

Woodstock Public Schools

Educator Evaluation and Development

2015-2016

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Definition of Evaluator, Educator and Classroom Observer

Evaluator refers to all individuals whose job description includes supervision and evaluation of other educators. Educator/Evaluated, as used in this document, shall mean all certified persons below the rank of Superintendent. The evaluator for educators will be the school principal or the director of special education and pupil personnel. Woodstock has decided to use complementary classroom observers to assist the district's three evaluators. Complementary classroom observers are certified educators, although they may also have administrative certification. They may have specific content knowledge, such as curriculum coordinators. Complementary classroom observers will be fully trained as classroom observers to be authorized to function in this role. It is understood that any educator functioning in the role of a complementary classroom observer is doing so voluntarily and at no time will an educator in the Woodstock Public Schools be required to function as a complementary classroom observer. Furthermore, no educator in the Woodstock Public Schools will be required to have anyone other than a certified administrator conduct her/his classroom observations.

Complementary classroom observers may assist the district's three evaluators by conducting observations, collecting additional evidence, reviewing student learning objectives, and providing additional feedback. A complementary classroom observer will share his or her feedback with the appropriate district evaluator as it is collected and shared with educators. The Woodstock Public Schools have decided to utilize peer observers and educator self-observation and reflection. The district's appropriate evaluator will have sole responsibility for assigning a educator's final ratings.

Plan Implementation

Educators and administrators of the Woodstock Public Schools will be provided with training to ensure that they understand the elements and procedures of the Evaluation Plan and the foundation documents. In-service training that addresses all aspects of the plan, the foundation documents and the performance expectations will be provided for all

staff at the beginning of each school year and then again during professional development days scheduled during the school year. Training will be provided by the administrative staff.

Educator Evaluation Plan Overview

Evaluation Framework

The evaluation framework is comprised of multiple measures to best depict an accurate and thorough representation of educator performance. “The term “performance” in the above shall mean “progress as defined by specified indicators.” Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence.” Mutual agreement is defined as, “**a meeting of the minds on a specific subject, and a manifestation of intent of the parties to do or refrain from doing some specific act or acts.**” (Black's Law Dictionary 6th edition)

All educators will be evaluated in four components in two major categories.

- A. **Student Related Indicators:** An evaluation of an educator’s contribution to student academic progress, at the classroom and school levels.
 - a. **Student growth and development (45%)** as determined by the educator’s student learning objectives (SLO’s)
 - b. **Whole-school measure of student learning (5%)** as determined by aggregate student learning indicators

- B. **Educator Practice Related Indicators:** An evaluation of the fundamental instructional strategies and skills that positively affect student learning.
 - a. **Observation of educator performance and practice (40%)** as defined in the CCT Rubric for Effective Teaching, which describes four domains of educator practice.
 - b. **Parent or peer feedback (10%)** on educator practice.

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

Exemplary – substantially exceeding indicators of performance

Accomplished – meeting indicators of performance

Developing – meeting some indicators of performance but not others

Below standard – not meeting indicators of performance

“The term “performance” in the above shall mean “progress as defined by specified indicators.” Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence.”

Educator Evaluation Process

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

A. **Goal-Setting Planning:** Timeframe: Target is October 15; must be completed by November 15th.

1. ***Orientation on the Process*** – to begin the process, evaluators meet with educators, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, the evaluator and educator(s) will discuss any school or district priorities that should be reflected in educator practice goals and student learning objectives and they will commit to set aside time for the types of collaboration required by the evaluation process.
2. ***Educator Reflection and Goal-Setting*** – the educator examines student data, prior year evaluation and survey results, and the CCT Rubric for Effective Teaching 2014 to draft proposed practice goal(s), a parent/peer feedback goal, student learning objective(s) and a student feedback goal (if required) for the school year. The educator is encouraged to collaborate in grade-level or subject-matter teams to support the goal-setting process.
3. ***Goal-Setting Conference*** – the evaluator and educator meet to discuss the educator’s proposed goals, objectives, indicators and Professional Growth Plan to arrive at mutual agreement. The educator collects evidence about her/his practice and the evaluator collects evidence about educator practice to support the review.

B. **Mid-Year Check-In:** Time Frame: January 20th to February 15th.

1. ***Reflection and Preparation*** – the educator and evaluator collect and reflect on evidence to date about the educator’s practice and student learning in preparation for the check-in.
2. ***Mid-year Conference*** – the evaluator and educator complete at least one mid-year check-in conference at which they review progress on professional growth goals, student learning objectives and performance on each to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the school year. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, educators and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustments of student learning goals to accommodate changes (e.g., student populations, assignment). They also discuss actions that the

educator can take and supports the evaluator can provide to promote educator growth in her/his development areas.

C. **End-of-year Summative Review** – May and June; must be completed one week prior to the last scheduled day for educators.

1. ***Educator Self-Assessment*** – The educator reviews all information and data collected during the school year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.
2. ***Scoring*** – The evaluator reviews submitted evidence, self-assessment, and observation data to generate component and category ratings. The category ratings generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data change the student-related indicators significantly to change the final rating. Such revisions should take place as soon as state test data are available, and before September of the following school year. State standardized testing data will be utilized for teacher evaluation as determined by the state of Connecticut.
3. ***End-of-year Conference*** – The evaluator and the educator meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year for educators.

Ensuring Fairness and Accuracy: Evaluator and Classroom Observer Training, Monitoring and Auditing

All evaluators and classroom observers will complete training on the educator evaluation model. The Woodstock Public Schools will take advantage of State Department of Education training opportunities and tools throughout the school year to support district administrators, evaluators and classroom observers in implementing the model across the district schools. The Woodstock Public Schools will adapt and build on these tools to provide comprehensive training and support to their schools. Evidence that evaluators and classroom observers have completed comprehensive training in the teacher evaluation process and are accomplished in conducting classroom observations and educator evaluations, will be provided to PDEC by the beginning of the school year.

At the request of the Woodstock Public Schools or an employee of the district, the State Department of Education or a third-party designated by the State Department of Education may be called in to review an evaluation rating that includes dissimilar ratings

in different components (i.e., including both exemplary and below standard ratings). In these cases, the State Department of Education will determine a final summative rating.

Support and Development

As a standalone, evaluation cannot begin to improve teaching and student learning. However, when paired with effective, relevant, and timely support, the evaluation process has the potential to help move educators along the path to exemplary practice.

Evaluation-based Professional Growth Plans

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. In the Woodstock Public Schools Educator Evaluation model, every educator will have a Professional Growth Plan that is co-created with mutual agreement between the educator and her or his evaluator and serves as the foundation for ongoing conversations about the educator's practice and impact on student outcomes. The professional learning opportunities identified for each educator should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among educators, which can then be targeted with school-wide professional development opportunities. (See Appendix for Professional Growth Plan template.)

Educator Practice Related Indicators

The Educator Practice Related indicators portion of the Woodstock Public Schools Educator Evaluation and Development Plan evaluates the complex set of skills, competencies, and knowledge of an educator's practice. It is comprised of two (2) components:

- Educator Performance and Practice, which counts for 40%; and
- Parent/Peer Feedback, which counts for 10%

COMPONENT #1: Educator Performance and Practice

The Educator Performance and Practice component of the model is a comprehensive review of teaching practice against a rubric of practice, based on multiple observations. It comprises 40% of the overall rating. Following observations, evaluators provide educators with specific feedback to diagnose educator development needs and tailor support to those needs.

Educator Practice Framework

The Woodstock Public Schools Educator Evaluation Plan utilizes the CCT Rubric for Effective Teaching 2014, a rubric, developed by a diverse group of Connecticut stakeholders for Connecticut's System for Educator Evaluation and Development

(SEED) which represents the most important skills and knowledge that educators need to successfully educate each and every one of their students.

The CCT Rubric for Effective Teaching 2014 is organized into four domains, each with three (3) components:

<p>Domain 1: Classroom Environment, Student Engagement and Commitment to Learning <i>Educators promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i> 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. 1c. Maximizing instructional time by effectively managing routines and transitions.</p>	<p>Domain2: Planning for Active Learning <i>Educators plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i> 2a. Planning of instructional content that is aligned with standards, builds on students’ prior knowledge and provides for appropriate level of challenge for all students. 2b. Planning instruction to cognitively engage students in the content. 2c. Selecting appropriate assessment strategies to monitor student progress.</p>
<p>Domain 4: Professional Responsibilities and Educator Leadership <i>Educators maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</i> 4a. Engaging in continuous professional learning to impact instruction and student learning. 4b. Collaborating to develop and sustain a professional learning environment to support student learning. 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.</p>	<p>Domain 3: Instruction for Active Learning <i>Educators implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i> 3a. Implementing instructional content for learning. 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. 3c. Assessing student learning, providing feedback to students and adjusting instruction.</p>

Observation Process:

Definitions of formal and informal observations:

- **Formal:** Lasts at least 45 minutes or a full class period and is followed by a post-observation conference, which includes both written and verbal feedback
- **Informal:** Lasts at least 15 minutes and is followed by written feedback

3. All observations will be followed by written feedback. Feedback following an informal observation will be completed within two (2) school days of the observation. Feedback following a formal observation will be completed within 5 (student) school days of the observation.

4. All informal observations will be unannounced.

Educator Rating	Number of Observations
Non-Tenured	At least 3 Formal Observations At least 2 Informal Observations At least 1 Review of Practice Additional observations if deemed necessary
Tenured Accomplished/ Exemplary	At least 1 Formal observation once every three years At least 2 Informal observations each year One Review of Practice each year
Developing/ Below Standard	Minimum of 3 Formal observation per year Minimum of 2 Informal observations 1 Review of Practice Has a mutually agreed to Improvement and Remediation Plan

Pre-conference and post-conference

Pre-conferences are valuable for giving context for the lesson and students to be observed and for setting expectations for the observation process. Pre-conferences will be held prior to **all announced** classroom observations.

Post conferences provide a forum for reflecting on the observation against the CCT Rubric for Effective Teaching 2014 and for generating action steps that will lead to the educator’s improvement. A good post-conference:

- ✓ Begins with an opportunity for the educator to share her/his self-assessment of the lesson observed;
- ✓ Cites objective evidence to paint a clear picture for both the educator and the evaluator about the educator’s successes, what improvements will be made, and where future observations may focus;
- ✓ Involves written and verbal feedback from the evaluator or classroom observer
- ✓ Occurs within 2 student school days **for an informal observation** and within 5 student school days **for a formal observation**.

Classroom observations provide the most evidence for domains 1 and 3 of the CCT Rubric for Effective Teaching 2014, but both pre- and post-conferences provide the opportunity for discussion of all four domains, including practice outside classroom instruction (e.g., lesson plans, reflections on teaching).

Non-Classroom Reviews of Practice

Because the Woodstock Public Schools Educator Evaluation Plan is designed to provide educators with comprehensive feedback on their practice as defined by the four domains of the CCT Rubric for Effective Teaching 2014, all interactions with educators that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent-educator meetings, observations of coaching/mentoring other educators, and attendance records from professional development or school-based activities/events. One review of practice is required every year for all educators.

Feedback

The goal of feedback is to help educators grow and become more effective with each and every one of their students. With this in mind, evaluators and classroom observers should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback should include:

- Specific evidence and ratings, where appropriate, on observed components of the Connecticut Framework for Teaching;
- Prioritized commendations and recommendations for development actions;
- Next steps and supports the educator can pursue to improve her or his practice;
- A timeframe for follow up.

Educator Performance and Practice Goal Setting

Educators develop one (1) to three (3) practice and performance goals that are aligned to the CCT Rubric for Effective Teaching. These goals, recorded in the Professional Growth Plan, provide a focus for the observations and feedback conversations.

At the start of the school year, each educator will work with her or his evaluator to develop practice and performance goal(s) through mutual agreement. All goals will have a clear link to student achievement and should move the educator towards Proficiency or Exemplary on the CCT Rubric for Effective Teaching. Each school in the district may decide to create school-wide goal(s) aligned to a particular component (e.g., Using

Questioning and Discussion Techniques) that all educators will include as one of their goals.

Goals should be: specific and strategic, measureable, aligned and attainable, results oriented, and time bound--SMART. (Example: I will improve the effectiveness of my Evaluation, Synthesis and Analysis questions in class discussions as measured by an increase in the number of higher level questions used to engage students in discussion and in correcting student responses to such questions.).

Progress towards goals and action steps for achieving progress should be referenced in feedback conversations following observations throughout the year. Goals and actions steps should be formally discussed during the mid-year conference and the end of year conference. Although performance and practice goals are not explicitly evaluated as part of the Educator Performance and Practice component, progress on goals will be positively reflected in the scoring of Educator Performance and Practice evidence.

Educator Performance and Practice Scoring

Individual Observations

During observations, evaluators and classroom observers should take evidence-based notes, capturing specific instances of what the educators and students said and did in the classroom. Evidence-based notes are factual (e.g., The educator asks: Which events precipitated the fall of Rome?) not judgmental (e.g., The educator asks good questions.) Once the evidence has been recorded, the evaluator can align the evidence with the appropriate component(s) on the rubric and then make a judgment about which performance level the evidence supports.

Summative Observation of Educator Performance and Practice Rating

At the end of the school year, primary evaluators must determine a final educator performance and practice rating and discuss this rating with educators during a summative evaluation conference. The final Educator Performance and Practice rating will be calculated by the evaluator in a three step process:

1. The evaluator holistically reviews evidence collected through observations and interactions (i.e., team meetings, conferences) and uses professional judgment to determine component ratings for each of the twelve (12) components.
2. The evaluator averages components within each domain to a tenth of a decimal to calculate domain level scores of 1.0 to 4.0.
3. The evaluator shares and discusses component and summative ratings with the educator.

EXAMPLE:

Step 1: The evaluator holistically reviews evidence collected through observations and interactions and uses professional judgment to determine component ratings for each of the twelve (12) components.

By the end of the year, evaluators should have collected a variety of evidence on educator practice from the year’s observations and interactions. Evaluators then analyze the consistency, trends and significance of the evidence to determine a rating for each of the twelve (12) components. Some questions to consider while analyzing the evidence include:

a. Consistency: What rating, have I seen relatively uniformly, homogeneous evidence of throughout the semester? Does the evidence paint a clear, unambiguous picture of the educator’s performance in this area?

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

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

Once a rating has been determined it is then translated to a 1-4 score. Below standard=1 and Exemplary =4

Domain 1 example:

Domain 1	Rating	Evaluator’s Score
1a	Developing	2
1b	Developing	2
1c	Accomplished	3

Step 2: Average components with each domain to a tenth of a decimal to calculate domain level scores:

Domain	Averaged Score
1	2.8
2	2.6
3	3.0
4	2.8

Domain	Score	Multiplier	Total Score
1	2.8		
2	2.6		
3	3.0		
4	2.8		
Total	2.8	x40	112

Step 3: The summative Educator Performance and Practice rating and the component ratings will be shared and discussed with educators in the end-of-year conference. This process can also be followed in advance of the mid-year conference to develop a formative, mid-year Educator Performance and Practice rating.

Educator Practice Related Indicators – COMPONENT #2 Parent/Peer Feedback

Feedback from parents/peers will be used to help determine the remaining ten (10) percent of the Educator Practice Indicators category of the Woodstock Public Schools system for Educator Evaluation and Development.

A. Parent Feedback

The process described below focuses on:

1. Conducting a whole-school parent survey
2. Conducting a parent conference survey
3. Determining several school-level parent goals based on the whole school parent survey
4. Educator and evaluator identifying **one** related parent engagement goal.
5. Measuring progress on growth targets set for the whole school parent survey
6. Measuring progress on growth targets set for the parent conference survey
7. Determining an educator's summative rating.

The parent feedback rating shall be based on four performance levels: Exemplary, Accomplished, Developing, and Below Standard.

1. Administration of a Whole-School Parent Survey

The parent survey will be conducted at the whole-school level as opposed to the educator-level, so that parent feedback can be aggregated at the school level. Aggregation of data at the school level will ensure adequate response rates from parents.

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

(See Appendices for Parent Survey instrument and for Parent Conference instrument.)

2. Selecting a Parent Engagement Goal and Improvement Targets

After these school-level goals have been established, educators will determine through consultation and mutual agreement with their evaluators **one** related parent goal they would like to pursue as part of their evaluation.

Educators will also set improvement targets related to the goal they select. For example, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents such as sending weekly updates to parents or developing a new website for their class.

The evaluator’s function is to ensure (1) the goal is related to the overall school improvement parent goals, and (2) that the improvement targets are ambitious but achievable.

3. Measuring Progress on Growth Targets

Educators and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback component. An educator can measure how successfully they implement a strategy to address an area of need, and/or they can collect evidence directly from parents to measure parent level indicators they generate.

4. Arriving at a Parent Feedback Rating

The parent feedback rating should reflect the degree to which a educator successfully reaches their parent goal and improvement targets. This is accomplished through a review of evidence provided by the educator and application of the following scale:

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

B. Peer Feedback (Optional)

Peer Collaborative Feedback Program

Peer interaction is an indicator of the Educator Practice goal instead of another goal. Educators volunteer to use peer feedback, instead of parent feedback.

1. Educators using peer feedback form a group to discuss issues and challenges each educator brings. Educators give feedback to each other based on the issues or challenges raised.
2. Educator rating is based on participation in the process (number of meetings attended, amount of research contributed, etc...)

Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
Took a leadership role	Volunteered and actively participated	Participated when asked	Did not participate at all or strongly resisted participating

Student Related Indicators

The Student Related Indicators portion of the Woodstock Public Schools Educator Evaluation Plan captures the educator’s impact on students. Every educator is in the profession to help children learn and grow, and educators already think carefully about what knowledge, skills and talents they are responsible to nurture in their students each year. As a part of the Woodstock Public Schools Educator Evaluation Plan, educators will document these aspirations and anchor them in data.

Student Related Indicators include two components:

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

***PLEASE NOTE:** If the whole-school student learning indicator rating is not available when the summative rating is calculated, then the student growth and development score will be weighted 50% and the whole-school student learning indicator will be weighted 0 (see Summative Educator Evaluation Scoring). However, once the state data is available, the evaluator should revisit the final rating and amend at that time as needed, but no later than **September 15.** (2014 Connecticut SEED),*

Component #3: Student Growth and Development

Overview of Student Learning Objectives

Each educator’s students, individually and as a group, are different from other educators’ students, even in the same grade level or subject at the same school. For student growth and development to be measured for educator evaluation purposes, it is imperative to use a method that takes each educator’s assignment, students, and context into account. The Woodstock Public Schools has selected a goal-setting process called Student Learning Objectives (SLOs) as the approach for measuring student growth during the school year.

