School Events	Speech/Language Pathologist takes a leadership role in school events and committees.	Speech/Language Pathologist actively participates and engages in required school events and committees.	Speech/Language Pathologist engages in required school events and committees.	Speech/Language Pathologist does not participate in required school events and committees.
c. Participation at the District Level	Speech/Language Pathologist takes a lead role in district initiatives and contributes to the decision making process.	Speech/Language Pathologist participates in and implements district initiatives.	Speech/Language Pathologist participates in district level initiatives.	Speech/Language Pathologist does not participate in and/or implement district initiatives.

Standard 4.2: The Speech/Language Pathologist improves content knowledge and skills by continually engaging in reflection, self-evaluation, peer coaching and professional development and applying what is learned.

Elements	4	3	2	1
a. Content Knowledge and Skills	Speech/Language Pathologist leads school/district professional development activities and applies new learning in their professional practice. Speech/Language Pathologist seeks out further professional development to enhance their practice and shares knowledge with team.	Speech/Language Pathologist participates in school/district professional development activities and applies new learning in their professional practice. Speech/Language Pathologist seeks out further professional development to enhance their practice.	Speech/Language Pathologist participates in school/district professional development activities and implements new learning.	Speech/Language Pathologist does not participate in school/district professional development activities, and does not apply new learning in their professional practice.
b. Reflection and Self-Evaluation	Speech/Language Pathologist's reflective practice promotes the reflective practice of colleagues.	Speech/Language Pathologist has an established routine for reflection and self-evaluation, impacting professional practice.	Speech/Language Pathologist engages in the practice of reflection and self-evaluation.	Speech/Language Pathologist does not engage in the practice of reflection and self-evaluation.

Standard 4.3: The Speech/Language Pathologist is familiar with and adheres to ASHA's Code of Ethics and is in compliance with all district and school policies.

Elements	4	3	2	1
a. Adherence to ASHA Code of Ethics		Speech/Language Pathologist takes a lead role in implementing district initiatives and policies.	Speech/Language Pathologist complies with ASHA Code of Ethics.	Speech/Language Pathologist does not comply with ASHA Code of Ethics.
b. Compliance with all District and School Policies.	Speech/Language Pathologist takes a lead role in implementing district initiatives and policies.	Speech/Language Pathologist complies and supports all district and school policies & procedures.	Speech/Language Pathologist complies with all district and school policies.	Speech/Language Pathologist does not comply with district and school policies.

Additional data sources for related services:

1. Self-Rating Scale

The related service provider considers his or her strengths, challenges and needs while rating themselves on the domains and standards related to their individual job category.

2. Reflective Peer Coaching

The related service provider will meet regularly with their peers to consider individual caseloads, problem solve and engage in dialogue in regards to topics related to one's profession. Peers will support one another in new learning and reflection and growth in individual disciplines.

3. Mini observations as appropriate

- Counselors in guidance lessons, Hands-Up meeting, Advisor/Advisee group meetings and PPT's/504's.
- Psychologists in social skills groups, class lessons and PPT's.
- Speech Pathologists in social language groups, individual therapy, and PPT's.

Supervision and Evaluation Plan Forms

Unit Plan Template: Teacher completes this form and submits it to the evaluator prior to the mini-observation pre-conference. Teacher should bring other supporting documentation to this planning conference, such as unit assessments, completed Understanding by Design unit planning template, and lesson plans.

Mini-Observation Feedback: Form used to provide teachers with written feedback during the mini-unit observation process. Administrators employ the Claim, Evidence, Impact on students, Questions/Judgment (C, E, I, J/Q) approach in providing this feedback.

Mini-Observation Summative Report: Form used to provide summative feedback in each of the four domains of the Teacher Performance Rubrics.

Professional Focus: Teacher completes this form prior to meeting with administrator at the beginning of the year.

Professional Focus Summative Reflection: Teacher submits reflection on professional focus prior to the end of the year conference.

Summative Evaluation (Groups A, B, & C) Teacher: Teacher submits self-assessment rubric and narrative to evaluator prior to the end of the year conference.

Summative Evaluation (Groups A, B, & C) Administrator: Evaluator completes summative evaluation following end of year conference with the teacher. Evaluator discusses any discrepancy between teacher self-assessment rubric and administrator evaluation.

UNIT PLAN TEMPLATE

Teacher: _____ Evaluator: _____

Date: _____

What are the significant student outcomes of this unit? Please describe specific the enduring understandings of the unit.

In which domain, standard, or particular area of performance from the Teacher Performance Rubrics do you seek feedback?