The Student Learning Objectives planning cycle is depicted below:

SLO Phase 1	SLO Phase 2	SLO Phase 3	SLO Phase 4
Learn about this year’s students	Set goal(s) for student learning	Monitor students’ progress	Assess student outcomes relative to goals

SLO Phase 1: Learning about this year’s students

This first phase is the discovery phase. It takes place just before the start of the school year or even as early as the close of the previous school year. Once educators know their rosters, they will access as much information as possible about their new students’ baseline skills and abilities, relative to the grade level or course the educator is teaching.

End-of-year tests from the prior spring, prior grades, benchmark assessments, and quick demonstration assessments are all examples of sources educators can utilize to understand both individual student and group strengths and challenges. This information will be critical for goal-setting in the next phase.

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

Each educator will write one to two (1-2) Student Learning Objectives based on mutual agreement of the educator and evaluator. To create their SLOs, educators will follow these four steps:

Step 1: Decide on the Objective

The objective will be a broad goal for student learning. It should address a central purpose of the educator's assignment and it should pertain to a mutually agreed upon number of students. It should reflect high expectations for student learning and should be aligned to relevant state, national (e.g. common core), or district standards for the grade level or course. Depending on the educator's assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes). Educators are encouraged to collaborate with grade-level and/or subject matter colleagues in the creation of SLOs. Educators with similar assignments may have identical objectives although they will be individually accountable for their own students' results.

Step 2: Select Indicators of Academic Growth and Development

An Indicator of Academic Growth and Development (IAGD) is an assessment/measure of progress to include a quantitative target that will demonstrate whether the SLO was met. Each SLO must include at least one IAGD but may include multiple, differentiated IAGDs where appropriate. Teachers whose students take a standardized assessment will create one SLO with an IAGD(s) using that assessment and one SLO with an IAGD(s) based on a minimum of one non-standardized measure and a maximum of one additional standardized measure. All other teachers will develop their two SLOs with IAGDs based on non-standardized measures. Use the following flow chart to determine appropriate IAGDs.

One half (22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement subject to the local dispute-resolution process of the Guidelines for Educator Evaluation, an additional non-standardized indicator.

For the other half (22.5%) of the IAGDs there may be:

- A maximum of one additional standardized indicator, if there is mutual agreement; and
- A minimum of one non-standardized indicator.

Indicators of Academic Growth and Development are the specific evidence, with quantitative targets, that will demonstrate whether the objective was met. Each SLO must include at least one indicator.

For each indicator the evaluator and the educator will mutually agree on: (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion or number of students of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high – or low-performing students or ELL students. It is through the Phase 1 examination of student data that educators will determine what level of performance to target for which students.

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

Taken together, an SLO’s indicators, if achieved, would give the educator and her/his evaluator confidence that the objective was met.

Step 3: Provide Additional Information Requested on the SLO Form

In addition to the objective and IAGDs, the SLO form requests:

1. The rationale for the objective, including relevant standards;
2. Any important technical information about the indicator evidence (like timing or scoring plans);
3. The baseline data that was used to set each indicator
4. Interim assessments the educator plans to use to gauge students’ progress toward the objective during the school year (optional); and
5. Any training or support the educator thinks would help improve the likelihood of meeting the objective (optional).

Step 4: Submit SLOs to the Evaluator

Educators and evaluators will mutually agree on SLO student goals and indicators.

The evaluator will examine each SLO relative to the three criteria described on the following pages. SLOs must meet all three criteria. Changes will be mutually agreed upon at the goal setting conference.

SLO Criteria:

1. **Priority of Content:** Objective is deeply relevant to educator’s assignment and addresses a large proportion of her/his students.
2. **Quality of Indicators:** Indicators provide specific, measurable evidence. The indicators allow judgment about students’ progress over the school year or semester during which they are with the educator.
3. **Rigor of Objective:** Objective is attainable but ambitious, and represents at least a year’s worth of growth for students (or appropriate growth for a shorter interval of instruction).

SLO Phase 3: Monitor students’ progress

Once SLOs are written and mutually agreed upon, educators will monitor students’ progress towards the objectives. They can for example, examine student work products, administer interim assessments, and track students’ accomplishments and struggles. Educators can share their interim findings with colleagues during collaborative time and they can keep their evaluator apprised of progress.

If an educator’s assignment changes or if her/his student population shifts significantly, the SLOs can be adjusted during the mid-year conference between the evaluator and the educator.

SLO Phase 4: Assess student outcomes relative to the SLOs

At the end of the school year, the educator will collect the evidence required by their indicators and submit it to her or his evaluator. Along with the evidence, educators will complete and submit Appendix L-End of Year Summative Review: Teacher Self-Assessment, which asks educators to reflect on the SLO outcomes by answering the following four questions:

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

Evaluators will examine the evidence and the educator’s reflection and assign one of four ratings to each SLO: Exceed (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point). These rating are defined as follows:

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

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

The final student growth and development rating for an educator is the average of their two SLO scores. For example, if one SLO was partially met, for 2 points, and the other SLO was met, for 3 points, the student growth and development rating would be 2.5. The individual SLO ratings and the student growth and development rating will be shared and discussed with educators in the end-of-year conference.

COMPONENT #4: Whole-School Student learning Indicators or Student Feedback (5%)

The two schools in the Woodstock Public Schools can decide to use a whole-school student learning indicator (option 1), student feedback (option 2), or a combination of the two (option 3) to determine this fourth component of the Woodstock Public School Educator Evaluation Plan.

Option 1: Whole-school learning indicator

In this option an educator’s indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for the principal’s evaluation rating at the school. This will be based on the school performance index (SPI), which correlates to the whole-school student learning on a principal’s evaluation.

Option2: Student feedback

The two schools in the Woodstock Public Schools can use feedback from students, collected through whole-school or educator-level surveys, to comprise this component of an educator’s evaluation rating.

Research, including the Gates Foundations *Measures of Effective Teaching* study, has shown that student surveys can be valid and reliable indicators of educator performance and that student surveys provide educators with actionable information they can use to improve their practice – feedback that educators would not necessarily receive elsewhere in the evaluation process.

Some educators express concerns about student surveys, including that student survey instruments must not be popularity contests and that students must take the surveys seriously. The following implementation approach, drawn from best practices across the country, can mitigate these issues.

Eligible Educators and Alternative Measures

Student surveys will not be applicable and appropriate for all educators. Here are important guidelines to consider:

- Students in grades K-3 should not be surveyed unless an age appropriate instrument is available.
- Special education students who would not be able to respond to the survey, even with accommodations, should not be surveyed.
- Surveys should not be used to evaluate educators if fewer than 15 students would be surveyed or if fewer than 13 students ultimately complete the survey.

When student surveys are not appropriate for a particular educator, the 5% allocated for student feedback should be replaced with the whole-school student-learning indicator in option 1.

Survey Administration

Student surveys must be administered in a way that allows students to feel comfortable providing feedback without fear of retribution. Surveys will be confidential, and survey responses will not be tied to students' names.

In the middle school, where educators have multiple class periods, students will be surveyed in all classes. If an elementary school educator has multiple groups of students, the principal and the educator will decide together whether to survey all students or only a particular group.

Fall Baseline and Feedback Survey

If used, student feedback surveys will be administered twice a year. The first, administered in the fall, will not affect an educator's evaluation but will be used as a baseline for that year's targets, instead of using data from the previous school year. The second, administered in the spring, will be used to calculate the educator's summative rating and provide valuable feedback that will help educators achieve their goals and grow professionally. Additionally by using a fall survey as a baseline rather than data from the previous year, educators will be able to set better goals because the same group of students will be completing both the baseline survey and the final survey. If conducting two surveys in the same academic year is not possible, then educators should use the previous spring survey to set growth targets.

Establishing Goals

Educators and their evaluators will use their judgment in setting goals for the student feedback component. In setting a goal, an educator must decide what she or he wants the

goal to focus on. A goal will usually refer to a specific survey question (e.g., My educator makes lessons interesting.).

An educator and the evaluator must decide how to measure results for the selected question or topic. Educators will measure performance in terms of the percentage of students who responded favorably to the question. If the survey instrument asks students to respond to questions with “Strongly Disagree”, “Disagree”, “Neutral”, “Agree”, and “Strongly Agree”, performance on a goal will be measured as the percentage of students who responded “Agree” or “Strongly Agree” to the corresponding question.

Next, an educator will set a numeric performance target. As described above, this target will be based on growth or on maintaining performance that is already high. Educators are encouraged to bear in mind that growth becomes harder as performance increases. For this reason, educators will set maintenance of high performance targets (rather than growth targets) when current performance exceeds 70% of students responding favorably to a question.

Finally, where feasible, an educator may optionally decide to focus a goal on a particular subgroup of students. (Surveys will ask students for demographic information, such as grade level, gender, and race).

For example, if an educator’s fall survey shows that boys give lower scores than girls in response to the survey question “My educator cares about me”, the educator might set a growth goal for how the educator’s male students respond to that question.

The following are examples of effective goals:

- The percentage of students who “Agree” or “Strongly Agree” with “My educator believes I can do well” will increase from 50% to 60%.
- The percentage of students who “Agree” or “Strongly Agree” with “My educator makes what we are learning interesting” will remain at 75%.
- The percentage of ninth graders who “Agree” or “Strongly Agree” with “I feel comfortable asking my educator for help.” will increase from 60% to 70%.

Arriving at a Student Feedback Summative Rating

In most cases, summative ratings should reflect the degree to which an educator makes growth on feedback measures, using data from the prior school year or the fall of the current year as a baseline for setting growth targets. For educators with high ratings already, summative ratings should reflect the degree to which ratings remain high.

This is accomplished in the following steps, undertaken by the educator being evaluated, through mutual agreement with the evaluator:

1. Review survey results from prior period (previous school year or fall survey).
2. Set one measurable goal for growth or performance.
3. Later in the school year, administer surveys to students.
4. Aggregate data and determine whether the educator achieved the goal.

5. Assign a summative rating, using the following scale.

Exemplary	Accomplished	Developing	Below Standard
Exceeded the Goal	Met the Goal	Partially Met the goal	Did Not Meet the goal

Option 3: Whole-school student learning indicator and student feedback

The two schools in the district may choose to use whole-school student learning indicators for certain educators and feedback from students for others depending on grade level.

Summative Educator Evaluation Scoring

Summative Scoring

The individual summative educator evaluation rating will be based on the four components of performance grouped in two major categories: Student Outcomes Related Indicators and Educator Practice Related Indicators.

[Observation of Educator Performance and Practice (40%) + Parent/Peer Feedback (10%)] + (Student Growth and Development (50%) = Summative Educator Evaluation Rating

*PLEASE NOTE: If the whole-school student learning indicator rating is not available when the summative rating is calculated, then the student growth and development score will be weighted 50% and the whole-school student learning indicator will be weighted 0 (see Summative Educator Evaluation Scoring). However, once the state data is available, the evaluator should revisit the final rating and amend at that time as needed, but no later than **September 15**. (2014 Connecticut SEED) For the 2014-15 school year, state standardized testing data will not be utilized for teacher evaluation.*

Every educator will receive one of four performance ratings:

Exemplary = Substantially exceeding indicators of performance

Accomplished = Meeting indicators of performance

Developing = Meeting some indicators of performance but not others

Below Standard = Not meeting indicators of performance

“The term “performance” in the above shall mean “progress as defined by specified indicators.” Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence.”

The educator summative evaluation rating will be determined using the following steps:

- 1) Calculate an Educator Practice Related Indicators score by combining the Observation of Educator Performance and Practice score and the Parent/Peer Feedback score
- 2) Calculate a Student Related Indicators score by combining the Student Growth and Development score and Whole School Learning/Student Feedback score
- 3) Use Summative Matrix to determine Summative Rating

The steps of the process are illustrated below:

1. Calculate an Educator Practice Indicators score by combining the Observation of Educator Performance and Practice score and the Parent/Peer Feedback score. The Observation of Educator Performance and Practice counts for 40% of the total rating and Parent/Peer Feedback counts for 10% of the total rating. Multiply these weights by the component scores to get the category points, rounding to a whole number where necessary. The points are then translated to a rating using the accompanying table.

Component	Score (1-4)	Weight	Points (Score X weight)
Observation of Educator Performance and Practice	2.8	40	112
Parent/Peer Feedback	3	10	30
Total Educator Practice Indicators Points			142

Rating Table

Educator Practice Indicator Points	Educator Practice Indicators Rating
50-80	Below Standard
81-126	Developing

127-174	Accomplished
175-200	Exemplary

Calculate a Student Related Indicators score by combining the Student Growth and Development score and Whole School Student Learning or Student Feedback Score. The Student Growth and Development component counts for 45% of the total rating and the Whole School Student Learning or Student Feedback component counts for 5% of the total rating.

Multiply these weights by the component scores to get the category points. The points are then translated to a rating using the accompanying table.

NOTE: If the Whole School Student Learning score is not available when the summative ratings is calculated, then the Student Growth and Development score will be weighted 50 and the Whole School Student learning will be weighted 0.

Component	Score (1-4)	Weight	Points (Score X weight)
Student Growth and Development (SLOs)	3.5	45	158
Whole School Student Learning or Student Feedback	3	5	15
TOTAL STUDENT RELATED INDICATORS POINTS			173

Rating Table

Student Related Indicators Points	Student Related Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Accomplished
175-200	Exemplary

2. Use the summative matrix to determine a summative rating

Identify the rating for each category and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. For the example above, The Educator Practice Indicators rating is Accomplished and the Student Related Indicators rating is Accomplished. The summative rating is therefore Accomplished. If the two categories are highly discrepant (e.g., a rating of 4 for Educator Practice and a rating of 1 for Student Related Indicators), then the evaluator must examine the data and gather additional information in order to make a summative rating.

Summative Rating Matrix		Educator Practice Related Indicators			
Student Related Indicators Rating		Exemplary	Accomplished	Developing	Below Standard
	Exemplary	Exemplary	Exemplary	Accomplished	Gather More Information
	Accomplished	Exemplary	Accomplished	Accomplished	Developing
	Developing	Accomplished	Accomplished	Developing	Developing
	Below Standard	Gather More Information	Developing	Developing	Below Standard

Adjustment of Summative Rating

Summative ratings must be completed for all educators one week prior to the last day of school for educators of the specific school year. Should state standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an educator may be significantly impacted by state standardized test data, the evaluator may recalculate the educator’s summative rating when the data is available and submit the adjusted rating no later than September 15. These adjustments should inform goal setting in the new school year. For the 2014-15 school year, state standardized testing data will not be utilized for teacher evaluation.

Definition of Effectiveness and Ineffectiveness

Non-tenured educators shall generally be deemed effective if said educator receives at least two sequential *Accomplished* ratings, one of which must be earned in the fourth year of a non-tenured educator’s career. A *Below Standard* rating shall only be permitted in the first year of a non-tenured educator’s career. There should be a trajectory of growth and development as evidenced by a subsequent rating of developing or higher in year two and sequential *Accomplished* ratings in years three and four.

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

CAREER DEVELOPMENT AND GROWTH

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation and support system itself and in building the capacity and skills of all teachers.

Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is developing or below standard; leading Professional Learning Communities; differentiated career pathways; and focused professional learning based on goals for continuous growth and development.

DISPUTE RESOLUTION

The purpose of the dispute resolution process is to secure, at the administrative level closest to the concern, equitable solutions to disagreements which from time to time may arise related to the evaluation process. The right of appeal is a necessary component of the evaluation process and is available to every participant at any point in the evaluation process. As our evaluation system is designed to ensure continuous, constructive, and cooperative processes among professional educators, most disagreements are expected to be worked out informally between evaluators and evaluatees.

The resolution process is:

“...a process for resolving disputes in cases where the evaluator and educator cannot agree on objectives, the evaluation period, feedback or the [individual educator’s] professional development plan.... This provision is to be utilized in accordance with the specified processes and parameters regarding objectives, evaluation period, feedback, and professional development.” (CT Guidelines For Educator Evaluation)

The resolution process shall be conducted in accordance with laws governing confidentiality of the issue.

Procedures

Note: The evaluatee shall be entitled to Collective Bargaining representation at all levels of the resolution process.

1. Within five (5) school days of articulating the dispute in writing, the evaluatee will meet and discuss the matter with the evaluator with the object of resolving the matter informally. If the issue is not resolved informally within five (5) school days, the initiating party will notify the PDEC in writing to begin the formal Dispute Resolution process.
2. If there has been no resolution, the PDEC will convene a Dispute Resolution Subcommittee. The subcommittee will consist of the Principal from the building not involved in the dispute, the Superintendent and two members selected by the Woodstock Association of Teachers (WAT). The subcommittee will review information from the evaluator and the evaluatee and will meet with both parties within five (5) school days after receiving the aforementioned information. The subcommittee must come to a resolution with unanimous agreement.
3. If there is no resolution, the subcommittee will consult a mutually-agreed upon outside expert (like someone from a RESC) for help in reaching a resolution.

Evaluation-Informed Professional Learning

Student success depends on effective teaching, learning and leadership. Our vision for professional learning is that each and every Woodstock educator engages in continuous learning every day to increase professional effectiveness, resulting in positive outcomes for all students. For our students to graduate college and be career ready, educators must engage in strategically-planned, well-supported, standards-based, continuous professional learning focused on improving student outcomes.

Throughout the process of implementing the Woodstock Educator Evaluation Plan, in mutual agreement with their evaluators, all teachers will identify professional learning needs that support their goal and objectives. The identified needs will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide or district-wide professional learning opportunities.

Connecticut's Definition for Professional Learning: High-quality professional learning is a process that ensures all educators have equitable access throughout their career continuum to relevant, individual and collaborative opportunities to enhance their practice so that all students advance towards positive academic and non-academic outcomes. Best practices include:

- Creating learning communities committed to continuous improvement, collective responsibility, accountability and goal alignment;
- Prioritizing, monitoring and coordinating resources tied to goals /objectives and evidence-based feedback provided as part of the evaluation process;
- Aligning job-embedded professional learning with school and district goals and priorities, curriculum and assessments.
- Developing well-supported and effective coaches, teacher leaders, and principals who are strategically selected based on valid indicators of effectiveness; empowered to support and monitor teacher learning; and provide meaningful, evidence-based, actionable feedback that supports teachers' reflection and analysis of their practice.
- Creating structures and systems that enable teams of educators to engage in job-embedded professional learning on an ongoing basis.

Improvement and Remediation Plans

If a teacher's performance is rated as *developing* or *below standard*, it signals the need for focused support and development. Districts must develop a system to support teachers not meeting the proficiency standard. Improvement and remediation plans should be developed in consultation with the teacher and his/her exclusive bargaining representative and be differentiated by the level of identified need and/or stage of development.

1. Structured Support: An educator would receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short-term assistance to address a concern in its early stage.

2. Special Assistance: An educator would receive special assistance when he/she earns an overall performance rating of *developing* or *below standard* and/or has received structured support. An educator may also receive special assistance if he/she does not meet the goal(s) of the structured support plan. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.

3. Intensive Assistance: An educator would receive intensive assistance when he/she does not meet the goal(s) of the special assistance plan. This support is intended to build the staff member's competency.