What Assessments and Other Evidence will you use to measure student learning? (Include examples of formal or informal data collection that would occur before, during, or at the conclusion of this unit.)

What are the learning activities and instructional strategies you'll be using?

When will you be teaching this unit (dates, times, etc.)?

Student Learning Objective (see glossary for definition)

What is the Student Learning Objective(s) you wish to address in this unit and throughout the year?

What are the indicators of student academic growth and development that will monitor and signify that the SLO is being addressed?

MINI OBSERVATION FEEDBACK

Teacher: _____ Evaluator: _____

Date: _____

Claim:

Evidence:

Impact on students:

Questions:

MINI-OBSERVATION SUMMATIVE REPORT

Teacher:
Grade Level:
Supervisor:
Date:

Domain 1: Planning and Preparing for Learning

Domain 2: Creating an Environment for Learning

Domain 3: Teaching for Learning

Domain 4: Professionalism and Collaboration

Supervisor's Signature _____

Date _____

Teacher's Signature _____

Date _____

*Teacher signature indicates only that the teacher has read the summative report and has been informed of the right to comment on or rebut the information included here. This signature does not necessarily indicate agreement with the report.

PROFESSIONAL FOCUS

Teacher: _____ School: _____

Personal professional challenge:

What student performance data led me to identify this professional challenge? What can I add to my repertoire to more effectively meet this challenge?

Focus statement: If I ... (what I plan to do), then ... (a desirable student outcome)

What are my beliefs about this work and how will my beliefs impact student performance?

What is my plan of action? (i.e., timeline, action steps, etc.)

How will I monitor my progress?

In which Domain and Standard does this area of growth reside?

PROFESSIONAL FOCUS SUMMATIVE REFLECTION

Teacher: _____ School: _____

Restate Focus Statement (If ... then):

Summative Reflection:

Data to support Conclusion Reflection:

Administrator's Response:

Teacher Signature

Date

Administrator Signature

Date

**Weston Public Schools
Summative Evaluation Form
Teacher Form
Groups A, B, & C**

Name:

Grade:

School:

Subject:

Annual Summative Evaluation Conference date:

Performance Appraisal Key:

4 - Performs Above standard

3 - Performs At standard

2 - Performs Below standard

1 – Performs Unsatisfactory

DOMAIN 1: PLANNING & PREPARATION FOR LEARNING

Standard 1.1 The teacher acquires and uses knowledge about individual students as learners in preparing lessons which consider the students' academic and social/emotional needs.

Standard 1.2 The teacher plans coherent and relevant units, lessons and authentic learning activities that build on prior knowledge, aligned with district curriculum standards

Standard 1.3 The teacher plans instruction to promote the acquisition of transferable skills, such as, critical thinking, innovative problem solving, effective communication and collaboration, while integrating innovative technological and digital resources strategically when appropriate

Standard 1.4 The teacher reflects upon the lesson's effectiveness and level of student engagement, using that reflection in the planning of future instruction.

Standard 1.5 The teacher understands the different purposes and types of assessment, using a variety of assessment strategies aligned with standards, including district standards, to determine prior knowledge and monitor ongoing student progress

SELF-APPRAISAL OF DOMAIN 1 PERFORMANCE:

CIRCLE ONE:

- 4 Above Standard
- 3 At Standard
- 2 Below Standard
- 1 Unsatisfactory

TEACHER REFLECTION OF DOMAIN 1 PERFORMANCE INCLUDING DATA SOURCES TO SUPPORT SELF-APPRAISAL

DOMAIN 2: CREATING AN ENVIRONMENT FOR LEARNING

Standard 2.1 The teacher creates an inclusive, caring, positive learning environment in which each individual is respected and valued, while promoting student engagement, student curiosity, and independence and interdependence in learning

Standard 2.2 The teacher establishes effective routines and procedures, maintains a safe and orderly learning environment, and manages transitions to maximize on task learning.

Standard 2.3 The teacher maintains appropriate standards of behavior, and manages and monitors student behavior to maximize on task learning.

SELF-APPRAISAL OF DOMAIN 2 PERFORMANCE:

CIRCLE ONE:

- 4 Above Standard
- 3 At Standard
- 2 Below Standard
- 1 Unsatisfactory

TEACHER REFLECTION OF DOMAIN 2 PERFORMANCE INCLUDING DATA SOURCES TO SUPPORT SELF-APPRAISAL

DOMAIN 3: TEACHING FOR LEARNING

Standard 3.1 The teacher communicates instructional objectives, sets high expectations, and uses instructive directions, procedures and assessment criteria.

Standard 3.2 The teacher demonstrates content knowledge by using content specific instructional strategies, and applying the essential skills, central concepts and tools of inquiry in their subject matter.