The plans will be developed at the start of the school year and be finalized by October 15. An interim review would occur by February 15, with a final review occurring by June 1.

A rating of *accomplished* or better at the conclusion of the improvement and remediation plan would be necessary for success.

ADMINISTRATOR EVALUATION PLAN AND DEVELOPMENT

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

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

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

The model includes a level of performance *exemplary* for those who exceed these characteristics. An *accomplished* rating represents fully satisfactory performance and it is the rigorous standard expected of most experienced administrators.

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

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

Core Design Principles

1.) Focus on what matters most: The State Board guidelines for evaluation specifies four areas of administrator performance as important to evaluation – student learning (45%), administrator practice (40%), stakeholder feedback (10%) and teacher effectiveness (5%). Since the first two categories make up 85% of an administrator’s evaluation, the bulk of our model design specifically focuses on these two categories. In addition, some aspects of administrator practice- most notably instructional leadership – have a bigger influence on student success and therefore demand increased focus and weight in the evaluation model.

2.) Emphasize growth over time: The evaluation of an individual’s performance should primarily be about their improvement from an established starting point. This applies to their professional practice focus areas and the outcomes they are striving to reach. Attaining high levels of performance matters – and for some administrators, maintaining high results is a critical aspect of their work – therefore, the model encourages administrators to pay attention to continually improving their practice.

3.) Leave room for judgment: In the quest for accuracy of ratings, there is a tendency to focus exclusively on the numbers. Of equal importance to getting better results is the professional conversation between an administrator and her/his supervisor that can be accomplished through a well-designed and well-executed evaluation system. The model requires evaluators to observe the practice of administrators enough to make informed judgments about the quality and efficacy of practice.

4.) Consider implementation at least as much as design: The model should not be so difficult or time-consuming to implement as to create excessive demands on those doing the evaluation or being evaluated. The model was designed to align with responsibilities (e.g., writing a school improvement plan) and to highlight the need for evaluators to build important skills in setting goals, observing practice, and providing high quality feedback.

The Woodstock Public School Administrator Evaluation Plan Four Categories

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

Category #1: Leadership practice (40%)

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

Leadership practice is described in the Common Core of Leading: Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June of 2012, which use the national Interstate School Leaders Licensure consortium (ISLLC)

standards as their foundation and define effective administrative practice through six performance expectations.

- 1) **Vision, Mission and Goals:** *Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations or student performance.*
- 2) **Teaching and Learning:** *Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.*
- 3) **Organizational Systems and Safety:** *Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.*
- 4) **Families and Stakeholders:** *Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.*
- 5) **Ethics and Integrity:** *Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.*
- 6) **The Education System;** *Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal, and cultural contexts affecting education.*

All six of these performance expectations contribute to successful schools, however, research shows that some have a greater impact than others, In particular, improving teaching and learning is at the core of what effective educational leaders do, as such, Performance Expectation 2 (Teaching and Learning) comprises half of the leadership practice rating and the other five performance expectations are equally weighted.

These weightings should be consistent for all principals and central office administrators. For assistant principals and other school-based 092 certificate holders in non-teaching roles, the six Performance Expectations are weighted equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers. While it is known that assistant principals' roles and responsibilities vary from school to school, creating a robust pipeline of effective principals depends on adequately preparing assistant principals for the principalship.

In order to arrive at these ratings, administrators are measured against the Leader Evaluation Rubric which describes leadership actions across four performance levels for each of the six performance expectations and associated elements. The four performance levels are:

- **Accomplished:** The rubric is anchored at the accomplished Level using the indicator language from the Connecticut School Leadership Standards.
- **Exemplary:** The Exemplary level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and

involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Accomplished performance.

- **Developing:** The Developing Level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.
- **Below Standard:** The Below Standard Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

Arriving at a Leadership Practice Summative Rating

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

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

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

- 1) The administrator collects evidence about her/his practice and the evaluator collects evidence about administrator practice with particular focus on the identified focus areas for development. **Principal evaluators must conduct at least two school site observations for any principal and should conduct at least four school site observations for principals who are new to the district, school, the profession, or who have received ratings of *developing* or *below standard*.**
- 2) The administrator and evaluator hold a Mid-Year Conference, with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
- 3) Near the end of the school year, the administrator reviews all information and data collected during the school year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth as well as progress on their focus areas.
- 4) The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of exemplary, accomplished, developing, or below standard for each performance expectation. Then the evaluator assigns a total practice rating based on criteria in the chart below and generates a summary report of the evaluation before the end of the school year.

Exemplary	Accomplished	Developing	Below Standard
Exemplary on Teaching and Learning	At least Accomplished on Teaching and Learning	At least Developing on Teaching and Learning	Below Standard on Teaching and Learning
Exemplary on at least 2 other performance expectations	At least Accomplished on at least 3 other performance expectations	At least Developing on at least 3 other performance expectations	Or Below Standard on at least 3 other performance expectations
No rating below Accomplished on any performance expectation	No rating below Developing on any performance expectation		

Category #2: Stakeholder feedback (10%)

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

Stakeholders

For each administrative role, the stakeholders surveyed should be those in the best position to provide meaningful feedback. For school-based administrators, stakeholders solicited for feedback must include teachers and parents, but may include other stakeholders (e.g., other staff, community members, students, etc.).

ARRIVING AT A STAKEHOLDER FEEDBACK SUMMATIVE RATING

Ratings should reflect the degree to which an administrator makes growth on feedback measures, using data from the prior school year or beginning of the year as a baseline for setting growth targets. Exceptions include:

- Administrators with high ratings already, in which case, the rating should reflect the degree to which measures remain high.
- Administrators new to the role, in which case, the rating should be based on a reasonable target, using district averages or averages of schools in similar situations.

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

1. Select appropriate survey measures aligned to the Connecticut Leadership Standards.

2. Review baseline data on selected measures, which may require a fall administration of the survey in year one.
3. Set 1 target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high).
4. Later in the school year, administer surveys to relevant stakeholders.
5. Aggregate data and determine whether the administrator achieved the established target.
6. Assign a rating, using this scale:

Exemplary	Accomplished	Developing	Below Standard
Substantially exceeded target	Met target	Made substantial progress but did not meet target	Made little or no progress against target.

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

Category #3: Student Learning (45%)

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

STATE MEASURES OF ACADEMIC LEARNING

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

1. School Performance Index (SPI) progress – changes from year to year in student achievement on Connecticut’s standardized assessments [Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT)].
2. SPI progress for student subgroups – changes from year to year in student achievement or subgroups on Connecticut’s standardized assessments.
3. SPI rating – absolute measure of student achievement on Connecticut’s standardized assessments.
4. SPI rating for student subgroups – absolute measure of student achievement or subgroups on Connecticut’s standardized assessments.

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

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

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

Step 2: Scores are weighted to emphasize improvement in schools below the State’s SPI target of 88 and to emphasize subgroup progress and performance in schools above the target.

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

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

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

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

LOCALLY DETERMINED MEASURES

Administrators establish three Student Learning Objectives (SLOs) on measures they select. In selecting measures, certain parameters apply:

- All measures must align to Connecticut learning standards. In instances where there are no such standards that apply to a subject/grade level, principals must provide evidence of alignment to research-based learning standards.
- At least one of the measures must focus on student outcomes from subjects and/or grade level not assessed on state-administered assessments.

	SLO 1	SLO 2	SLO 3
Elementary or Middle School Principals	Non-tested subjects or grades	Broad discretion	

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

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments).
- Students’ performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.

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

Grade Level	Indicator of Academic Growth and Development	Goal	SLO
2 nd Grade	Students making at least one year’s worth of growth in reading.	Among 2 nd graders who stay in my school from September to May 80% will make at least one year’s growth in their reading skills.	MAP (NWEA)
Middle School Science	Student understanding of the science inquiry	78% of students will attain at least the accomplished or higher	8 th grade CMT

	process	level on the CMT section concerning science inquiry.	
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The process for selecting measures and creating SLOs should strike a balance between alignment to district student learning priorities and a focus on the significant school-level student learning needs. To do so, it is critical that the process unfold in the following manner:

- First, the district established student-learning priorities for a given school year based on available data. These may be a continuation of multi-year improvement strategies or a new priority that emerges from achievement data.
- The principal uses available data to craft an improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The principal chooses student-learning priorities for her/his own evaluation that are (a) aligned to district priorities and (b) aligned with the school improvement plan.
- The principal chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators.
- The principal shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:
 1. The objectives are adequately ambitious.
 2. There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives
 3. The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
 4. The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The principal and evaluator collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

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

Exemplary	Accomplished	Developing	Below Standard
Met all three objectives and substantially exceeded at least two targets	Met two objectives and made at least substantial progress on the third.	Met one objective and made substantial progress on at least one other,	Met no objectives OR Met one objective and did not make substantial progress on either of the other two.

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

		State Test Portion			
		Exemplary	Accomplished	Developing	Below Standard
Locally Determined Portion	Exemplary	Exemplary	Exemplary	Accomplished	Gather Further Information
	Accomplished	Exemplary	Accomplished	Accomplished	Developing
	Developing	Accomplished	Accomplished	Developing	Below Standard
	Below Standard	Gather further information	Developing	Below Standard	Below Standard

Category 4: Teacher Effectiveness (5%)

Teacher effectiveness – as measured by an aggregation of teachers’ student learning objectives (SLOs) - is 5% of an administrator’s evaluation.

Improving teacher effectiveness is central to a principal’s role in driving improved student learning outcomes. That is why, in addition to measuring the actions that principals take to increase teacher effectiveness – from hiring and placement to ongoing professional development to feedback on performance – the principal evaluation plan also assesses the outcomes of all that work.

As part of the Woodstock Public Schools Teacher Evaluation Plan, teachers are assessed in part on their accomplishments of SLOs. This is the basis for assessing principals’ contribution to teacher effectiveness outcomes.

In order to maintain a strong focus on teachers setting ambitious SLOs for their evaluation, it is imperative that principal evaluators discuss with the principal their strategies in working with teachers to set SLOs Without attention to this issue, there is a substantial risk of principals not encouraging teachers to set ambitious SLOs.

Exemplary	Accomplished	Developing	Below Standard
> 80% of teachers are rated accomplished or exemplary on the student growth portion of their evaluation	> 60 % of teachers are rated accomplished or exemplary on the student growth portion of their evaluation	> 40 % of teachers are rated accomplished or exemplary on the student growth portion of their evaluation	< 40 % of teachers are rated accomplished or exemplary on the student growth portion of their evaluation

Improvement and Remediation Plan

If an educator's performance is rated as developing or below standard, it signals the need for an individual educator improvement and remediation plan. The improvement and remediation plan will be collaboratively developed between the evaluator and the educator along with her or his exclusive bargaining representative. The improvement and remediation plan will:

- (A) identify resources, support and other strategies to be provided by the local or regional board of education to address documented deficiencies,
- (B) indicate a timeline for implementing such resources, support, and other strategies, in the course of the same school year as the plan is issued, and
- (C) include indicators of success including a summative rating of accomplished or better at the conclusion of the improvement and remediation plan.

Professional Assistance

Level 1: Identification of Problem/ Area of Concern

Step1: When the evaluator observes a consistent problem or pattern of behavior during regular on-going daily contact, during conferences, or over the course of several observations, the educator will be advised verbally of the problem(s) and be requested to devise an action plan to be developed collaboratively, or in consultation with the educator and WAT representative, and correct the problem within thirty (30) working days. When that time lapses, a review conference will take place between the evaluator, the educator, and a representative of the bargaining unit. The superintendent will be informed when an educator has been advised of a problem based on the judgment of the evaluator. The educator is encouraged to request appropriate support (i.e., frequent meetings with the evaluator or an opportunity to observe a colleague implementing a specific instructional strategy) when a problem has been identified.

Step 2: During the review conference, if it is determined that the problem has not been corrected, written documentation from the evaluator (See Appendix) will follow within three to five (3-5) working days of the conference stating the problem and a directive outlining a corrective strategy(ies) (for example, frequent meetings with the evaluator or assistance from a peer or attendance at a workshop) to be implemented within a specified amount of time, not to exceed one marking period, to correct the problem. At the end of the given time period, a review conference will be held to determine whether sufficient progress has been made. During the review conference, the evaluator will decide, whether the educator will be moved to Supervisory Assistance. The decision will be in writing with a copy forwarded to the educator within five (5) working days.

Level 2: Supervisory Assistance

If the evaluator continues to have concerns about performance and determines that an educator needs greater support to be successful in demonstrating the knowledge and skills required by the district standards she/he will notify the educator (See form in Appendix)

that the educator is being placed on the Supervisory Assistance cycle. The superintendent will be notified immediately when an educator is placed on this cycle.

Supervisory Assistance will include the following steps:

1. Development of the Supervised Assistance plan

The educator and evaluator will hold an Assistance Planning meeting. An educator may request that a colleague, or a mentor, in addition to the required bargaining unit representative, assist with the development and implementation of the Supervised Assistance plan. At the initial meeting a plan will be written (see form in Appendix) which includes:

- a. A description of the area(s) of concern and an explanation as to why it is considered to be an area of poor performance.
- b. Identification of the specific behaviors (observable objectives for improvement) with expected levels of performance that the educator must develop to demonstrate that she/he is competent in the area(s) that were considered unsatisfactory.
- c. Educator actions with stated timelines which incorporate educator and evaluator input.
- d. Timeline: A timeline and review schedule which allows the educator adequate opportunity to improve her/his performance will be described in detail. The frequency of review meetings (observations/conferences) must occur no less frequently than once per week.
- e. An outline of the assistance that will be provided to the educator will be described in detail.
- f. Assistance options: Assistance may include positive suggestions, resource materials, professional development opportunities, referral to a colleague for peer assistance, or assistance from an outside agency such as a Regional Educational Service Center, college, or university, or Connecticut State Department of Education resource bank of trained assessors qualified to provide assistance in improved teaching.

2. Resolution:

- a. Once the Supervised Assistance plan has been completed, the evaluator will determine whether the educator has successfully met the established objectives. If the evaluator decides that sufficient progress has been made towards meeting the established objectives, the educator will return to the standard educator evaluation process. A written statement will be included on the Supervisory Assistance Evaluation form indicating that performance in the area(s) of concern has improved and will continue to be monitored for one full year. After a period of one

year of satisfactory performance, the statement will be removed from the educator's file.

- b. Educator and evaluator will meet as indicated in the timeline. If satisfactory progress is not being made, the educator will be placed on the Intensive Assistance Cycle.

Level 3: Intensive Assistance

If the evaluator continues to have serious concerns about an educator's performance, and in her/his opinion the educator is not meeting the district performance standards and expectations, then the educator will be notified that she/he is being placed on the Intensive Assistance cycle. A form titled Intensive Assistance Evaluation will be issued to the educator to advise her/him that improvement in performance must be demonstrated, or the result will be possible termination of employment. The Superintendent will be notified immediately when a staff member is placed on Intensive Assistance and will receive a copy of the Intensive Assistance Evaluation Form.

The educator may request additional supervisory personnel to provide assistance and support, and provide the evaluator with data relative to the achievement of specified objectives. Intensive Assistance will include the following steps:

1. Development and Implementation of The Intensive Assistance Plan

An assistance plan will be written by the evaluator in consultation/collaboration with the educator and WAT representative that will include:

- a. Formal written notice of dissatisfaction with a staff member's performance. This notice must be specific as to what the area(s) of concern is/are and why it is considered unsatisfactory performance.
- b. Identification of the specific behaviors (observable objectives for improvement) with expected level(s) of performance that the educator must develop to demonstrate that she/he is competent in the area(s) that are considered unsatisfactory.
- c. Educator actions with stated timelines defining the amount and kind of assistance and the frequency of observations and conferences to be conducted. Written and oral reports of observations shall be given to the educator within three (3) days of an observation.
- d. Assistance Options: The evaluator is to specify assistance so that the educator can improve her/his performance in the area(s) that are considered unsatisfactory. This assistance may include positive suggestions, resource materials, professional development opportunities, referral to a colleague for peer assistance, or assistance from an outside agency such as a Regional Educational Service Center, a college or university or a Connecticut State Department of Education resource bank of trained assessors qualified to provide assistance in improving teaching.
- e. Timeline: A timeline that allows the educator adequate opportunity to improve her/his performance must be stated. The evaluator has the

responsibility to monitor the educator's progress in achieving the objectives established for performance improvement.

2. Resolution/Progress

At the completion of the Intensive Assistance timeline, the evaluator will evaluate whether the educator has successfully met the established objectives.

The evaluator then has three options:

- a. If the evaluator decides that sufficient progress has been made toward meeting the established objectives, the educator will be returned to the regular evaluation program. A written statement will be included on The Intensive Assistance Evaluation form indicating that performance in the area(s) of concern has improved and will continue to be monitored.
- b. If the evaluator decides that some progress has been made toward meeting the established objectives, but performance does not yet meet district standards, a recommendation for continuation of the Intensive Assistance cycle may be made.
- c. If, after 2-3 years, the educator continues to perform in a satisfactory manner, an administrator, upon educator request, may place a positive commentary in the educator's file.
- d. If unsatisfactory performance has persisted, the evaluator may initiate termination procedures.

Personnel assigned to

Intensive Assistance are fully protected by due process rights as provided by Connecticut General Statutes.

ADMINISTRATIVE EVALUATION PROCESS

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. The Woodstock Public Schools Administrator Evaluation Plan describes an annual cycle for administrators and evaluators to follow. It is the belief of the Woodstock Public Schools that this sequence of events lends well to a meaningful and doable process. In order for the process to work to the fullest extent possible two things must occur:

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

Overview of the Process

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

The Superintendent and the administrator will collaboratively determine when the cycle begins. The cycle might begin in the spring so that the second step of the cycle can take place at a series of summer or early fall meetings. Or, the cycle might begin in the summer meetings and continue as step two in the fall.

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

1. Student learning data are available for review by the administrator and the state assigned School Performance Index (SPI) rating.
2. Stakeholder survey data are available for review by the administrator.
3. The superintendent has communicated her/his student learning priorities for the year.
4. The administrator has developed a school improvement plan that includes student learning goals.
5. The evaluator and the administrator both have access to the Evaluation Plan and have discussed its implementation.

Step 2: Goal Setting and Plan Development: Before a school year starts, administrators identify three student learning objectives and one survey target, drawing on available data, the superintendent's priorities, their school improvement plan, and prior evaluation results (where applicable). The administrators also determine two areas of focus for their practice.

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

Administrators identify the areas of focus for their practice that will help them accomplish their SLOs and survey targets, choosing from among the elements of the Connecticut School Leader Standards. Administrators should identify two specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluator. At least one and perhaps both, of the practice focus areas will be in instructional leadership, given its central role in driving student achievement. What is critical is that the administrator can connect improvement in the practice focus areas to the outcome goals and survey targets, creating a logical through-line from practice to outcomes.

Next, the administrator and the evaluator meet to discuss and agree on the selected outcome goals and practice focus areas. This is an opportunity to discuss the administrator's choices and to explore questions such as:

- Are there any questions about specific goals that need to be shared because of the local school context?
- Are there any elements for which Accomplished performance will depend on factors beyond the control of the principal? If so, how will those dependencies be accounted for in the evaluation process?
- What are the sources of evidence to be used in assessing an administrator's performance?

The evaluator and administrator also discuss the appropriate resources and professional development needs to support the administrator in accomplishing the goals. Together these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation plan. In the event of any disagreement the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used.

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

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

Unlike visiting a classroom to observe a teacher school visits to observe principal practice can vary significantly in length and setting. Evaluators should plan their visits carefully to maximize the opportunity to gather evidence relevant to an administrator's practice focus areas. Central to this process is providing meaningful feedback based on observed practice. Evaluators should provide timely feedback after each visit.

Step 4: Mid-Year Formative Review: Midway through the school year is an ideal time for a formal check-in to review progress. In preparation for this Mid-Year review:

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

The administrator and evaluator hold a Mid-Year Formative Conference, with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and practice. The meeting is also an opportunity to surface any changes in the context that could impact accomplishment of outcome goals; goals may be changed at this time.

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

- Needs to grow and improve practice on this element;
- Has some strengths on this element but needs to continue to grow and improve;
- Is consistently effective on this element; or
- Can empower others to be effective on this element.
- The administrator should also review their focus areas and determine if they consider themselves on track or not.

The administrator submits their self-assessment to their evaluator.

Step 6: Summative Review and Rating: The administrator and evaluator meet in the late spring to discuss the administrator's self-assessment and all evidence collected over the course of the year. A formal rating of the administrator will follow this meeting. The evaluator will use this meeting to convey strengths, growth areas, and their probable rating to the administrator. Following the meeting the evaluator will assign a final rating. The evaluator completes the summative evaluation report, shares it with the principal, and adds it to the principal's personnel file with any written comments attached that the principal requests to be added within two weeks of receipt of the report.

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not be available at the time of a final rating, a rating must be completed based on evidence available at the time. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator may recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than September 15. This adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

SUMMATIVE ADMINISTRATOR EVALUATION RATING

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

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

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

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

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

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

Below Standard indicates performance that is below accomplished on all components or unacceptably low on one or more components.

Determining Summative Ratings

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

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

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

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

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

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

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

		Practice Related Indicators Rating			
		Exemplary	Accomplished	Developing	Below Standard
Outcomes Related Indicators Rating	Exemplary	Exemplary	Exemplary	Accomplished	Gather further information
	Accomplished	Accomplished	Accomplished	Accomplished	Gather further information
	Developing	Accomplished	Developing	Developing	Below Standard
	Below Standard	Gather further information	Below Standard	Below Standard	Below Standard

Definition of Effectiveness and Ineffectiveness

An administrator with less than four (4) years of experience shall generally be deemed effective if said administrator receives at least two sequential *accomplished* ratings, one of which must be earned in the fourth year of the administrator's career in Woodstock. A *below standard* rating shall only be permitted in the first year of an administrator's career. There should be a trajectory of growth and development as evidenced by a subsequent rating of developing or higher in year two and sequential *accomplished* ratings in years three and four.

An administrator with more than four (4) years of experience shall generally be deemed ineffective if said administrator receives at least two sequential developing ratings or one *below standard* rating at any time.

Career Development and Growth

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation and support system itself and in building the capacity and skills of all leaders.

Examples of such opportunities include, but are not limited to; observation of peers; mentoring aspiring and early-career administrators; participating in development of administrator improvement and remediation plans for peers whose performance is developing or below standard; leading Professional Learning Communities; differentiated career pathways; and focused professional learning based on goals for continuous growth and development.

The Woodstock Public Schools will consider:

1. Aligning job descriptions to school leadership standards.
2. Identifying replicable practices and informing professional development.
3. Supporting high-quality evaluation that aligns school accountability with administrator evaluation and support.
4. Providing focused targeted professional learning opportunities identified through the evaluation process and school/district needs.
5. Ensuring that a new principal's role is sustainable. Exploring ways to alleviate administrative and operational duties to allow for greater focus on the role of instructional leader.
6. Recognizing and rewarding effective administrators.

DISPUTE RESOLUTION

The purpose of the dispute resolution process is to secure, at the administrative level closest to the concern, equitable solutions to disagreements which from time to time may arise related to the evaluation process. The right of appeal is a necessary component of the evaluation process and is available to every participant at any point in the evaluation process. As our evaluation system is designed to ensure continuous, constructive, and cooperative processes among professional educators, most disagreements are expected to be worked out informally between evaluators and evaluatees.

The resolution process is:

“...a process for resolving disputes in cases where the evaluator and administrator cannot agree on objectives, the evaluation period, feedback or the [individual administrator’s] professional development plan.... This provision is to be utilized in accordance with the specified processes and parameters regarding objectives, evaluation period, feedback, and professional development.” (CT Guidelines For Educator Evaluation)

The resolution process shall be conducted in accordance with laws governing confidentiality of the issue.

Procedures

Note: The administrator shall be entitled to representation at all levels of the resolution process.

1. Within five (5) school days of articulating the dispute in writing, the administrator will meet and discuss the matter with the evaluator with the object of resolving the matter informally. If the issue is not resolved informally within five (5) school days, the initiating party will notify the PDEC in writing to begin the formal dispute resolution process.
2. If there has been no resolution, the PDEC will convene a Dispute Resolution Subcommittee. The subcommittee will consist of the Principal from the building not involved in the dispute, and two other members, one selected by the Superintendent and one selected by the evaluatee. The subcommittee will review information from the evaluator and the evaluatee and will meet with both parties within five (5) school days after receiving the aforementioned information. The subcommittee must come to a resolution with unanimous agreement.
3. If there is no resolution, the subcommittee will consult a mutually-agreed upon outside expert (like someone from a RESC) for help in reaching a resolution.

Improvement and Remediation Plan

If an administrator’s performance is rated as developing or below standard, it signals the need for an individual administrator improvement and remediation plan. The improvement and remediation plan will be collaboratively developed between the Superintendent and the administrator along with mutually agreed upon third party.

Professional Assistance

Level 1: Identification of Problem/ Area of Concern

Step1: When the evaluator observes a consistent problem or pattern of behavior during regular on-going daily contact, during conferences, or over the course of several observations, the administrator will be advised verbally of the problem(s) and be requested to devise an action plan to correct the problem within thirty (30) working days. When that time lapses, a review conference will take place between the evaluator, the administrator, and a mutually agreed upon third party. The administrator is encouraged to request appropriate support (i.e., frequent meetings with the evaluator or an opportunity to observe a colleague implementing a specific strategy) when a problem has been identified.

Step 2: During the review conference, if it is determined that the problem has not been corrected, written documentation (See Appendix) will follow within three to five (3-5) working days of the conference stating the problem and a directive outlining a corrective strategy(ies) (for example, frequent meetings with the evaluator or assistance from a peer or attendance at a workshop) to be implemented within a specified amount of time, not to exceed one marking period, to correct the problem. At the end of the given time period, a review conference will be held to determine whether sufficient progress has been made. During the review conference, the evaluator will decide, whether the administrator will be moved to Supervisory Assistance. The decision will be in writing with a copy forwarded to the administrator within five (5) working days.

Level 2: Supervisory Assistance

If the evaluator continues to have concerns about performance and determines that an administrator needs greater support to be successful in demonstrating the knowledge and skills required by the district standards she/he will notify the administrator (See form in appendix) that the administrator is being placed on the Supervisory Assistance cycle.

Supervisory Assistance will include the following steps:

1. Development of the Supervised Assistance plan

The administrator and evaluator will hold an Assistance Planning meeting. An administrator may request that a mutually agreed upon third party assist with the development and implementation of the Supervised Assistance plan. At the initial meeting a plan will be written (see form in appendix) which includes:

- a. A description of the area(s) of concern and an explanation as to why it is considered to be an area of poor performance.
- b. Identification of the specific behaviors (observable objectives for improvement) with expected levels of performance that the

administrator must develop to demonstrate that she/he is competent in the area(s) that were considered unsatisfactory.

- c. Administrator actions with stated timelines which incorporate administrator and evaluator input.
- d. Timeline: A timeline and review schedule which allows the administrator adequate opportunity to improve her/his performance will be described in detail. The frequency of review meetings (observations/conferences) must occur no less frequently than once per week.
- e. An outline of the assistance that will be provided to the administrator will be described in detail.
- f. Assistance options: Assistance may include positive suggestions, resource materials, professional development opportunities, referral to a colleague for peer assistance, or assistance from an outside agency such as a Regional Educational Service Center, college, or university, or Connecticut State Department of Education resource bank of trained assessors qualified to provide assistance in improved teaching.

2. Resolution:

- a. Once the Supervised Assistance plan has been completed, the evaluator will determine whether the administrator has successfully met the established objectives. If the evaluator decides that sufficient progress has been made towards meeting the established objectives, the administrator will return to the standard Administrator Evaluation process. A written statement will be included on the Supervisory Assistance Evaluation form indicating that performance in the area(s) of concern has improved and will continue to be monitored for one full year. After a period of one year of satisfactory performance, the statement will be removed from the administrator's file.
- b. Administrator and evaluator will meet as indicated in the timeline. If satisfactory progress is not being made, the administrator will be placed on the Intensive Assistance Cycle.

Level 3: Intensive Assistance

If the evaluator continues to have serious concerns about an administrator's performance, and in her/his opinion the administrator is not meeting the district performance standards and expectations, then the administrator will be notified that she/he is being placed on the Intensive Assistance Cycle. A form titled Intensive Assistance Evaluation will be issued to the administrator to advise her/him that improvement in performance must be demonstrated, or the result will be possible termination of employment.

The administrator may request additional supervisory personnel to provide assistance and support, and provide the evaluator with data relative to the achievement of specified objectives. Intensive Assistance will include the following steps:

1. Development and Implementation of The Intensive Assistance Plan

An assistance plan will be written by the evaluator that will include:

- a. Formal written notice of dissatisfaction with an administrator's performance. This notice must be specific as to what the area(s) of concern is/are and why it is considered unsatisfactory performance.
- b. Identification of the specific behaviors (observable objectives for improvement) with expected level(s) of performance that the administrator must develop to demonstrate that she/he is competent in the area(s) that are considered unsatisfactory.
- c. Administrator actions with stated timelines defining the amount and kind of assistance and the frequency of observations and conferences to be conducted. Written and oral reports of observations shall be given to the administrator within three (3) days of an observation.
- d. Assistance Options: The evaluator is to offer reasonable assistance so that the administrator can improve her/his performance in the area(s) that are considered unsatisfactory. This assistance may include positive suggestions, resource materials, professional development opportunities, referral to a colleague for peer assistance, or assistance from an outside agency such as a Regional Educational Service Center, a college or university, or the Connecticut State Department of Education.
- e. Timeline: A timeline that allows the administrator adequate opportunity to improve her/his performance must be stated. The evaluator has the responsibility to monitor the administrator's progress in achieving the objectives established for performance improvement.

2. Resolution/Progress

At the completion of the Intensive Assistance Timeline, the evaluator will evaluate whether the administrator has successfully met the established objectives.

The evaluator then has three options:

- a. If the evaluator decides that sufficient progress has been made toward meeting the established objectives, the administrator will be returned to the regular evaluation program. A written statement will be included on The Intensive Assistance Evaluation Form indicating that performance in the area(s) of concern has improved and will continue to be monitored.
- b. If the evaluator decides that some progress has been made toward meeting the established objectives, but performance does not yet meet district standards, a recommendation for continuation of the Intensive Assistance Cycle may be made.

- c. If, after 2-3 years, the administrator continues to perform in a satisfactory manner, the evaluator, upon administrator request, may place a positive commentary in the administrator's file.
- d. If unsatisfactory performance has persisted, the evaluator may initiate termination procedures.

Personnel assigned to intensive Assistance are fully protected by due process rights as provided by Connecticut General Statutes.

Support and Development

As a standalone evaluation cannot begin to improve teaching and student learning. However, when paired with effective, relevant, and timely support, the evaluation process has the potential to help move teachers and administrators along the path to exemplary practice.

Evaluation-based Professional Growth Plans

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. In the Woodstock Public Schools Administrator Evaluation model, every administrator will have a Professional Growth Plan that is co-created with mutual agreement between the administrator and her or his evaluator and serves as the foundation for ongoing conversations about the administrator's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among administrators, which can then be targeted with district-wide professional development opportunities. (See Appendix for Professional Growth Plan template.)

APPENDICES

APPENDIX A: CCT Rubric for Effective Teaching 2014

CCT Rubric for Effective Teaching 2014

1: Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.

Attributes	Below Standard	Developing	Accomplished	Exemplary
Rapport and positive social interactions	Interactions between teacher and students are negative or disrespectful and or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and or when necessary, students appropriately correct one another.
Respect for student diversity³	Does not establish a learning environment that is respectful of students' cultural, social and or developmental differences and or the teacher does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and or developmental differences	Maintains a learning environment that is consistently respectful of all students' cultural, social and or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
Environment supportive of intellectual risk-taking	Creates a learning environment that discourages students from taking intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.
High expectations for student learning	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students, or is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.

1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

Attributes	Below Standard	Developing	Accomplished	Exemplary
<p>Communicating, reinforcing and maintaining appropriate standards of behavior</p>	<p>Demonstrates little or no evidence that standards of behavior have been established; and or minimally enforces expectations (rules and consequences) resulting in interference with student learning.</p>	<p>Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.</p>	<p>Establishes high standards of behavior, which are consistently reinforced resulting in some interference with student learning.</p>	<p>Student behavior is completely appropriate. OR Teacher seamlessly responds to misbehavior without any loss of instructional time.</p>
<p>Promoting social competence⁴ and responsible behavior</p>	<p>Provides little to no instruction and or opportunities for students to develop social skills and responsible behavior.</p>	<p>Inconsistently teaches, models, and or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.</p>	<p>When necessary, explicitly teaches, models, and or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.</p>	<p>Students take an active role in maintaining high standards of behaviors. OR Students are encouraged to independently use proactive strategies and social skills and take responsibility for their actions.</p>

1c: Maximizing instructional time by effectively managing routines and transitions.

Attributes	Below Standard	Developing	Accomplished	Exemplary
Routines and transitions appropriate to needs of students	Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.	Inconsistently establishes routines and transitions, resulting in some loss of instructional time.	Establishes routines and transitions resulting in maximized instructional time.	Teacher encourages and or provides opportunities for students to independently facilitate routines and transitions.

2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.

Attributes	Below Standard	Developing	Accomplished	Exemplary
Content of lesson plan is aligned with standards	Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
Content of lesson appropriate to sequence of lessons and appropriate level of challenge	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge	Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.	Plans to challenges students to extend their learning to make interdisciplinary connections.
Use of data to Determine students' prior knowledge and differentiation based on students' learning needs	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.	Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students.	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data.
Literacy strategies	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.

2b: Planning instruction to cognitively engage students in the content.

Attributes	Below Standard	Developing	Accomplished	Exemplary
Strategies, tasks and questions cognitively engage students	Plans instructional tasks that limit opportunities for students' cognitive engagement.	Plans primarily teacher-directed Instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning ¹² and / or application to other situations.	Plans to release responsibility to the students to apply and/ or extend learning beyond the learning expectation
Instructional resources and flexible groupings support cognitive engagement and new learning	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.	Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.	Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.

2c: Selecting appropriate assessment strategies¹⁵ to monitor student progress.

Attributes	Below Standard	Developing	Accomplished	Exemplary
Criteria for student success	Does not plan criteria for student success; and/or does not plan opportunities for students to self-asses	Plans general criteria for student success; and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for monitoring their own success.
Ongoing assessment of student learning	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning..	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.

3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

3a: Implementing instruction content for learning.

Attributes	Below Standard	Developing	Accomplished	Exemplary
Instructional purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose of instruction, which may require further clarification.	Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with Common Core State Standards and or other appropriate Connecticut content standards.	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
Content accuracy	Makes multiple content errors.	Makes minor content errors.	Makes no content errors.	Invites students to explain the content to their classmates.
Content progression and level of challenge	Presents instructional content that lacks a logical progression; and or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and or at a somewhat appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make cross curricular connections.
Literacy strategies	Presents instruction with few opportunities for students to develop literacy skills and or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and or academic vocabulary.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Provide opportunities for students to independently select literacy strategies that support their learning.

3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

Attributes	Below Standard	Developing	Accomplished	Exemplary
Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem-solving strategies.	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.
Instructional resources and flexible groupings	Uses resources and/or grouping that do not cognitively engage students or support new learning.	Uses resources and/or groupings that minimally engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real work, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.
Student responsibility and independence	Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.

3c: Assessing student learning, providing feedback to students and adjusting instruction.

Attributes	Below Standard	Developing	Accomplished	Exemplary
Criteria for student success	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	-Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in generating specific criteria for assignments.
Ongoing assessment of student learning	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Promotes students independent monitoring and self-assess, helping themselves or their peers to improve their learning.
Feedback to students	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages peer feedback that is specific and focuses on advancing student learning.
Instructional Adjustments	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole-group performance	Adjusts instruction as necessary in response to individual and group performance.	Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work.

4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

4a: Engaging in continuous professional learning to impact instruction and student learning.

Attributes	Below Standard	Developing	Accomplished	Exemplary
Teacher self-evaluation/ reflection and impact on student learning	Insufficiently reflects on/ analyzes practice and impact on student learning.	Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.	Self-evaluates and reflects on individual practice and impact on student learning, identifies areas for improvement, and takes action to improve professional practice.	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.
Response to feedback	Unwillingly accepts feedback and recommendations for improving practice.	Reluctantly accepts feedback and recommendations for improving practice, but changes in practice are limited.	Willingly accepts feedback and makes changes in practice based on feedback.	Proactively seeks feedback in order to improve a range of professional practices.
Professional learning	Attends required professional learning opportunities but resists participating.	Participates in professional learning when asked but makes minimal contributions.	Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Takes a lead in and/or initiates opportunities for professional learning with colleagues.

4b: Collaborating to develop and sustain a professional learning environment to support student learning.

Attributes	Below Standard	Developing	Accomplished	Exemplary
Collaboration with colleagues	Attends required meetings to review data but does not use data to adjust instructional practices.	Participates minimally with colleagues to analyze data and uses results to make minor adjustments to instructional practices.	Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent instruction to improve student learning.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and instructional practices that support professional growth and student learning.
Contribution to professional learning environment	Disregards ethical codes of conduct and professional standards.	Acts in accordance with ethical codes of conduct and professional standards.	Supports colleagues in exploring and making ethical decisions and adhering to professional standards.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.
Ethical use of technology	Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Models safe, legal and ethical use of information and technology and takes steps to prevent the misuse of information and technology.	Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community.