Standard 3.3 The teacher uses a variety of evidence-based instructional strategies, varying the teacher and student roles with a gradual release of responsibility to students, which promotes conceptual understanding, critical thinking, innovative problem-solving skills, effective communication and collaboration.

Standard 3.4 The teacher engages students in purposeful discourse and thought-provoking questions and tasks aligned with the lesson objectives to explore and extend content knowledge.

Standard 3.5 The teacher differentiates instruction to meet individual learning needs, provides timely, constructive feedback to students about their progress, and adjusts instruction in response to student performance and engagement in learning tasks.

SELF-APPRAISAL OF DOMAIN 3 PERFORMANCE:

CIRCLE ONE:

4 Above Standard

3 At Standard

2 Below Standard

1 Unsatisfactory

TEACHER REFLECTION OF DOMAIN 3 PERFORMANCE INCLUDING DATA SOURCES TO SUPPORT SELF-APPRAISAL

DOMAIN 4: PROFESSIONALISM AND COLLABORATION

Standard 4.1 The teacher tracks student progress toward meeting the standards, (including indicators and benchmarks), collaborates with colleagues to review and interpret assessment data to monitor and adjust instruction, and keeps accurate instructional and non-instructional records.

Standard 4.2 The teacher communicates with the family about academic/behavioral expectations and student progress, and encourages family involvement in the student’s education.

Standard 4.3 The teacher establishes and maintains professional relationships by engaging in discourse about professional issues with colleagues, functioning as a member of an instructional team, and participating in school events and district initiatives to promote a positive school climate

Standard 4.4 The teacher improves content knowledge and pedagogical skills by continually engaging in reflection, self-evaluation and professional development and applying what is learned

Standard 4.5 The teacher conducts themselves as professionals in accordance with the CT Code of Professional Responsibility for Educators

SELF-APPRAISAL OF DOMAIN 4 PERFORMANCE:

CIRCLE ONE:

- 4 Above Standard
- 3 At Standard
- 2 Below Standard
- 1 Unsatisfactory

TEACHER REFLECTION OF DOMAIN 4 PERFORMANCE INCLUDING DATA SOURCES TO SUPPORT SELF-APPRAISAL

Weston Public Schools
Summative Evaluation Form
Administrator Form
Group A, Group B, & C

Name:

Grade:

School:

Subject:

Annual Summative Evaluation Conference date:

Performance Appraisal Key:

4 - Performs Above standard (where applicable)

3- Performs At standard

2 - Performs Below standard

1 Performs Unsatisfactory

Supervisor _____

Title: _____

Supervisor Signature: _____

Date: _____

Signature of Teacher *: _____

Date: _____

*Teacher signature indicates only that the teacher has read the evaluation and has been informed of the right to comment on or rebut the evaluation. This signature does not necessarily indicate agreement with the Evaluation.

DOMAIN 1: PLANNING & PREPARATION FOR LEARNING

Standard 1.1 The teacher acquires and uses knowledge about individual students as learners in preparing lessons which consider the students' academic and social/emotional needs.

Standard 1.2 The teacher plans coherent and relevant units, lessons and authentic learning activities that build on prior knowledge, aligned with district curriculum standards

Standard 1.3 The teacher plans instruction to promote the acquisition of transferable skills, such as, critical thinking, innovative problem solving, effective communication and collaboration, while integrating innovative technological and digital resources strategically when appropriate

Standard 1.4 The teacher reflects upon the lesson's effectiveness and level of student engagement, using that reflection in the planning of future instruction.

Standard 1.5 The teacher understands the different purposes and types of assessment, using a variety of assessment strategies aligned with standards, including district standards, to determine prior knowledge and monitor ongoing student progress

APPRAISAL OF DOMAIN 1 PERFORMANCE:

4 Above Standard

3 At Standard

2 Below Standard

1 Unsatisfactory

COMMENTS/COMMENDATIONS/RECOMMENDATIONS (Required if a 1, 2 or 4 is indicated for any domain.)

- Identify specific standards appraised unsatisfactory (1), below standard (2), or above standard (4)
- Make the claim, provide evidence, describe impact on students

DOMAIN 2: CREATING AN ENVIRONMENT FOR LEARNING

Standard 2.1 The teacher creates an inclusive, caring, positive learning environment in which each individual is respected and valued, while promoting student engagement, student curiosity, and independence and interdependence in learning

Standard 2.2 The teacher establishes effective routines and procedures, maintains a safe and orderly learning environment, and manages transitions to maximize on task learning.