4c: Working with colleagues, students and families.

Attributes	Below Standard	Developing	Accomplished	Exemplary
Positive school climate	Does not contribute to a positive school climate.	Participates in school wide efforts to develop a positive school climate but makes minimal contributions.	Engages with colleagues, students and families in developing and sustaining a positive school climate.	Leads efforts within and outside the school to improve and strengthen the school climate.
Family and community engagement	Limits communication with families about student academic or behavioral performance to required reports and conferences.	Communicates with families about student academic or behavioral performance through required reports and conferences; and makes some attempts to build relationships through additional communications.	Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance; and develops positive relationships with families to promote student success.	Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child’s learning; and seeks input from families and communities to support student growth and development.
Culturally responsive communications	Sometimes demonstrates lack of respect for cultural differences when communicating with students and families OR demonstrates bias and/or negativity in the community.	Generally communicates with families and the community in a culturally-responsive manner.	Consistently communicates with families and the community in a culturally responsive manner.	Leads efforts to enhance culturally-responsive communications with families and the community.

APPENDIX B: LEADER EVALUATION RUBRIC

LEADER EVALUATION RUBRIC

Performance Expectation 1: Vision, Mission and Goals

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

Element A: High Expectations for All

Leaders ensure that the creation of the vision, mission, and goals establishes high expectations for all students and staff.

The Leader:

Indicator	Below Standard	Developing	Accomplished	Exemplary
<i>1. Information & analysis shape vision, mission and goals</i>	Relies on their own knowledge and assumptions to shape school-wide vision, mission and goals	Uses data to set goals for students. Shapes a vision and mission based on basic data and analysis	Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission and goals	Uses a wide-range of data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals
<i>2. Alignment to policies</i>	Does not align the school's vision, mission and goals to district, state or federal policies	Establishes school vision, mission, and goals that are partially aligned to district priorities	Aligns the vision, mission and goals of the school to district, state and federal policies	Builds the capacity of all staff to ensure the vision, mission and goals are aligned to district, state and federal policies
<i>3. Diverse perspectives, collaboration, and effective learning</i>	Provides limited opportunities for stakeholder involvement in developing and implementing the school's vision, mission and goals Creates a vision, mission and goals that set low expectations for students	Offers staff and other stakeholders some opportunities to participate in the development of the vision, mission and goals Develops a vision, mission and goals that set high expectations for most students	Incorporates diverse perspectives and collaborates with all stakeholders to develop a shared vision, mission and goals so that all students have equitable and effective learning opportunities	Collaboratively creates a shared vision of high expectations with all stakeholders and builds staff capacity to implement a shared vision for high student achievement

Element B: Shared Commitments to Implement and Sustain the Vision, Mission and Goals

Leaders ensure that the process of implementing and sustaining the vision, mission and goals is inclusive, building common understandings and commitments among all stakeholders.

The Leader:

Indicator	Below Standard	Developing	Accomplished	Exemplary
<i>1. Shared understandings guide decisions & evaluation of outcomes</i>	Tells selected staff and stakeholders about decision-making processes related to implementing and sustaining the vision, mission and goals	<p>Develops understanding of the vision, mission and goals with staff and stakeholders</p> <p>Provides increased involvement for staff and other stakeholders in selecting and implementing effective improvement strategies and sustaining the vision, mission and goals</p>	Develops shared understandings, commitments and responsibilities with the school community and other stakeholders for the vision, mission and goals to guide decisions and evaluate actions and outcomes	Engages and empowers staff and other stakeholders to take responsibility for selecting and implementing effective improvement strategies and sustaining progress toward the vision, mission and goals
<i>2 and 3 combined Communicates vision; advocates for effective learning for all</i>	Is unaware of the need to communicate or advocate for the school’s vision, mission and goals or for effective learning for all	<p>Builds stakeholder’ understanding and support for the vision, mission and goals</p> <p>Generates some support for equitable and effective learning opportunities for all students</p>	Publicly advocates the vision, mission and goals so that the school community understands and supports equitable and effective learning opportunities for all students	<p>Effectively articulates urgency to stakeholders to reach student goals and achieve the vision and mission</p> <p>Persuasively communicates the importance of equitable learning opportunities for all students and the impact on students and the community if these opportunities are not available</p>

Element C: Continuous Improvement toward the Vision, Mission and Goals

Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

The leader:

Indicator	Below Standard	Developing	Accomplished	Exemplary
<i>1. Analyzes data to identify needs and gaps between outcomes and goals</i>	Is unaware of the need to analyze data and information to assess progress toward student achievement goals and the vision and mission	Uses data to identify gaps between current outcomes and goals for some areas of school improvement	Uses data systems and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals and areas for improvement	Collaboratively reviews and analyzes data and other information with staff and stakeholders to identify individual student needs and gaps to goals Works with faculty to collectively identify specific areas for improvement at the school, classroom and student level
<i>2 and 3 combined Uses data and collaborates to design, assess and change programs</i>	Is unaware of the need to use data, research or best practice to inform and shape programs and activities	Uses some systems and processes for planning, prioritizing and managing change and inquires about the use of research and best practices to design programs to achieve the school's vision, mission and goals	Use data, research and best practices to shape programs and activities and regularly assesses their effects Analyze data and collaborates with stakeholders in planning and carrying out changes in programs and activities	Collaboratively develops and promotes comprehensive systems and processes to monitor progress and drive planning and prioritizing using data, research and best practice Engages all stakeholders in building and leading a school-wide continuous improvement cycle
<i>4. Identifies and addresses barriers to achieving goals</i>	Does not proactively identify barriers to achieving the vision, mission and goals, or does not address identified barriers	Manages barriers to the achievement of the school's vision, mission and goals on a situation level	Identifies and addresses barriers to achieving the vision, mission and goals	Focuses conversation, initiatives and plans on minimizing barriers to improving student achievement and is unwavering in urging staff to maintain and improve their focus on student outcomes
<i>5. Seeks and aligns resources</i>	Is unaware of the need to seek or align resources to sustain vision, mission and goals of the school	Aligns resources to some initiatives related to the school's vision, mission and goals	Seeks and aligns resources to achieve the vision, mission and goals	Prioritizes allocation of resources to be consistent with the school's vision, mission and goals

LEADER EVALUATION RUBRIC
Performance Expectation 2: Teaching and Learning

Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.

Element A: Strong Professional Culture

Leaders develop a strong professional culture, which leads to quality instruction focused on student learning and the strengthening of professional competencies.

The Leader:

Indicator	Below Standard	Developing	Accomplished	Exemplary
<i>1. Closes achievement gaps</i>	<p>Is unaware of the achievement gap</p> <p>Is working toward improvement for only some students</p>	<p>Uses student outcome data to build their own awareness of achievement gap</p> <p>Is developing a personal commitment to improvement for all students</p>	<p>Develops shared understanding and commitment to close achievement gaps so that all students achieve at their highest levels</p>	<p>Regularly shares ongoing data on achievement gaps and works with faculty to identify and implement solutions</p> <p>Establishes a culture in which faculty members create classroom and student goals aligned with ensuring all students achieve at high levels</p>
<i>2. Supports and Evaluates Professional Development</i>	<p>Provides professional development that is misaligned with faculty and student needs</p> <p>Does not monitor instruction for the implementation of professional development content</p>	<p>Provides professional development for staff that addresses some but not all needs for improvement</p>	<p>Supports and evaluates professional development to broaden faculty teaching skills to meet the needs of all students</p>	<p>Works with staff to provide job-embedded professional development and follow-up supports aligned to specific learning needs</p> <p>Collaborates with staff to monitor and evaluate the effectiveness of professional development based on student outcomes</p>

Indicator	Below Standard	Developing	Accomplished	Exemplary
<i>3 and 4 combined Fosters inquiry and Collaboration for Improvement</i>	<p>Establishes most strategies and directions without staff collaboration and is rarely open to new ideas and strategies</p> <p>Is uninvolved in faculty conversations to resolve student learning challenges</p>	<p>Models learning and seeks opportunities for personal growth</p> <p>Encourages staff collaboration and growth to improve teaching and learning</p>	<p>Seeks opportunities for personal and professional growth through continuous inquiry.</p> <p>Fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning</p>	<p>Develops processes for continuous inquiry with all staff and inspires others to seek opportunities for personal and professional growth</p> <p>Builds a culture of candor, openness to new ideas, and collaboration to improve instruction with all staff</p>
<i>5. Supports Teacher Reflection and Leadership</i>	<p>Provides insufficient time and resources for teachers to work together on instructional improvement</p> <p>Provides few roles for teacher leadership and rarely encourages teachers to seek leadership responsibilities</p>	<p>Recognizes the importance of teacher reflection and provides some opportunities for teachers to reflect on classroom practices and their leadership interests</p>	<p>Provides support, time and resources to engage faculty in reflective practice that leads to evaluating and improving instruction and in pursuing leadership opportunities</p>	<p>Provides time and resources for teacher collaboration and builds the capacity of teachers to lead meetings focused on improving instruction</p> <p>Builds a strong instructional leadership team, builds the leadership capacity of promising staff, and distributes leadership opportunities among staff</p>
<i>6. Provides Feedback to Improve Instruction</i>	<p>Ineffectively uses data, assessments or evaluation methods to support feedback</p> <p>Does not consistently provide specific and constructive feedback or effectively monitor for changes in practice</p>	<p>Provides sporadic feedback based on data, assessments or evaluations.</p> <p>Monitors some teachers' practice for improvements based on feedback</p>	<p>Provides timely, accurate specific and ongoing feedback using data, assessments and evaluation methods that improve teaching and learning</p>	<p>Provides regular, timely and constructive feedback to all staff and monitors for implementation and improved practice</p> <p>Creates a culture of candid feedback and opportunities for staff to review each other's data and instructional practice and provide feedback to each other</p>

Element B: Curriculum and Instruction

Leaders understand and expect faculty to plan, implement and evaluate standards –based curriculum and challenging instruction aligned with Connecticut and National standards.

The Leader:

Indicator	Below Standard	Developing	Accomplished	Exemplary
<i>1 and 2 combined- Aligns curriculum, Instruction and Assessment to Standards</i>	Is unaware of how to align curriculum with standards, instruction and assessments	Builds their own understanding of state and national standards Develops curriculum, instruction and assessment methods that are loosely aligned to standards	Develops a shared understanding of curriculum, instruction and alignment of standards-based instructional programs Ensures the development, implementation and evaluation of curriculum, instruction and assessment by aligning content standards, teaching, professional development and assessment methods	Builds the capacity of all staff to collaboratively develop, implement and evaluate curriculum and instruction that meet or exceed state and national standards Monitors and evaluates the alignment of all instructional processes
<i>3.Improves Instruction for the Diverse Needs of All Students</i>	Supports the use of instructional strategies that do not meet the diverse learning needs of students	Uses evidence-based instructional strategies and instructional practices that address the learning needs of some but not all student populations	Uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations	Builds the capacity of staff to collaboratively identify differentiated learning needs for student groups Works with staff to continuously adjust instructional practices and strategies to meet the needs of every student

Indicator	Below Standard	Developing	Accomplished	Exemplary
<i>4. Collaboratively Monitors and Adjusts curriculum and Instruction</i>	<p>Is unaware of how to analyze student progress using student work</p> <p>Supports the use of curriculum and instruction that fail to consistently meet the needs of all students</p>	<p>Analyzes student work and monitors student progress with occasional collaboration from staff</p> <p>Facilitates adjustments to curriculum and instruction that meet the needs of some but not all students</p>	<p>Develops collaborative processes to analyze student work, monitor student progress and adjust curriculum and instruction to meet the diverse needs of all students</p>	<p>Empowers faculty members to continuously monitor student progress and improve curriculum and instruction to meet the learning needs of every student</p>
<i>5. Provides Resources and Training for Extended Learning</i>	<p>Identifies only limited resources and supports for extending learning beyond the classroom</p>	<p>Promotes learning beyond the classroom, provides inconsistent support and resources to faculty around extending learning opportunities</p>	<p>Provides faculty and students with access to instructional resources, training and technical support to extend learning beyond the classroom walls</p>	<p>Builds strong faculty commitment to extending learning beyond the classroom</p> <p>Collaborates with faculty to attain necessary resources and provide ongoing training and support for extended learning</p>
<i>6. Supports the Success of Faculty and Students as Global Citizens</i>	<p>Focuses only on established academic standards as goals for student and staff skills</p> <p>Provides limited support or development for staff or students associated with the dispositions for a global citizen</p>	<p>Supports some staff and students in developing their understanding of the knowledge, skills and dispositions needed for success as global citizens</p>	<p>Assists faculty and students to continually develop the knowledge, skills and dispositions to live and succeed as global citizens</p>	<p>Establishes structures for staff to continuously discuss the skills, knowledge and dispositions necessary for success as global citizens</p> <p>Faculty and students have multiple opportunities to develop global knowledge, skills and dispositions</p>

Element C: Assessment and Accountability

Leaders use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress and close achievement gaps.

The Leader:

Indicator	Below Standard	Developing	Accomplished	Exemplary
<i>1 and 2 combined – Uses Multiple Resources of Information to Improve Instruction</i>	Monitors limited sources of student information and self - evaluation data Does not connect information to school goals and/or instruction	Develops awareness and understanding among staff of a variety of assessments and sources of information on student progress and instruction Is learning to use multiple sources of information to identify areas of improvement	Uses district, state, national and international assessments and multiple sources of information to analyze student performance, advance instructional accountability, and improve teaching and learning	Builds the capacity and accountability of staff to monitor multiple sources of information and a range of assessments for each student Empowers staff to use multiple sources of information to adjust instructional strategies and improve teaching and learning
<i>3 Staff Evaluation</i>	Conducts occasional classroom observations for some staff Does not connect evaluation results to professional development or school improvement goals	Completes evaluations for all staff according to stated requirements Uses some evaluation results to inform professional development	Implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement	Sets and monitors meaningful goals with staff members, accurately differentiates ratings and provides evaluation activity and feedback for Developing or Below Standard teachers Develops and supports individual staff learning plans and school improvement goals based on evaluations
<i>4 Communicates Progress</i>	Provides limited information about student progress to faculty and families	Provides updates on student progress to faculty and families	Interprets data and communicates progress toward the vision, mission and goals for faculty and all other stakeholders	Builds the capacity of all staff to share ongoing progress updates with families and other staff members Consistently connects results of the vision, mission, and goals of the school and frequently updates staff and families around progress and needs for improvement

LEADER EVALUATION RUBRIC
Performance Expectation 3: Organizational Systems and Safety

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

Element A: Welfare and Safety of Students, Faculty and Staff

Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.

The Leader:

Indicator	Below Standard	Developing	Accomplished	Exemplary
<i>1.Safety and Security Plans</i>	Insufficiently plans for school safety	Develops a safety and security plan and monitors its implementation Creates minimal engagement around safety plans	Develops, implements and evaluates a comprehensive safety and security plan in collaboration with district, community and public safety	Continuously engages the school community in the development, implementation and evaluation of a comprehensive safety and security plan
<i>2.Positive School climate for Learning</i>	Is unaware of the link between school climate and student learning Acts alone in addressing school climate issues	Seeks input and discussion from school community members to build her/his own understanding of school climate Plans to develop a school climate focused on learning and social/emotional safety	Advocates for, creates and supports collaboration that fosters a positive school climate which promotes the learning and well-being of the school community	Supports ongoing collaboration from staff and community to review and strengthen a positive school climate Develops a school climate that supports and sustains learning, social/emotional safety and success
<i>3.Community norms for learning</i>	Uses her/his own judgment to develop norms for behavior Does not consistently implement or monitor norms for accountable behavior	Develops and informs staff about community norms for accountable behavior Monitors for implementation of established norms	Involves families and the community in developing, implementing and monitoring guidelines and community norms for accountable behavior to ensure student learning	Builds ownership for all staff community and students to develop and review community norms for accountable behavior Students, staff and parents all hold themselves and each other accountable for routines

Element B: Operational Systems

Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

The Leader:

Indicator	Below Standard	Developing	Accomplished	Exemplary
<i>1 and 4 combined – Evaluate and Improve Operational systems</i>	Ineffectively monitors operational processes Makes minimal improvements to the operational system	Reviews existing processes and plans improvements to operational systems	Uses problem-solving skills and knowledge of operational planning to continuously evaluate and revise processes to improve the operational system	Continuously evaluates and revises school processes Plans ahead for learning needs and proactively creates improved operational systems to support new instructional strategies
<i>2. Safe Physical Plant</i>	Maintains a physical plant that does not consistently meet guidelines and legal requirements for safety		Ensures a safe physical plant according to local, state and federal guidelines and legal requirements for safety	Develops systems to maintain and improve the physical plant and rapidly resolves any identified safety concerns
<i>3. Data systems to inform practice</i>	Uses existing data systems that provide inadequate information to inform practice	Monitors communication and data systems to provide support to practice	Facilitates the development of communication and data systems that assure the accurate and timely exchange of information to inform practice	Gathers regular input from faculty on new communications or data systems that could improve practice. Seeks new capabilities and resources based on school community input
<i>4. Equipment and Technology for Learning</i>	Uses existing equipment and technology or technology that ineffectively supports teaching and learning	Identifies new equipment and technologies and/or maintains existing technology Is learning about how technology can support the learning environment	Oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment	Develops capacity among the school community to acquire, maintain and ensure security of equipment and technology and to use technology to improve instructional practices and enhance communication

Element C: Fiscal and Human Resources

Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

The Leader:

Indicator	Below Standard	Developing	Accomplished	Exemplary
<i>1 and 2 combined – Aligns resources to goals</i>	Operates a budget that does not align with district or state guidelines Allocates resources that are not aligned to school goals	Develops and operates a budget within fiscal guidelines Aligns resources to school goals and to strengthen professional practice	Develops and operates a budget within fiscal guidelines that aligns resources of school, district, state and federal regulations Seeks, secures and aligns resources to achieve vision, mission and goals to strengthen professional practice and improve student learning	Works with community to secure necessary funds to support school goals Aligns and reviews budgets on a regular basis to meet evolving needs for professional practice and to improve student learning
<i>3. Recruits and Retains Staff</i>	Uses hiring processes that involve few recruiting sources Provides limited support for early career teachers and has few strategies to retain teachers	Reviews and improves processes for recruiting and selecting staff Provides support to early career teachers but has limited strategies to develop and retain effective teachers	Implements practices to recruit, support and retain highly qualified staff	Involves all stakeholders in process to recruit, select and support effective new staff Implements strategies and practices that successfully retain and develop effective staff in the school and district
<i>4. Conducts Staff Evaluations</i>	Does not consistently implement district/state evaluation processes Evaluation results are not used too improve teaching and learning	Prioritizes and completes staff evaluation processes Is beginning to connect evaluation process and results to professional learning	Conducts staff evaluation process to improve and support teaching and learning, in keeping with district and state policies	Coordinates staff to conduct staff evaluation process and differentiate evaluation process based on individual teacher performance Works with staff to connect evaluation processes to professional learning and instructional improvement

LEADER EVALUATION RUBRIC
Performance Expectation 4: Families and Stakeholders

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

Element A: Collaboration with Families and Community Members

Leaders ensure the success of all students by collaborating with families and stakeholders.