Standard 2.3 The teacher maintains appropriate standards of behavior, and manages and monitors student behavior to maximize on task learning.

APPRAISAL OF DOMAIN 2 PERFORMANCE:

4 Above Standard

3 At Standard

2 Below Standard

1 Unsatisfactory

COMMENTS/COMMENDATIONS/RECOMMENDATIONS (Required if a 1, 2 or 4 is indicated for any domain.)

- Identify specific standards appraised unsatisfactory (1), below standard (2), or above standard (4)
- Make the claim, provide evidence, describe impact on students

DOMAIN 3: TEACHING FOR LEARNING

Standard 3.1 The teacher communicates instructional objectives, sets high expectations, and uses instructive directions, procedures and assessment criteria.

Standard 3.2 The teacher demonstrates content knowledge by using content specific instructional strategies, and applying the essential skills, central concepts and tools of inquiry in their subject matter.

Standard 3.3 The teacher uses a variety of evidence-based instructional strategies, varying the teacher and student roles with a gradual release of responsibility to students, which promotes conceptual understanding, critical thinking, innovative problem-solving skills, effective communication and collaboration.

Standard 3.4 The teacher engages students in purposeful discourse and thought-provoking questions and tasks aligned with the lesson objectives to explore and extend content knowledge.

Standard 3.5 The teacher differentiates instruction to meet individual learning needs, provides timely, constructive feedback to students about their progress, and adjusts instruction in response to student performance and engagement in learning tasks.

APPRAISAL OF DOMAIN 3 PERFORMANCE:

4 Above Standard

3 At Standard

2 Below Standard

1 Unsatisfactory

COMMENTS/COMMENDATIONS/RECOMMENDATIONS (Required if a 1, 2 or 4 is indicated for any domain.)

- Identify specific standards appraised unsatisfactory (1), below standard (2), or above standard (4)
- Make the claim, provide evidence, describe impact on students

DOMAIN 4: PROFESSIONALISM AND COLLABORATION

Standard 4.1 The teacher tracks student progress toward meeting the standards, (including indicators and benchmarks), collaborates with colleagues to review and interpret assessment data to monitor and adjust instruction, and keeps accurate instructional and non-instructional records.

Standard 4.2 The teacher communicates with the family about academic/behavioral expectations and student progress, and encourages family involvement in the student’s education.

Standard 4.3 The teacher establishes and maintains professional relationships by engaging in discourse about professional issues with colleagues, functioning as a member of an instructional team, and participating in school events and district initiatives to promote a positive school climate

Standard 4.4 The teacher improves content knowledge and pedagogical skills by continually engaging in reflection, self-evaluation and professional development and applying what is learned

Standard 4.5 The teacher conducts themselves as professionals in accordance with the CT Code of Professional Responsibility for Educators

APPRAISAL OF DOMAIN 4 PERFORMANCE:

- 4 Above Standard
- 3 At Standard
- 2 Below Standard
- 1 Unsatisfactory

COMMENTS/COMMENDATIONS/RECOMMENDATIONS (Required if a 1, 2 or 4 is indicated for any domain.)

- Identify specific standards appraised unsatisfactory (1), below standard (2), or above standard (4)
- Make the claim, provide evidence, describe impact on students

Determination of Overall Teacher Rating

_____ **Overall holistic rating on a scale of 1 to 4**

**Weston Public Schools
Administrator Evaluation Plan
2015-2016**



**Colleen A. Palmer, Ph.D.
Superintendent of Schools**

**Kenneth G. Craw, Ed.D.
Assistant Superintendent of
Curriculum and Instruction**

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What is the Mission of the Weston Public Schools?

The mission of the Weston Public Schools, as a caring and supportive community partnership, is to empower each student to achieve success and contribute to our global society by developing and cultivating character, knowledge and creativity through a dynamic learning experience that challenges each student to continually pursue personal excellence.

What is the Goal of Weston Public Schools Administrator Evaluation System?

The goal of Weston Public Schools (WPS) Administrator Evaluation System is to:

- Provide administrators the tools to continuously improve;
- Ensure that all administrators demonstrate the competencies outlined in the Connecticut Standards for School Leaders;
- Encourage the highest level of professional performance through a focus on excellence, professional development, and the pursuit of continuous improvement;
- Provide administrators with a range of options for self-initiated professional growth;
- Validate and recognize the contributions and accomplishments of administrators;
- Ensure accountability of administrators for achieving the goals of Weston Public Schools;
- Provide a clear assessment of administrator performance, progress and achievement;
- Provide ongoing feedback to continuously improve;
- Provide regular, comprehensive, meaningful, fair evaluations; and
- Provide appropriate documentation to guide employment decisions.