The Leader:

Indicator	Below Standard	Developing	Accomplished	Exemplary
<i>1. Accesses Family and community Resources</i>	Is unaware of how to access resources or support from families and the community	Reaches out to the broader community to access resources and support Secures community resources that are not consistently aligned to student learning	Coordinates the resources of schools, family members and the community to improve student achievement	Consistently seeks and mobilizes family and community resources and support aligned to improving achievement for all students
<i>2. Engages families in decisions</i>	Provides limited opportunities for families to engage in educational decisions Does not ensure that families feel welcome in the school community	Welcomes family involvement in some school decisions and events that support their children's education	Welcomes and engages all families in decision-making to support their children's education	Engages families consistently in understanding and contributing to decisions about school-wide and student-specific learning needs
<i>3. Communicates with families and community</i>	Uses limited strategies to communicate with families and community members Limits opportunities for families and community members to share input or concerns with the school	Shares information and progress with families Provides opportunities for families and community members to share input and concerns with the school	Uses a variety of strategies to engage in open communication with staff and families and community members	Uses a variety of strategies and builds the capacity of all staff to facilitate open and regular communication between the school and families and community members

Element B: Community Interests and Needs

Leaders respond and contribute to community interests and needs to provide the best possible education for students and their families.

The Leader:

Indicator	Below Standard	Developing	Accomplished	Exemplary
<i>1. Communicates Effectively</i>	Ineffectively communicates with members of the school community	Communicates clearly with most people Seeks more opportunities to interact with stakeholders	Demonstrates the ability to understand, communicate with, and interact effectively with people	Communicates and interacts effectively with a wide range of stakeholders Builds the skills of staff to ensure clear two-way communication and understanding with all stakeholders
<i>2. Understands and Accommodates diverse student and community conditions</i>	Uses limited resources to understand diverse student needs Demonstrates limited knowledge of community conditions and dynamics	Collects information to understand diverse student and community conditions Provides some accommodations for diverse student and community conditions	Uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics	Uses assessment strategies and research with all staff to build understanding of diverse student and community conditions Collaborates with staff to meet the diverse needs of students and the community
<i>3. Capitalizes on Diversity</i>	Demonstrates limited awareness of community diversity as an educational asset	Values community diversity Develops some connections between community diversity and educational programs	Capitalizes on the diversity of the community as an asset to strengthen education	Integrates community diversity into multiple aspects of the educational program to meet the learning needs of all students
<i>4. Collaborates with community programs</i>	Establishes limited collaboration with community programs Community programs address few student learning needs	Collaborates with community programs to meet some student learning needs	Collaborates with community programs serving students with diverse needs	Builds and regularly reviews and strengthens partnerships with community programs to meet the diverse needs of all students
<i>5. Involves all stakeholders</i>	Provides limited opportunities for stakeholder input Occasionally excludes or ignores competing perspectives	Elicits some stakeholder involvement and input Seeks occasional input from competing educational perspectives	Involves all stakeholders, including those with competing or conflicting educational perspectives	Builds a culture of ongoing open discussion for all stakeholders Actively seeks and values alternate viewpoints

Element C: Community Resources

Leaders maximize shared resources among schools, districts and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

The Leader:

Indicator	Below Standard	Developing	Accomplished	Exemplary
<i>1. Communicates with Community Agencies</i>	<p>Works with community agencies when needed</p> <p>Provides limited access to community resources and services to children and families</p>	<p>Collaborates with some community agencies for health, social or other services</p> <p>Provides some access to resources and services to children and families</p>	<p>Collaborates with community agencies for health, social and other services that provide essential resources and services to children and families</p>	<p>Proactively identifies and prioritizes essential resources and services for children and families</p> <p>Collaborates with community agencies to provide prioritized services and consistently evaluates service quality</p>
<i>2. Develops relationships with Community Agencies</i>	<p>Develops limited relationships with community agencies</p> <p>Community partnerships inconsistently meet the needs of the school community</p>	<p>Develops relationships with community organizations and agencies</p> <p>Evaluates some partnerships to ensure benefit to agencies and school community</p>	<p>Develops mutually beneficial relationships with community organizations and agencies to share school and community resources</p>	<p>Develops ongoing relationships with community agencies aligned to school needs</p> <p>Assesses partnerships on a regular basis to ensure mutual benefit and shared resources for school and agency</p>
<i>3. Applies resources to meet the needs of children and families</i>	<p>Does not consistently align resources to the educational needs of the school</p>	<p>Aligns resources to the educational needs of students</p> <p>Supports the educational needs of most families</p>	<p>Applies resources and funds to support the educational needs of all children and families</p>	<p>Identifies educational needs of students and families and aligns all resources to specific needs</p>

LEADER EVALUATION RUBRIC
Performance Expectation 5: Ethics and Integrity

Education Leaders ensure the success and well-being of all students and staff by modeling ethical behavior and integrity.

Element A: Ethical and Legal Standards of the Profession

Leaders demonstrate ethical and legal behavior.

The Leader:

Indicator	Below Standard	Developing	Accomplished	Exemplary
<i>1. Professional Responsibility</i>	Does not consistently exhibit or promote professional responsibility in accordance with Connecticut Code of Professional Responsibility for Educators		Exhibits and promotes Professional conduct in accordance with Connecticut’s Code of Professional Responsibilities for Educators	Continuously communicates, clarifies and collaborates to ensure professional responsibilities for all educators
<i>2. Ethics</i>	Does not consistently demonstrate personal and professional ethical practices		Models personal and professional ethics, integrity, justice and fairness and holds others to the same standards	Holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice, and fairness
<i>3. Equity and Social Justice</i>	Does not consistently promote educational equity and social justice for students	Earns respect and is building professional influence to foster educational equity and social justice and social justice for all stakeholders	Uses professional influence and authority to foster and sustain educational equity and social justice for all students and staff	Removes barriers to high-quality education that derive from all sources of educational disadvantage or discrimination Promotes social justice by ensuring all students have access to educational opportunities
<i>5. Rights and Confidentiality</i>	Does not consistently protect the rights of students, families and staff and/or maintain appropriate confidentiality		Protects the rights of students, families and staff and maintains confidentiality	Builds a shared commitment to protecting the rights of all students and stakeholders Maintains confidentiality, as appropriate

Element B: Personal Values and Beliefs

Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission and goals for student learning.

The Leader:

Indicator	Below Standard	Developing	Accomplished	Exemplary
<i>1. Respects the Dignity and Worth of each individual</i>	Does not consistently treat everyone with respect		Demonstrates respect for the inherent dignity and worth of each individual	Promotes the recognition of the dignity and worth of everyone
<i>2. Models Respect for Diversity and Equitable Practices</i>	Does not consistently demonstrate respect for diversity and equitable practices for all stakeholders		Models respect for diversity and equitable practices for all stakeholders	Builds a shared commitment to diversity and equitable practices for all stakeholders
<i>3. Advocates for Mission, Vision and Goals</i>	Does not consistently advocate for or act on commitments stated in the mission, vision and goals	Advocates for the vision, mission and goals	Advocates for and acts on commitments stated in the vision, mission and goals to provide equitable, appropriate and effective learning opportunities	Advocates and actively engages the participation and support of all stakeholders towards the vision, mission and goals to provide equitable, appropriate and effective learning opportunities
<i>4. Ensures a Positive Learning Environment</i>	Does not consistently address challenges or contribute to a positive learning environment	Addresses some challenges or engages others to ensure values and beliefs promote the school vision, mission and goals	Overcomes challenges and leads others to ensure that values and beliefs promote the school vision, mission and goals needed to ensure a positive learning environment	Skillfully anticipates and overcomes challenges and collaborates with others to ensure that values and beliefs promote the school vision, mission and goals needed to ensure a positive learning environment

Element C: High Standards for Self and Others

Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

The Leader:

Indicator	Below Standard	Developing	Accomplished	Exemplary
<i>1.Lifelong Learning</i>	Does not consistently engage in or seek personal professional development opportunities	Recognizes the importance of personal learning needs Uses some research and best practices for professional growth	Models, reflects on and builds capacity for lifelong learning through and increases understanding of research and best practice	Models reflection and continuous growth by publicly sharing their own learning process based on research and best practices and its relationship to organizational improvement
<i>2.Support of Professional Learning</i>	Does not consistently support or use professional development to strengthen curriculum instruction and assessment	Supports professional development that is primarily related to curriculum and instructional needs	Supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment	Supports and collaboratively uses differentiated professional development strategies to strengthen curriculum, instruction and assessment
<i>3.Allocates Resources Equitably</i>	Does not equitably use resources to sustain and strengthen organizational performance	Allocates resources which address some organizational needs	Allocates resources equitably to sustain a high level of organizational performance	Actively seeks and provides resources to equitably build, sustain and strengthen organizational performance
<i>4.Promotes Appropriate use of Technology</i>	Demonstrates a limited understanding of technology and ethical implications for its use	Promotes the use of technology and has addressed some legal, social and ethical issues	Promotes understanding of the legal, social and ethical use of technology among all members of the school community	Is highly skilled at understanding, modeling and guiding the legal, social and ethical use of technology among all members of the school community
<i>5.Inspires Student Success</i>	Ineffectively builds trust, respect and communication to achieve expected levels of performance and student success	Promotes communication and is building trust and respect to strengthen school performance and student learning	Inspires and instills trust, mutual respect and honest communication to achieve optimal levels of performance and student success	Creates a collaborative learning community which inspires and instills trust, mutual respect and honest communication to sustain optimal levels of performance and student success

LEADER EVALUATION RUBRIC

Performance Expectation 6: The Education System

Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing social, cultural, economic, legal and political contexts affecting education.

Element A: Professional Influence

Leaders improve the broader, social cultural, economic, legal and political contexts of education for all students and families.

The Leader:

Indicator	Below Standard	Developing	Accomplished	Exemplary
<i>1.Promotes Public discussion about educational laws, policies and regulations</i>	Does not consistently follow current federal, state, and local education laws, policies and regulations and has limited conversations about how they impact education	Follows current education legislation, seeks opportunities to engage in professional learning activities to understand issues and implications, and shares information with the school community	Promotes public discussion within the school community about federal, state and local laws, policies and regulations affecting education	Engages the entire school community in dialogue about educational issues that may lead to provocative change within and beyond her/his own school and district as appropriate
<i>2.Builds relationships with stakeholders and policymakers</i>	Takes few opportunities to engage stakeholders in educational issues	Identifies some issues that affect education and maintains a professional relationship with stakeholders and policymakers	Develops and maintains relationships with a range of stakeholders and policymakers to identify, understand, respond to, and influence issues that affect education	Actively engages local, regional and/or national stakeholders and policymakers through local community meetings and state or national organizations, using various models of communication
<i>3.Advocates for equity, access and adequacy of student and family resources</i>	Has limited understanding and/or ineffectively uses resources for family services and support through community agencies	Is learning how to help students and families locate, acquire and access programs, services or resources to create equity	Advocates for equity, access and adequacy in providing for student and family needs using a variety of strategies to meet educational expectations	Empowers the school community to successfully and appropriately advocate for equal and adequate access to services and resources for all

Element B: The Educational Policy Environment

Leaders uphold and contribute to policies and political support for excellence and equity in education.

The Leader:

Indicator	Below Standard	Developing	Accomplished	Exemplary
<i>1.Accurately communicates educational performance</i>	Ineffectively communicates with members of the school community Does not fully understand growth, trends and implications for improvement	Reviews school growth measures and student data Conducts basic data analyses and communicates data about educational performance	Collects, analyzes, evaluates and accurately communicates data about educational performance in a clear and timely manner	Engages the school community and stakeholders in analysis of school and student data that leads to identifying important indicators of school progress, greater understandings and implications for growth and refinements to the school or district’s mission, vision and goals
<i>2.Improves public understanding of legislation, policy and laws</i>	Provides incomplete information to the public to understand school or student results, legal issues, practices and implications	Shares information about federal, state and local laws, policies and regulations Provides information to decision-makers and the community	Communicates effectively with decision-makers and the community to improve public understanding of federal, state and local laws, policies and regulations	Actively communicates and clarifies federal, state and local laws, policies and regulations with stakeholders and decision makers to improve public understanding and input
<i>3.Upholds laws and influences educational policies and regulations</i>	Does not consistently uphold laws, and/or regulations	Upholds federal, state and local laws and seeks to engage in public discourse about policies and regulations to support education	Upholds federal, state and local laws and influences policies and regulations in support of education	Works with district, state and/or national leaders to advocate for/or provide feedback about the implementation effectiveness of policies or regulations

Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

The leader:

Indicator	Below Standard	Developing	Accomplished	Exemplary
<i>1. Advocates for public policies to support the present and future needs of children and families</i>	Does not advocate for policies and procedures to meet the needs of all students and their families	Identifies some policies and procedures that can support equity and seeks to communicate with the community about these policies	Advocates for public policies and administrative procedures that provide for present and future needs of children and families to improve equity and excellence in education	Works with students, families and caregivers to successfully advocate for equitable and appropriate policies and procedures to close the achievement gap by ensuring all children have an equal opportunity to learn
<i>2. Promotes public policies to ensure appropriate, adequate and equitable human and fiscal resources</i>	Is unaware of policies that result in equitable resources to meet the needs of all students Does not allocate resources appropriately, adequately or equitably	Supports fiscal guidelines to use resources that are aligned to meet school goals and student needs Allocates and distributes school resources among faculty staff and students	Promotes public policies that ensure appropriate, adequate and equitable human and fiscal resources to improve student learning	Aligns with state and national professional organizations that promote public policy and advocate for appropriate, adequate and equitable resources to ensure quality educational opportunities that are equal and fair for all students
<i>3. Collaborates with leaders to inform planning, policies and programs</i>	Demonstrates limited understanding or involvement with others to influence decisions affecting student learning inside or outside of own school district	Is learning to collect analyze and share data with others to raise awareness of its impact on decisions affecting student learning on local, district, state and national levels	Collaborates with community leaders to collect and analyze data on economic, social and other emerging issues to inform district and school planning, policies and programs	Actively engages all stakeholders through conversations and collaboration to proactively change local, district and state and national decisions affecting the improvement of teaching and learning Is involved with local, state and national professional organizations in order to influence and advocate for legislation, policies and programs that improve education

APPENDIX C: Parent Feedback Survey

Woodstock Public Schools Parent Survey

Dear Parents/Guardians:

As part of our Woodstock Public Schools Teacher /Administrator Evaluation Plan, we are seeking input from the community to determine how parents and guardians feel about their children's school and how we can improve. We hope you feel comfortable responding to the survey questions below as honestly as possible. You do not need to put your name on the survey, and, please understand, there are no right or wrong answers.

1. There are adults in the school with whom my child feels comfortable going to for help.
Strongly Agree Agree Disagree Strongly Disagree

2. Communication occurs between parents and faculty/administration in a pleasant and professional manner.
Strongly Agree Agree Disagree Strongly Disagree

3. My child's teacher(s) communicate with me in a timely fashion.
Strongly Agree Agree Disagree Strongly Disagree

4. The principal is willing to listen and investigate parent concerns.
Strongly Agree Agree Disagree Strongly Disagree

5. The school provides a variety of opportunities for involving parents in their child's education.
Strongly Agree Agree Disagree Strongly Disagree

6. Homework is assigned to my son/daughter on a regular basis.
Strongly Agree Agree Disagree Strongly Disagree

7. My child's teacher communicates ideas I can use to help my child learn.
Strongly Agree Agree Disagree Strongly Disagree

8. Teachers arrange conferences in a manner that is flexible for me.
Strongly Agree Agree Disagree Strongly Disagree

9. The school informs me of my child's academic progress prior to receiving her/his report card.
Strongly Agree Agree Disagree Strongly Disagree

APPENDIX CA: Parent Conference Feedback Survey

Parent Conference Feedback Survey

1. The teacher communicated her/his knowledge related to my child in a clear and understandable manner.

Strongly Agree

Agree

Disagree

Strongly Disagree

2. The teacher shared information concerning my child's strengths and weaknesses in a clear and understandable manner.

Strongly Agree

Agree

Disagree

Strongly Disagree

3. The teacher was responsive to my input and concerns related to my child's academic progress.

Strongly Agree

Agree

Disagree

Strongly Disagree

4. The teacher was responsive to my input and concerns related to my child's social emotional development.

Strongly Agree

Agree

Disagree

Strongly Disagree

5. The teacher was responsive to my input and concerns related to my child's behavior in the classroom.

Strongly Agree

Agree

Disagree

Strongly Disagree

APPENDIX D: Woodstock Elementary School Student Feedback Survey

12. How often during the day does another child say something mean to you?
 A lot Sometimes Never
13. How often do you say something nice to someone?
 A lot Sometimes Never
14. How often do you say something mean to someone?
 A lot Sometimes Never
15. This is how I feel in the classroom.
 Very safe OK Not safe
16. This is how I feel on the playground.
 Very safe OK Not safe
17. This is how I feel in the hallways.
 Very safe OK Not safe
18. This is how I feel on the bus.
 Very safe OK Not safe
19. This is how I feel in the bathroom. .
 Very safe OK Not safe
20. This is how I feel in the cafeteria.
 Very safe OK Not safe

APPENDIX E: Woodstock Middle School Student Feedback Survey

Woodstock Middle School Student Survey

1. I am a:
 Girl Boy

2. What grade are you in?
 5th
 6th
 7th
 8th

3. This is how I feel about school.
 I like it It is OK I do not like it.

4. Most of the time, this is the way I feel when I am coming to school in the morning.
 Happy OK Unhappy

5. This is how much I like the other children in this school.
 A lot OK Not at all

6. In this school I feel:	Most of the time	Sometimes	Never
Happy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Angry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. The children in this school:	A lot	OK	Not very much
Like me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Like each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. The adults in this school care about me:

A lot	OK	Not very much
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. There is at least one adult at school that I can go to for help when something is bothering me.

Yes

Not sure

No

10. How often does this happen to you in your classroom?

	A Lot	Sometimes	Never
Another child in this school says something nice to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Another child in this school says something mean to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Another child in this school teases me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Another child in this school leaves me out of activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. How often do you:

	A lot	Sometimes	Never
Say something nice to someone in school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say something mean to someone in school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tease someone in school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leave someone out of an activity in school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. This is how safe I feel in each of these places:

	Very safe	OK	Not safe
In classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On the playground	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the hallways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On the bus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the cafeteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the bathroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. My school offers a variety of after school activities.