TIMELINE OF ACTIVITIES

Month	Activities
July/August	<ul style="list-style-type: none"> • Orientation to full cycle of the evaluation process by end of August. • Administrator submits 1-3 Goal(s)/Professional Focus (PF) and corresponding action plans using the Bernhardt template by August 15. • Administrator meets with evaluator for goal setting conference to review Goal(s)/PF prior to August 31.
September-June	<ul style="list-style-type: none"> • Administrator engaged in carrying out action plan for Goals(s)/PF. • Administrator meets monthly with evaluator for formative conference. • Administrator completes 1:1 meeting template for the monthly meetings with evaluator.
January/February	<ul style="list-style-type: none"> • Administrator participates in mid-year conference with evaluator.
June	<ul style="list-style-type: none"> • Administrator submits self-assessment narrative to evaluator prior to end of year conference (June 1). • Administrator meets with evaluator for end of year conference. • Administrator completes summative evaluation.

COMPONENTS OF SYSTEM

GOAL SETTING

Goal Development

A Goal is:

- Aligned with district initiatives.
- Measured by multiple indicators of academic growth and development.
- Clearly aligned with learning indicators.

Professional Focus Development

The Professional Focus (PF) is:

- a propositional statement/causal statements that:
 - encourages innovation,
 - promotes professional growth, and
 - leads to the improvement of the quality of instructional practice and student learning;
- based on a personal professional challenge, a need that emerges as an area for individualized professional growth within the framework of the professional knowledge base of the Connecticut School Leadership Standards (see Performance Rubrics);
- a provisional statement drives reflection and learning, not merely confirming what is already known about effective practice;
- grounded in the concept of adult learning theory that professional growth comes from deep, thoughtful reflection and processing experiences.

GOAL-SETTING CONFERENCE

Each administrator schedules an initial conference with their evaluator and comes prepared with their Goal(s)/PF. The discussion needs to include a clear rationale for why the administrator has chosen the Goal(s)/PF, and how it will advance student growth and development. In addition, the administrator will have selected various indicators to monitor progress and serve as evidence of student learning.

FEEDBACK CYCLE

- Monthly 1:1 meetings will be held with the administration and evaluator as an opportunity to update progress toward Goal(s)/PF.
- Administrator completes 1:1 template prior to meeting with evaluator.
- The evaluator will conduct at least two observations for any administrator and at least four observations of a new administrator or assistant principal.
- Evaluator provides coaching and support to administrator.

MID-YEAR CONFERENCE

- This meeting allows for discussion of progress toward Goal(s)/PF, as well as any areas of performance related to Connecticut School Leadership Standards.
- Evaluator provides feedback to administrator.

SELF-ASSESSMENT

- Self-assessment narrative on progress toward Goal(s)/PF and other pertinent areas of performance as related to the Connecticut School Leadership Standards.
- Completed annually by all administrators.
- Submitted to evaluator prior to the annual summative evaluation conference.

STAKEHOLDER FEEDBACK

- Administrator solicits feedback from stakeholders (i.e. teachers, parents, students).
- Administrator reflects on feedback obtained and shares this data with evaluator at end-of-year conference.

TEACHER EFFECTIVENESS OUTCOMES

- Administrators identify indicators of teacher effectiveness and reflect upon the results as part of their annual self-assessment.

END-OF-YEAR CONFERENCE

- There is an opportunity for administrator and evaluator to discuss performance and all evidence.
- Evaluator provides feedback to the administrator at this conference.
- The written appraisal is to be completed following end-of-year conference.

IMPROVEMENT PLAN

Description

An improvement plan is used for any administrator experiencing difficulties in meeting the standards in the Connecticut School Leadership Standards. At any time, such an administrator may be placed on an improvement plan by his/her primary evaluator.

The process for placing an administrator on an improvement plan includes the following:

- The evaluator must indicate that performance does not meet standard(s) through written communication that clearly describes the gap between the administrator's current level of performance relative to the specific standard(s) from Connecticut School Leadership Standards.
- There must be sufficient documentation to clearly identify the gap in current performance relative to the specific standard(s) from the Connecticut School Leadership Standards.