Yes

Sometimes

No

APPENDIX F: Student Learning Objective (SLO) Forms

Student Learning Objective (SLO) Form A

Teacher Name: _____ School: _____
Submission Date: _____ Subject: _____
Grades: _____ Interval of Instruction: (e.g., year, semester, quarter, etc) _____
Number of students covered by this SLO: _____

Student Learning Objective:

Rationale for Objective: (1) Why objective was chosen and (2) what specific Connecticut and/or national standard(s) it addresses.

Indicators of Academic Growth and Development (IAGD): An IAGD is evidence you use to determine success in achieving the objective. For this SLO, the IAGD must be based on standardized assessments. Use standardized indicators only. One indicator is required; additional indicators are optional. Please number the indicator(s), and clearly indicate for each the level of performance that is targeted and for which students. An indicator should represent at least a year's worth of growth for students and/or mastery of grade level content standards.

- 1.
- 2.(Optional)
- 3.(Optional)

Indicator Collection and Scoring: Provide any important information about timing of availability of results to the evaluation process.

Baseline Data: Please indicate what you know about the targeted students' performance, skills and achievement levels at the beginning of the year (relevant to this SLO), as well as any additional student data or background information that you used in setting your objective. Provide this information for each indicator, if specific pre-test or baseline data are available.

Interim Assessments (Optional): Describe any interim assessments you plan to use to gauge student progress towards this objective.

Support or Professional Learning (Optional): What support or professional learning would help you attain this objective?

Use the reverse side of this form if necessary

Student Learning Objective (SLO) Form B

Teacher Name: _____ School: _____

Submission Date: _____ Subject: _____

Grades: _____ Interval of Instruction: (e.g., year, semester, quarter, etc) _____

Number of students covered by this SLO: _____

Student Learning Objective:

Rationale for Objective: (1) Why objective was chosen and (2) what specific Connecticut and/or national standards it addresses.

Indicators of Academic Growth and Development (IAGD): An IAGD is evidence you use to determine success in achieving the objective. One indicator is required; additional indicators are optional. (All teachers must include at least one non-standardized indicator. One standardized indicator is permitted) Please number the indicator(s), and clearly indicate for each the level of performance that is targeted and for which students. An indicator should represent at least a year's worth of growth for students and/or mastery of grade level content standards.

- 1.
- 2.(Optional)
- 3.(Optional)

Indicator Collection and Scoring: Explain how evidence for non-standardized indicator(s) will be collected and scored. For standardized indicators provide any important information about timing of availability of results to the evaluation process.

Baseline Data: Please indicate what you know about the targeted students' performance, skills and achievement levels at the beginning of the year (relevant to this SLO), as well as any additional student data or background information that you used in setting your objective. Provide this information for each indicator, if specific pre-test or baseline data are available.

Interim Assessments (Optional): Describe any interim assessments you plan to use to gauge student progress towards this objective.

Support or Professional Learning (Optional): What support or professional learning would help you attain this objective?

Use the reverse side of this form if necessary.

APPENDIX G: Teacher Goal-Setting: Performance and Practice Goals

Teacher Goal-Setting: Performance and Practice Goals

Performance and Practice Goals:

1. Teachers develop one to three performance and practice goals that are aligned to the Connecticut Framework for Teacher Evaluation and Support. These goals provide a focus for the observations and feedback conversations. The goals should be based on relevant student learning data, a self-assessment of performance and practice relative to the Connecticut Framework for Teacher Evaluation and Support, feedback from the principal, and previous professional development and survey data. Goals should have a clear link to improving student achievement and/or building school community and culture. The goal(s) should also move teachers toward Accomplished or Exemplary on the Connecticut Framework for Teacher Evaluation and Support rubric. The goal(s) should anchor and be responsive to professional growth conversations through the year.
2. Goals should be: Specific and Strategic, Measurable, Aligned and Attainable, Results-Oriented and Time-Bound.
3. Complete each section for the first goal. At least one goal is required. See Appendix A for Connecticut Framework for Teacher Framework for Teacher Evaluation and Support rubric.

A. Performance and Practice Goal #1 (required):

B. Rationale for Goal #1 (required):

C. Action steps for Goal #1 (required):

For additional goals (not required) repeat steps A-C above.

APPENDIX H: Pre-Observation Conference Form

Pre-Observation Conference Form

Teacher Name: _____ Date of Observation: _____

To be completed by the teacher prior to the pre-observation conference in order to inform the focus of the discussion.

Lesson Objective(s): What will the students know and be able to do as a result of the lesson.

Outline any teaching strategies and/or learning activities that you have planned, any assessments/approaches you plan to use to monitor student learning and understanding, etc.

List below any teacher performance and practice goals you plan to focus on during this lesson.

Teacher Signature _____

Date _____

Evaluator Signature _____

Date _____

APPENDIX I: Formal Classroom Observation Feedback Form

Woodstock Public Schools Formal Observation Form

Teacher Name:

Observer:

Date:

1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.

Below Standard <input type="checkbox"/>	Developing <input type="checkbox"/>	Accomplished <input type="checkbox"/>	Exemplary <input type="checkbox"/>
<ul style="list-style-type: none"> -Interactions between teacher and students are negative or disrespectful and or the teacher does not promote positive social interactions among students. -Does not establish a learning environment that is respectful of students' cultural, social and or developmental differences and or the teacher does not address disrespectful behavior. -Creates a learning environment that discourages students from taking intellectual risks. -Establishes low expectations for student learning. 	<ul style="list-style-type: none"> -Interactions between teacher and students are generally positive and respectful and or the teacher inconsistently makes attempts to promote positive social interactions among students. -Establishes a learning environment that is inconsistently respectful of students' cultural, social and or developmental differences -Creates a learning environment in which some students are willing to take intellectual risks. -Establishes expectations for learning for some, but not all students, or is inconsistent in communicating high expectations for student learning. 	<ul style="list-style-type: none"> -Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students. -Maintains a learning environment that is consistently respectful of all students' cultural, social and or developmental differences. -Creates a learning environment in which most students are willing to take intellectual risks. -Establishes and consistently reinforces high expectations for learning for all students. 	<ul style="list-style-type: none"> -There is no disrespectful behavior between students and or when necessary, students appropriately correct one another. -Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities. -Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students. -Creates opportunities for students to set high goals and take responsibility for their own learning.

1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

Below Standard <input type="checkbox"/>	Developing <input type="checkbox"/>	Accomplished <input type="checkbox"/>	Exemplary <input type="checkbox"/>
<ul style="list-style-type: none"> -Demonstrates little or no evidence that standards of behavior have been established; and or minimally enforces expectations (rules and consequences) resulting in interference with student learning. -Provides little to no instruction and or opportunities for students to develop social skills and responsible behavior. 	<ul style="list-style-type: none"> -Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning. -Inconsistently teaches, models, and or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions. 	<ul style="list-style-type: none"> -Establishes high standards of behavior, which are consistently reinforced resulting in some interference with student learning. -When necessary, explicitly teaches, models, and or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions. 	<ul style="list-style-type: none"> -Student behavior is completely appropriate. OR -Teacher seamlessly responds to misbehavior without any loss of instructional time. -Students take an active role in maintaining high standards of behaviors. OR -Students are encouraged to independently use proactive strategies and social skills and take responsibility for their actions.

1c: Maximizing instructional time by effectively managing routines and transitions.

Below Standard <input type="checkbox"/>	Developing <input type="checkbox"/>	Accomplished <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.	Inconsistently establishes routines and transitions, resulting in some loss of instructional time.	Establishes routines and transitions resulting in maximized instructional time.	Teacher encourages and or provides opportunities for students to independently facilitate routines and transitions.

Indicator 3a: Implementing instruction content for learning.

Below Standard <input type="checkbox"/>	Developing <input type="checkbox"/>	Accomplished <input type="checkbox"/>	Exemplary <input type="checkbox"/>
<ul style="list-style-type: none"> -Does not clearly communicate learning expectations to students. -Makes multiple content errors. -Presents instructional content that lacks a logical progression; and or level of challenge is at an inappropriate level to advance student learning. -Presents instruction with few opportunities for students to develop literacy skills and or academic vocabulary. 	<ul style="list-style-type: none"> -Communicates learning expectations to students and sets a general purpose of instruction, which may require further clarification. -Makes minor content errors. -Presents instructional content in a generally logical progression and or at a somewhat appropriate level of challenge to advance student learning. -Presents instruction with some opportunities for students to develop literacy skills and or academic vocabulary. 	<ul style="list-style-type: none"> -Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with Common Core State Standards and or other appropriate Connecticut content standards. -Makes no content errors. -Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students. -Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary. 	<ul style="list-style-type: none"> -Students are encouraged to explain how the learning is situated within the broader learning context/curriculum. Invites students to explain the content to their classmates. -Challenges students to extend their learning beyond the lesson expectations and make cross curricular connections. -Provide opportunities for students to independently select literacy strategies that support their learning.

3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

Below Standard <input type="checkbox"/>	Developing <input type="checkbox"/>	Accomplished <input type="checkbox"/>	Exemplary <input type="checkbox"/>
<ul style="list-style-type: none"> -Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information. -Uses resources and/or grouping that do not cognitively engage students or support new learning. -Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners. 	<ul style="list-style-type: none"> -Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry. -Uses resources and/or groupings that minimally engage students cognitively and support new learning. -Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process. 	<ul style="list-style-type: none"> -Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problems-solving strategies. -Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real work, career or global connections. -Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process. 	<ul style="list-style-type: none"> -Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information. -Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning. -Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.

3c: Assessing student learning, providing feedback to students and adjusting instruction.

Below Standard <input type="checkbox"/>	Developing <input type="checkbox"/>	Accomplished <input type="checkbox"/>	Exemplary <input type="checkbox"/>
<ul style="list-style-type: none"> -Does not communicate criteria for success and/or opportunities for students to self-assess are rare. -Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective. -Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate. -Makes no attempts to adjust instruction. 	<ul style="list-style-type: none"> -Communicates general criteria for success and provides limited opportunities for students to self-assess. -Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes. -Provides feedback that partially guides students toward the intended instructional outcomes. -Makes some attempts to adjust instruction that is primarily in response to whole-group performance 	<ul style="list-style-type: none"> -Communicates specific criteria for success and provides multiple opportunities for students to self-assess. -Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes. -Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning. -Adjusts instruction as necessary in response to individual and group performance. 	<ul style="list-style-type: none"> -Integrates student input in generating specific criteria for assignments. -Promotes students independent monitoring and self-assess, helping themselves or their peers to improve their learning. -Encourages peer feedback that is specific and focuses on advancing student learning. -Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work.

Teacher comments (optional)

Observer: _____ Date: _____

Teacher: _____ Date: _____

The teacher's signature indicates that he/she has read this Classroom Observation form and has knowledge of its content. It does not indicate agreement or disagreement. The teacher may add comments in response to the observer's comments. The Classroom Observation Form will provide data for the Teacher's Summative Evaluation. The Classroom Observation Form will be placed in the teacher's personnel file.

Appendix IA: Informal Observation Form

Woodstock Public Schools Informal Observation Form

A minimum of two indicators will be assessed per observation.

Teacher Name:

Observer:

Date:

1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.

Below Standard <input type="checkbox"/>	Developing <input type="checkbox"/>	Accomplished <input type="checkbox"/>	Exemplary <input type="checkbox"/>
<ul style="list-style-type: none"> -Interactions between teacher and students are negative or disrespectful and or the teacher does not promote positive social interactions among students. -Does not establish a learning environment that is respectful of students' cultural, social and or developmental differences and or the teacher does not address disrespectful behavior. -Creates a learning environment that discourages students from taking intellectual risks. -Establishes low expectations for student learning. 	<ul style="list-style-type: none"> -Interactions between teacher and students are generally positive and respectful and or the teacher inconsistently makes attempts to promote positive social interactions among students. -Establishes a learning environment that is inconsistently respectful of students' cultural, social and or developmental differences -Creates a learning environment in which some students are willing to take intellectual risks. -Establishes expectations for learning for some, but not all students, or is inconsistent in communicating high expectations for student learning. 	<ul style="list-style-type: none"> -Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students. -Maintains a learning environment that is consistently respectful of all students' cultural, social and or developmental differences. -Creates a learning environment in which most students are willing to take intellectual risks. -Establishes and consistently reinforces high expectations for learning for all students. 	<ul style="list-style-type: none"> -There is no disrespectful behavior between students and or when necessary, students appropriately correct one another. -Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities. -Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students. -Creates opportunities for students to set high goals and take responsibility for their own learning.

1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

Below Standard <input type="checkbox"/>	Developing <input type="checkbox"/>	Accomplished <input type="checkbox"/>	Exemplary <input type="checkbox"/>
<ul style="list-style-type: none"> -Demonstrates little or no evidence that standards of behavior have been established; and or minimally enforces expectations (rules and consequences) resulting in interference with student learning. -Provides little to no instruction and or opportunities for students to develop social skills and responsible behavior. 	<ul style="list-style-type: none"> -Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning. -Inconsistently teachers, models, and or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions. 	<ul style="list-style-type: none"> -Establishes high standards of behavior, which are consistently reinforced resulting in some interference with student learning. -When necessary, explicitly teaches, models, and or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions. 	<ul style="list-style-type: none"> -Student behavior is completely appropriate. OR -Teacher seamlessly responds to misbehavior without any loss of instructional time. -Students take an active role in maintaining high standards of behaviors. OR -Students are encouraged to independently use proactive strategies and social skills and take responsibility for their actions.

1c: Maximizing instructional time by effectively managing routines and transitions.

Below Standard <input type="checkbox"/>	Developing <input type="checkbox"/>	Accomplished <input type="checkbox"/>	Exemplary <input type="checkbox"/>
<ul style="list-style-type: none"> Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time. 	<ul style="list-style-type: none"> Inconsistently establishes routines and transitions, resulting in some loss of instructional time. 	<ul style="list-style-type: none"> Establishes routines and transitions resulting in maximized instructional time. 	<ul style="list-style-type: none"> Teacher encourages and or provides opportunities for students to independently facilitate routines and transitions.

Indicator 3a: Implementing instruction content for learning.

Below Standard <input type="checkbox"/>	Developing <input type="checkbox"/>	Accomplished <input type="checkbox"/>	Exemplary <input type="checkbox"/>
<ul style="list-style-type: none"> -Does not clearly communicate learning expectations to students. -Makes multiple content errors. -Presents instructional content that 	<ul style="list-style-type: none"> -Communicates learning expectations to students and sets a general purpose of instruction, which may require further clarification. 	<ul style="list-style-type: none"> -Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning 	<ul style="list-style-type: none"> -Students are encouraged to explain how the learning is situated within the broader learning context/curriculum. Invites students to explain the content

<p>lacks a logical progression; and or level of challenge is at an inappropriate level to advance student learning.</p> <p>-Presents instruction with few opportunities for students to develop literacy skills and or academic vocabulary.</p>	<p>-Makes minor content errors.</p> <p>-Presents instructional content in a generally logical progression and or at a somewhat appropriate level of challenge to advance student learning.</p> <p>-Presents instruction with some opportunities for students to develop literacy skills and or academic vocabulary.</p>	<p>is aligned with Common Core State Standards and or other appropriate Connecticut content standards.</p> <p>-Makes no content errors.</p> <p>-Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.</p> <p>-Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.</p>	<p>to their classmates.</p> <p>-Challenges students to extend their learning beyond the lesson expectations and make cross curricular connections.</p> <p>-Provide opportunities for students to independently select literacy strategies that support their learning.</p>
---	---	--	--

3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

Below Standard <input type="checkbox"/>	Developing <input type="checkbox"/>	Accomplished <input type="checkbox"/>	Exemplary <input type="checkbox"/>
<p>-Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.</p> <p>-Uses resources and/or grouping that do not cognitively engage students or support new learning.</p> <p>-Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.</p>	<p>-Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.</p> <p>-Uses resources and/or groupings that minimally engage students cognitively and support new learning.</p> <p>-Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.</p>	<p>-Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problems-solving strategies.</p> <p>-Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real work, career or global connections.</p> <p>-Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.</p>	<p>-Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.</p> <p>-Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.</p> <p>-Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.</p>

3c: Assessing student learning, providing feedback to students and adjusting instruction.

Below Standard <input type="checkbox"/>	Developing <input type="checkbox"/>	Accomplished <input type="checkbox"/>	Exemplary <input type="checkbox"/>
<p>-Does not communicate criteria for success and/or opportunities for students to self-assess are rare.</p> <p>-Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.</p> <p>-Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.</p> <p>-Makes no attempts to adjust instruction.</p>	<p>-Communicates general criteria for success and provides limited opportunities for students to self-assess.</p> <p>-Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.</p> <p>-Provides feedback that partially guides students toward the intended instructional outcomes.</p> <p>-Makes some attempts to adjust instruction that is primarily in response to whole-group performance</p>	<p>-Communicates specific criteria for success and provides multiple opportunities for students to self-assess.</p> <p>-Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.</p> <p>-Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.</p> <p>-Adjusts instruction as necessary in response to individual and group performance.</p>	<p>-Integrates student input in generating specific criteria for assignments.</p> <p>-Promotes students independent monitoring and self-assess, helping themselves or their peers to improve their learning.</p> <p>-Encourages peer feedback that is specific and focuses on advancing student learning.</p> <p>-Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work.</p>

Appendix J: Review of Practice Feedback Form

Review of Practice Feedback Form

Teacher Name: _____ Date Submitted: _____

Name of evaluator: _____

This form must be submitted by the teacher to the evaluator one week prior to the end of the year summative conference. The teacher may also choose to submit this form to the evaluator one week prior to the mid-year conference.

2: Planning for Active Learning	
Evidence	
2a: Planning of instructional content that is aligned with standards	
2b: Planning instruction to cognitively engage students in the content.	
2c: Selecting appropriate assessment strategies to monitor student progress.	

4: Professional Responsibilities and Teacher Leadership	
Evidence	
4a: Engaging in continuous professional learning to impact instruction and student learning.	
4b: Collaborating to develop and sustain a professional learning environment to support student learning	
4c: Working with colleagues, students and families.	

Appendix K: Mid-Year Check-In: Teacher Self-Assessment

Mid-Year Check-in: Teacher Self-Assessment Form

Signature of Teacher: _____ Date of Mid-Year Conference _____

Signature of
Evaluator: _____

Teacher Self-Assessment/Reflection: To be completed by the teacher prior to the Mid-Year Conference with the evaluator.

Describe your progress to date for each goal/SLO.

Describe the professional learning and/or strategies that have contributed to your progress.

Describe any challenges or barriers to achieving your goals/SLOs.

What modified action steps and/or adjustments will you implement to address challenges or continue to make progress towards your goals/SLOs?

Other Comments:

Evaluator: After reviewing the Mid-year Check-in: Teacher Self-Assessment, provide any comments/response(s) that may be appropriate to capture prior to holding the Mid-year conference.

Appendix L: End-of-Year Summative Review: Teacher Self-Assessment

End-of-Year Summative Review: Teacher Self-Assessment

Name of Teacher: _____ Date Submitted: _____

Part I: Teacher Self-Assessment/Reflection

Provide your overall assessment toward your goals/SLOs.