Improvement Plan

The following will be addressed in an administrator Improvement Plan:

1. The specific standard(s) not currently being met will be clearly identified.
2. The evaluator's requirements for improvement in meeting the standard(s) will be outlined.
3. The evaluator will offer support and any additional resources appropriate to assist the administrator in meeting the standard(s).
4. The evaluator will indicate that failure to improve performance to meet the standard(s) within a reasonable and specific period will result in additional administrative action including, but not limited to, disciplinary action and/or recommendation for termination of employment.
5. Whenever the evaluator notes a serious performance concern at a time that does not permit the implementation of an Improvement Plan within normal evaluation guidelines (i.e. the end of a school year), the evaluation period will extend into the next school year.
6. When an administrator successfully completes an Improvement Plan any reoccurrence of concerns will result in additional administrative action, including, but not limited to, being placed on an Improvement Plan.
7. The administrator will be permitted to have bargaining unit representation at all conferences if he/she desires and requests such representation.

Appeals Regarding the Formation of the Improvement Plan

1. At any time during this process, an administrator will have a right to attach a response to any evaluation document for inclusion in his/her personnel file.
2. A representative of the WAA may be present at meetings.
3. If an administrator who does not report to the Superintendent does not agree with his/her primary evaluator regarding the composition of the Improvement Plan, he/she may appeal to the Superintendent prior to the implementation of the plan. Written evaluations given as part of the evaluation process are not subject to appeal to the Board.
4. With the exception of disciplinary action taken as stated above, and failure to follow the evaluation procedures, evaluative decisions and documentation shall not be subject to the grievance process and arbitration procedure.

SUMMATIVE EVALUATION

The purpose of the summative evaluation is to validate continued successful performance, identify areas for professional growth and development, and to maintain accountability per the standards Connecticut School Leadership Standards.

Summative Evaluation Process

- All administrators will receive a summative evaluation in the form of a written narrative on an annual basis. It will include:
 - a summative evaluation including an appraisal indicating performance “Exemplary” (4), “Proficient” (3), “Developing” (2), or “Below Standard” (1) in each of the six domains in the Connecticut School Leadership Standards.
 - an evaluator’s written response to the administrator’s pursuit of their Goal(s)/PF.
- Administrators will submit a narrative self-assessment of performance in relation to the Connecticut School Leadership Standards prior to the final summative evaluation meeting.
- Evaluators will confer with the administrator prior to writing the summative report.
- The evaluator and administrator may both bring data sources to support the evaluation of performance towards the standards in the Connecticut School Leadership Standards.
- Administrators will receive a copy of the evaluation report and may choose to supplement the report with comments of their own.
- An administrator’s signature on a summative evaluation indicates receipt only and is necessary before submission to the Superintendent’s office.

DETERMINATION OF OVERALL ADMINISTRATOR RATING

Summative Evaluation

Determination of Overall Administrator Holistic Rating

Holistic Rating	Descriptors
4	<p>There is a preponderance of evidence based on multiple sources of data and the individual domain ratings that the educator has performed “Exemplary”. An overall holistic rating of a “4” indicates that the educator has consistently performed at this level on Weston’s Performance Rubrics.</p> <p>The educator will have “4” in all domain ratings.</p> <p style="text-align: center;">Or</p> <p>The educator may have a combination of domain ratings at the “3” and “4” levels, but may not have any domains rated below a “3”. In the event of mixed domain ratings of “3” and “4”, there must be evidence of three or more domains at the “4” level that is compelling and exceeds articulated expectations for such level(s).</p>
3	<p>There is a preponderance of evidence based on multiple sources of data and the individual domain ratings that the educator has performed “Proficient”. An overall holistic rating of a “3” indicates that the educator has consistently performed at this level on Weston’s Performance Rubrics.</p> <p>The educator will have at least “3” in all domain ratings.</p> <p style="text-align: center;">Or</p> <p>The educator may have a combination of domain ratings at the “3” and “4” level, but may not have more than three domain ratings at a “2”. There must be compelling mitigating information regarding the ratings at the “2” level that this reflects a temporary, extraordinary situational condition and does not indicate an inability of the administrator to perform at a higher levels in other circumstances. This temporary condition will be considered for one cycle of evaluation per instance.</p> <p style="text-align: center;">Or</p> <p>The educator may have a combination of domain ratings at the “3” and “4” level, but may not have more than one domain rating at a “1”. There must be compelling mitigating information regarding the rating at the “1” level that this reflects a temporary, extraordinary situational condition and does not indicate an inability of the administrator to perform at a higher level in other circumstances. This temporary condition will be considered for one cycle of evaluation per instance.</p>

<p style="text-align: center;">2</p>	<p>There is a preponderance of evidence based on multiple sources of data and the individual domain ratings that the educator has performed “Developing”. An overall holistic rating of a “2” indicates that the educator has generally performed at this level on Weston’s Performance Rubrics.</p> <p>The educator will have “2” in all domain ratings.</p> <p style="text-align: center;">Or</p> <p>The educator may have four “2” level domain ratings and two domain level at “3” or “4” level.</p> <p style="text-align: center;">Or</p> <p>The educator may have three “2” level domain ratings and one domain level at “1”. There must be compelling mitigating information regarding the rating at the “1” level that this reflects a temporary, extraordinary situational condition and does not indicate an inability of the administrator to perform at a higher level in other circumstances. This temporary condition will be considered for one cycle of evaluation per instance.</p>
<p style="text-align: center;">1</p>	<p>There is a preponderance of evidence based on multiple sources of data and the individual domain ratings that the administrator has performed “Below Standard”. An overall holistic rating of a “1” indicates that the educator has generally performed at this level on the Weston’s Performance Rubrics.</p> <p>The educator has at least three domain ratings at a “1” level.</p>

DETERMINATION OF OVERALL ADMINISTRATOR EFFECTIVENESS

Effective-An administrator in Weston Public Schools will be rated a summative evaluation score of 4 or 3 for that specific academic year.

Ineffective-An administrator in Weston Public Schools will be rated a summative evaluation score of 2 or 1 for that specific academic year.

An administrator who receives an overall holistic rating of a (2) “Developing” or “(1) Below Standard on their summative evaluation is considered ineffective and will be provided with the appropriate interventions. Interventions include providing the administrator with a mentor and placing the administrator on an assistance plan designed to address the areas of deficiency.

Resolution of Differences

Should an administrator disagree with the supervisor’s assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report, but is not obligated to do so. The administrator has the right to attach a statement to the summative evaluation report identifying the areas of concern and presenting the administrator’s perspective.

In the event that an administrator who does not report directly to the Superintendent disagrees with the determination of the summative evaluation, the Superintendent will be asked to review the cumulative data for that administrator and provide his/her determination of summative evaluation.

Confidentiality

All evaluative reports are strictly confidential. One copy with original signatures will be placed in the administrator’s personnel file. An administrator’s signature on any such report is an acknowledgement of receipt only. Having been presented with a report on performance, an administrator is expected to sign one copy, acknowledging receipt.

ORIENTATION PROCESS

How is the plan communicated to administrators who are new to the district?

Prior to the start of the school year, newly hired administrators participate in a comprehensive orientation program. The orientation includes a workshop on Weston's administrator evaluation plan. As new administrators review the requirements of the administrative evaluation plan, there are opportunities for them to review and discuss the expectations in Connecticut School Leadership Standards.

How is the plan communicated to all administrators in the district?

It is the practice in Weston to annually review the requirements of the administrator evaluation plan at the beginning of the school year during a leadership meeting, and/or at a professional development workshop.

The leader evaluation rubrics accompanying the Connecticut School Leadership Standards serve as a basis for conversation on what exemplary leadership practice looks like in the Weston Public Schools. The rubrics are reviewed periodically at leadership meetings.

Administrators may meet with their evaluator to discuss any questions they might have about the evaluation process. It is common practice for administrators to consult with their evaluator as they develop their Goal(s)/PF. The initial goal-setting conference is another opportunity for the administrator to meet with the evaluator to discuss the Goal(s)/PF and corresponding action plan.

ADMINISTRATOR TRAINING

History

Our administrators have received ongoing training on effective evaluation practices since the 2010-11 school year. Administrators have participated in a series of professional development sessions on best practices in evaluation, including developing strategies for literal note-taking, effective conferencing, and writing evaluations.

Norming and Calibration

Administrators annually participate in calibration exercises to discuss and hone their evaluation skills. These meetings will be facilitated by the assistant superintendent of curriculum and instruction.

ADMINISTRATOR EVALUATION PLAN FORMS

Goal/PF Setting Template: Administrator completes this template and submits it to the evaluator at the goal-setting conference for each goal

Summative Evaluation Document: Administrator submits self-assessment ratings and narrative to evaluator prior to the end of the year conference. Evaluator assigns individual domain rating and overall holistic rating. Evaluator writes summative evaluation narrative.

Weston Public Schools
Action Plan for Goal for School Year _____ – *Administrator name here*

Goal/PF:

Descriptor:

Measurable Objectives:

- X
- X

Strategy / Action	Person Responsible	Measurement	Resources	Due Date	Timeline											
					July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun

Note. From *The School Portfolio Toolkit: A Planning, Implementation, and Evaluation Guide for Continuous School Improvement*, by Victoria L. Bernhardt, 2002, Larchmont, NY: Eye on Education. Copyright © 2002 Eye on Education, Inc. Reprinted with permission.