Describe what you have done that produced these results.

Describe what you have learned and how you will use it going forward.

List the professional learning activities you participated in throughout the year.

What professional learning and/or other type of support would help you to continue to make progress into the coming academic year?

Part II: Student Growth Indicators: Provide any evidence specific to each SLO/Goal and indicate your overall progress by rating “Attainment of the Objective.”

Student Growth and Development – SLO #1 and SLO #2 (45%)

Criteria	Did Not Meet	Partially Met	Met	Exceeded
Attainment of Objective	1	2	3	4
Enter Notes				

Whole-School Student Learning Indicators or Student Feedback (5%)

--

Criteria	Did Not Meet	Partially Met	Met	Exceeded
Attainment of Objective	1	2	3	4
Enter Notes				

**Part III: Teacher Practice Indicators
Teacher Practice and Performance (40%)**

--

Criteria	Did Not Meet	Partially Met	Met	Exceeded
Attainment of Objective	1	2	3	4
Enter Notes				

Parent Feedback (10%)

--

Criteria	Did Not Meet	Partially Met	Met	Exceeded
Attainment of Objective	1	2	3	4
Enter Notes				

APPENDIX M: Professional Growth Plan Forms

**Woodstock Public Schools Professional Growth Plan
Tenured Teacher and Non-Tenured Teacher NOT participating in TEAM**

Name of Teacher _____ Tenured
 Non-tenured: Year 1 of 4, Year 2 of 4
 Year 3 of 4, Year 3 of 4
 OR
 Year 1 of 2, Year 2 of 2

School: _____ School Year: _____

Preparation/Data Analysis: The teacher will select an area of essential teaching and learning for the grade level and content area. The teacher will also identify relevant student performance data, analyze that data and produce:

- ✓ Conclusions concerning student performance strengths and weaknesses.
- ✓ Artifacts of student work exemplifying student performance strengths and weaknesses.
- ✓ Ideas about how to modify teaching to bring about improved student learning in the areas targeted in the data analysis.

As a result of your data analysis, identify the area of professional practice you want to target for investigation/improvement:

<i>Inquiry question:</i>			
Action Steps for Professional Learning	Timeline	Resources/professional Development Needed	Artifacts

Desired student outcome(s): As a result of your professional growth what is the anticipated impact on student achievement?

Teacher Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

**Woodstock Public Schools Professional Growth Plan
Non-Tenured Teacher Participating in TEAM**

Name of Teacher _____ Non-tenured: Year 1 of 4, Year 2 of 4
 Year 3 of 4, Year 3 of 4

School: _____ School Year: _____

Indicate the module of the CCT you plan to complete this year in the TEAM program:

- Module One: Classroom Environment, Student engagement and Commitment to Learning.
- Module Two: Planning for Active learning.
- Module Three: Instruction for Active learning.
- Assessment for learning.
- Module Five: Professional Responsibilities and Teacher Leadership.

Teacher Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

Appendix N: Teacher Summative Evaluation Form

Woodstock Public Schools Teacher Summative Evaluation Form

Name of Teacher _____ Date: _____
 Name of Evaluator: _____ Date: _____
 School: _____ School Year: _____
 Subject Area(s)/Grade Level: _____

Step 1: Teacher Practice Indicator Score: Calculate a Teacher Practice Indicators Score by combining the Observation of Teacher Performance and Practice score and the Parent Feedback score. The observation of Teacher Performance and Practice counts for 40% of the total rating and Parent Feedback counts for 10% of the total rating. Multiply these weights by the component scores to get the category points, rounding to a whole number where necessary. The points are then translated to a rating using the accompanying table.

Component	Score (1-4)	Weight	Points (Score X weight)
Observation of Teacher Performance and Practice		40	
Parent Feedback		10	
Total Teacher Practice Indicators Points			

Rating Table

Teacher Practice Indicators Points	Teacher Practice Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Accomplished
175-200	Exemplary

Step 2: Student Related Indicators: Calculate a Student Related Indicators score by combining the Student Growth and Development score and Whole School Student Learning or Student Feedback score. The Student Growth and Development component counts for 45% of the total rating and the Whole School Student Learning or Student Feedback component counts for 5% of the total rating. Multiply these weights by the component scores to get the category points. The points are then translated to a rating using the accompanying table.

Component	Score (1-4)	Weight	Points (Score X weight)
Student Growth and Development (SLOs)		45	
Whole School Student Learning or Student Feedback		5	
Total Student Related Indicators Points			

Rating Table

Student Related Indicators Points	Student Related Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Accomplished
175-200	Exemplary

Use the Summative Matrix to determine the Summative Rating.

Summative Rating Matrix	Teacher Practice Related Indicators Rating				
		Exemplary	Accomplished	Developing	Below Standard
Student Related Indicators Rating	Exemplary	Exemplary	Exemplary	Accomplished	Gather More Data
	Accomplished	Exemplary	Accomplished	Accomplished	Developing
	Developing	Accomplished	Accomplished	Developing	Developing
	Below Standard	Gather More Data	Developing	Developing	Below Standard

Overall Summative Rating for the _____ school year is _____.

Evaluator Signature: _____ Date: _____

Educator Signature: _____ Date: _____

Appendix O: Administrator Evaluation: Goal Setting Form

Administrator Evaluation: Goal Setting Form

The evaluator will review the goals proposed by the administrator and evaluate and comment in the space provided. The evaluator will also summarize the discussion t takes place during the Goal-Setting conference. If any benchmark data is available for discussion during the Goal-Setting conference, that data can be added here. If appropriate, the administrator can adjust her/his goal(s) based on the available data and in discussion with her/his evaluator.

Name of Administrator: _____ Date: _____

Name of Evaluator: _____ Date: _____

Key findings from Student Achievement and Stakeholder Survey data:

Outcome Goals (SLOs)

SLO #1

Rationale/ Strategies /Monitoring Activities for SLO #1

SLO #2

Rationale/ Strategies /Monitoring Activities for SLO #2

SLO #3

Rationale/ Strategies /Monitoring Activities for SLO #3

--

Leadership Practice Goals (Focus Areas + Survey Target):

Focus Area #1:

--

Rationale/Strategies/Monitoring Activities for Focus Area #1:

--

Focus Area #2:

--

Rationale/Strategies/Monitoring Activities for Focus Area #2:

--

Survey Target Goal

--

Rationale/Strategies/Monitoring Activities for Survey Target Goal:

--

Additional Professional Learning and/or Resources needed:

--

Evaluator Comments/ Summary of Goal-Setting Conference:

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

Signature of Evaluator:_____ **Date:**_____

**Appendix P: Administrator Evaluation: Observation / Review Of Practice Evidence
Collection Form**

Administrator Evaluation: Observation / Review of Practice Evidence Collection Form

This observation form is intended for use by evaluators when conducting their observations of administrator practice.

Name of Administrator: _____ Date: _____
Name of Evaluator: _____ Date: _____

Performance Expectations and Elements:

Performance Expectation 1: Vision, Mission and Goals: a. High Expectations for all, b. Shared commitments to implement and sustain the vision, mission, and goals, c. Continuous improvement toward the vision, mission, and goals.

Is this a focus area: Yes No

Notes and Evidence

Performance Expectation 2: Teaching and Learning: a. Strong professional culture, b. Curriculum and Instruction, c. Assessment and accountability.

Is this a focus area: Yes No

Notes and Evidence

Performance Expectation 3: Organizational Systems and Safety: a. Welfare and safety of students, Faculty and Staff, b. Operational systems, c. Fiscal and human resources.

Is this a focus area: Yes No

Notes and Evidence

Performance Expectation 4: Families and stakeholders: a. Collaboration with families and community members, b. community interests and needs, c. Community resources.

Is this a focus area: Yes No

Notes and Evidence

Performance Expectation 5: Ethics and Integrity: a. Ethical and legal standards of the profession, b. personal values and beliefs, c. high standards for self and others.

Is this a focus area: Yes No

Notes and Evidence

Performance Expectation 6: The Education System: a. Professional influence, b. The Educational policy environment, c. Policy engagement.

Is this a focus area: Yes No

Notes and Evidence

Signature of Administrator: _____

Date: _____

Signature of Evaluator: _____

Date: _____

Appendix Q: Administrator: Observation/Review Of Practice Feedback Form

Administrator: Observation/Review of Practice Feedback Form

During the post-observation conference, the evaluator and the administrator have the opportunity to discuss the evidence collected. He evaluator will provide formative ratings for the relevant components and share these with the administrator.

Was the feedback given verbally or in written format?

Verbal feedback

Written feedback

Summarize the feedback that was given verbally or document any feedback provided in writing. BE sure to specify the Performance Expectation(s) and Element(s) for each Expectation as appropriate.

Signature of Administrator: _____

Date: _____

Signature of Evaluator: _____

Date: _____

Appendix R: Administrator Evaluation: End-of-Year Summative Ratings Form

Administrator Evaluation: End-of-Year Summative Ratings Form

This summary rating form is to be completed by the evaluator after the final conference with the administrator. The evaluator will use the preponderance of evidence to assign a rating for each Performance Expectation. The evaluator will also determine progress against the student learning objectives and the stakeholder feedback targets and assign ratings for each.

Practice Rating

Performance Expectations and Elements				
Criteria	Exemplary	Accomplished	Developing	Below Standard
Performance Expectation 1; Vision, Mission and Goals				
Performance Expectation 2: Teaching and Learning				
Performance Expectation 3: Organizational Systems and Safety				
Performance Expectation 4: Families and Stakeholders				
Performance Expectation 5: Ethics and Integrity				
Performance Expectation 6; The Education System				
Add notes or comments as appropriate:				

Leadership Practice Rating

Criteria	Exemplary	Accomplished	Developing	Below Standard
Leadership Practice Rating				

Stakeholder Feedback

Criteria	Substantially Exceeded	Met	Made Substantial progress	Did Not Make Substantial Progress
Target 1				

Stakeholder Feedback Rating

Criteria	Substantially Exceeded	Met	Made Substantial progress	Did Not Make Substantial Progress
Stakeholder Feedback				

Overall Practice Rating

Criteria	Exemplary	Accomplished	Developing	Below Standard
State Assessment Results				
Score				
Add notes or comments as appropriate				

Student Learning Rating

Criteria	Exemplary	Accomplished	Developing	Below Standard
-----------------	------------------	---------------------	-------------------	-----------------------

State Assessment Rating				
Add notes or comments as appropriate				

Student Learning Objectives				
Criteria	Substantially exceeded	Met	Made Substantial Progress	Did Not Make Substantial Progress
SLO 1				
SLO 2				
SLO 3				
Add notes or comments as appropriate				

Student Learning Objectives Rating				
Criteria	Exemplary	Accomplished	Developing	Below Standard
Student Learning Objectives Rating				
Add notes or comments as appropriate				

Overall Student Learning				
Criteria	Exemplary	Accomplished	Developing	Below Standard
Locally-determined Portion				
Add notes or comments as appropriate				

Teacher Effectiveness Rating				
Criteria	Exemplary	Accomplished	Developing	Below Standard
Rating				
Add notes or comments as appropriate				

OVERALL OUTCOMES RATING				
Criteria	Exemplary	Accomplished	Developing	Below Standard
Overall Outcomes Rating				
Add notes or comments as appropriate				

Signature of Administrator: _____ Date: _____

Signature of Evaluator: _____ Date: _____

Appendix S: Administrator Stakeholder (Teacher) Survey

Administrator Stakeholder (Teacher) Survey

Instructions

Thank you for taking this survey. When you answer these questions, think about your experiences at this school.

Please answer honestly. No one at your school will see your answers.

Select one (1) answer for all questions on page one.

1. The principal values teacher feedback.

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly Agree | Agree | Disagree | Strongly Disagree |

2. I feel comfortable going to my principal if I have a problem.

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly Agree | Agree | Disagree | Strongly Disagree |

3. I believe students are getting a high-quality education at this school.

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly Agree | Agree | Disagree | Strongly Disagree |

4. The principal at this school behaves in a professional manner

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly Agree | Agree | Disagree | Strongly Disagree |

5. At this school, there is honest communication on important school issues.

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly Agree | Agree | Disagree | Strongly Disagree |

6. The principal encourages collaboration among teachers to increase student learning.

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly Agree | Agree | Disagree | Strongly Disagree |

7. I feel supported by the principal.

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strongly Agree | Agree | Disagree | Strongly Disagree |

Appendix T: Connecticut Code of Professional Responsibility For Educators

Connecticut Code of Professional Responsibility for Educators

Regulations of Connecticut State Agencies, Section 10-145d-400a

(a) PREAMBLE

The Code of Professional Responsibility for Educators is a set of principles which the education profession expects its members to honor and follow. These principles set forth, on behalf of the education profession and the public it serves, standards to guide conduct and the judicious appraisal of conduct in situations that have professional and ethical implications. The Code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession.

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the educator accepts both the public trust and the responsibilities to practice the profession according to the highest possible degree of ethical conduct and standards. Such responsibilities include the commitment to the students, the profession, the community and the family.

Consistent with applicable law, the Code of Professional Responsibility for Educators shall serve as a basis for decisions on issues pertaining to certification and employment. The Code shall apply to all educators holding, applying or completing preparation for a certificate, authorization or permit or other credential from the State Board of Education. For the purpose of this section, "educator" includes superintendents, administrators, teachers, special services personnel, coaches, substitute teachers and paraprofessionals.

(b) RESPONSIBILITIES TO THE STUDENT:

(1) The professional educator, in full recognition of her or his obligation to the student, shall:

- ❖ Recognize, respect and uphold the dignity and worth of students as individual human beings, and, therefore, deal justly and considerately with students;
- ❖ Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of content area matter;
- ❖ Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;
- ❖ Foster in students the full understanding, application and preservation of democratic principles and processes;
- ❖ Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
- ❖ Assist students in the formulation of worthy, positive goals;
- ❖ Promote the right and freedom of students to learn, explore ideas, develop critical thinking, problem-solving, and necessary learning skills to acquire the knowledge needed to achieve their full potential;
- ❖ Remain steadfast in guaranteeing equal opportunity for quality education for all students;
- ❖ Maintain the confidentiality of information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice;
- ❖ Create an emotionally and physically safe and healthy learning environment for all students; and
- ❖ Apply discipline promptly, impartially, appropriately and with compassion.

(c) Responsibility to the Profession:

(1) The professional educator, in full recognition of her or his obligation to the profession, shall:

- ❖ Conduct herself or himself as a professional realizing that her or his actions reflect directly upon the status and substance of the profession;
- ❖ Uphold the professional educator's right to serve effectively;
- ❖ Uphold the principle of academic freedom;

- ❖ Strive to exercise the highest level of professional judgment;
- ❖ Engage in professional learning to promote and implement research-based best educational practices;
- ❖ Assume responsibility for her or his professional development;
- ❖ Encourage the participation of educators in the process of educational decision-making;
- ❖ Promote the employment of only qualified and fully certificated; authorized or permitted educators;
- ❖ Encourage promising, qualified and competent individuals to enter the profession;
- ❖ Maintain the confidentiality of information concerning colleagues and dispense such information only when prescribed or directed by federal or state law or professional practice;
- ❖ Honor professional contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to the contract;
- ❖ Create a culture that encourages purposeful collaboration and dialogue among all stakeholders;
- ❖ Promote and maintain ongoing communication among all stakeholders; and
- ❖ Provide effective leadership to ensure continuous focus on student achievement.

(d) Responsibility to the Community

- (1) The professional educator, in full recognition of the public trust vested in the profession, shall:
- ❖ BE cognizant of the influence of educators upon the community-at-large; obey local, state and national laws;
 - ❖ Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
 - ❖ Promote the principles and ideals of democratic citizenship; and
 - ❖ Endeavor to secure equal educational opportunities for all students.

(e) Responsibility to the student's family

- (1) The professional educator in full recognition of the public trust vested in the profession, shall:
- ❖ Respect the dignity of each family, its culture, customs, and beliefs;
 - ❖ Promote, respond, and maintain appropriate communications with the family, staff and administration;
 - ❖ Consider the family's concerns and perspectives on issues involving its children; and
 - ❖ Encourage participation of the family in the educational process.

UNPROFESSIONAL CONDUCT*

- (f) The professional educator, in full recognition of her or his obligation to the student, shall not:
- ❖ Abuse her or his position as a professional with students for private advantage;
 - ❖ Discriminate against students;
 - ❖ Sexually or physically harass or abuse students;
 - ❖ Emotionally abuse students; or
 - ❖ Engage in any misconduct which would put students at risk; and
- (g) The professional educator, in full recognition of her or his obligation to the profession, shall not:
- ❖ Obtain a certificate, authorization, permit or other credential issued by the state board of education or obtain employment by misrepresentation, forgery or fraud;
 - ❖ Accept any gratuity, gift or favor that would impair or influence professional decisions or actions;
 - ❖ Misrepresent her or his or another's professional qualifications or competencies;
 - ❖ Sexually, physically or emotionally harass or abuse district employees;
 - ❖ Misuse district funds and/or district property; or
 - ❖ Engage in any misconduct which would impair her or his ability to serve effectively in the profession; and

- (h) The professional educator, in full recognition of the public trust vested in the profession, shall not:
- ❖ Exploit the educational institution for personal gain;
 - ❖ Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust; or
 - ❖ Knowingly misrepresent facts or make false statements.

* Unprofessional conduct is not limited to the descriptors listed above. When in doubt regarding whether a specific course of action constitutes professional or unprofessional conduct please seek advice from your school district or preparation institution.

(i) Code revision

The Code shall be reviewed for potential revision concurrently with the revision of the Regulations Concerning State Educator Certificates, Permits, and Authorizations, by the Connecticut Advisory Councils for Administrator and Teacher Professional Standards. As a part of such reviews, a process shall be established to receive input and comment from all interested parties.

Appendix U: Administrator Professional Growth Plan

**Woodstock Public Schools
Administrator Professional Growth Plan**

Name of Administrator _____

Date: _____

Year 1 of 4, Year 2 of 4 Year 3 of 4, Year 3 of 4 Year 4 of 4, Greater than 4 years

School: _____ School Year: _____

Preparation/Data Analysis: The administrator will select an area of essential teaching and learning for the school or an area from the Leader Evaluation Rubric for concentration. The administrator will also identify relevant student performance data, or data related to an area from the Leader Evaluation rubric analyze that data and produce:

- ✓ Conclusions concerning student performance strengths and weaknesses as an area of focus..
- ✓ Ideas about how to modify or initiate administrative behavior to bring about improved student learning or administrative effectiveness in the areas targeted in the data analysis.

As a result of your data analysis, identify the area of professional practice you want to target for investigation/improvement:

<i>Inquiry question:</i>			
Action Steps for Professional Learning	Timeline	Resources/professional Development Needed	Artifacts

Desired student learning/administrative practice outcome(s): As a result of your professional growth what is the anticipated impact on student achievement and or administrative practice?

Administrator Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____