Weston Public Schools
Administrator Summative Evaluation Document

Name:

Assignment:

Performance Appraisal Key:

4 - Performs Exemplary

3 - Performs Proficient

2 - Performs Developing

1 – Performs Below Standard

ADMINISTRATOR'S SELF-ASSESSMENT

PERFORMANCE EXPECTATION 1: VISION, MISSION, AND GOALS **SELF-APPRAISAL OF DOMAIN 1 PERFORMANCE:**

CIRCLE ONE:

- 4 Above Standard
- 3 At Standard
- 2 Below Standard
- 1 Unsatisfactory

PERFORMANCE EXPECTATION 2: TEACHING AND LEARNING **SELF-APPRAISAL OF DOMAIN 2 PERFORMANCE:**

CIRCLE ONE:

- 4 Above Standard
- 3 At Standard
- 2 Below Standard
- 1 Unsatisfactory

PERFORMANCE EXPECTATION 3: ORGANIZATIONAL SYSTEMS AND SAFETY **SELF-APPRAISAL OF DOMAIN 3 PERFORMANCE:**

CIRCLE ONE:

- 4 Above Standard
- 3 At Standard
- 2 Below Standard
- 1 Unsatisfactory

PERFORMANCE EXPECTATION 4: FAMILIES AND STAKEHOLDERS
SELF-APPRAISAL OF DOMAIN 4 PERFORMANCE:

CIRCLE ONE:

- 4 Above Standard
- 3 At Standard
- 2 Below Standard
- 1 Unsatisfactory

PERFORMANCE EXPECTATION 5 ETHICS AND INTEGRITY
SELF-APPRAISAL OF DOMAIN 5 PERFORMANCE:

CIRCLE ONE:

- 4 Above Standard
- 3 At Standard
- 2 Below Standard
- 1 Unsatisfactory

PERFORMANCE EXPECTATION 6: THE EDUCATION SYSTEM
SELF-APPRAISAL OF DOMAIN 6 PERFORMANCE

CIRCLE ONE:

- 4 Above Standard
- 3 At Standard
- 2 Below Standard
- 1 Unsatisfactory

**ADMINISTRATOR'S SELF-ASSESSMENT NARRATIVE INCLUDING DATA SOURCES TO SUPPORT
SELF-APPRAISAL**

EVALUATOR'S APPRAISAL

PERFORMANCE EXPECTATION 1: VISION, MISSION, AND GOALS **SELF-APPRAISAL OF DOMAIN 1 PERFORMANCE:**

CIRCLE ONE:

- 4 Above Standard
- 3 At Standard
- 2 Below Standard
- 1 Unsatisfactory

PERFORMANCE EXPECTATION 2: TEACHING AND LEARNING **SELF-APPRAISAL OF DOMAIN 2 PERFORMANCE:**

CIRCLE ONE:

- 4 Above Standard
- 3 At Standard
- 2 Below Standard
- 1 Unsatisfactory

PERFORMANCE EXPECTATION 3: ORGANIZATIONAL SYSTEMS AND SAFETY **SELF-APPRAISAL OF DOMAIN 3 PERFORMANCE:**

CIRCLE ONE:

- 4 Above Standard
- 3 At Standard
- 2 Below Standard
- 1 Unsatisfactory

PERFORMANCE EXPECTATION 4: FAMILIES AND STAKEHOLDERS
SELF-APPRAISAL OF DOMAIN 4 PERFORMANCE:

CIRCLE ONE:

- 4 Above Standard
- 3 At Standard
- 2 Below Standard
- 1 Unsatisfactory

PERFORMANCE EXPECTATION 5 ETHICS AND INTEGRITY
SELF-APPRAISAL OF DOMAIN 5 PERFORMANCE:

CIRCLE ONE:

- 4 Above Standard
- 3 At Standard
- 2 Below Standard
- 1 Unsatisfactory

PERFORMANCE EXPECTATION 6: THE EDUCATION SYSTEM
SELF-APPRAISAL OF DOMAIN 6 PERFORMANCE:

CIRCLE ONE:

- 4 Above Standard
- 3 At Standard
- 2 Below Standard
- 1 Unsatisfactory

EVALUATOR'S NARRATIVE RESPONSE:

_____ **OVERALL HOLISTIC RATING ON A SCALE OF 1 TO 4**

Supervisor: _____ **Title:** _____

Supervisor Signature: _____ **Date:** _____

Signature of Administrator: _____ **Date:** _____

*Administrator signature indicates only that the administrator has read the evaluation and has been informed of the right to comment on or rebut the evaluation. This signature does not necessarily indicate agreement with the Evaluation.

APPENDIX
CONNECTICUT STANDARDS FOR
SCHOOL LEADER EVALUATION RUBRIC