



ENFIELD PUBLIC SCHOOLS

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Educator Professional Growth & Evaluation Plan

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The following document provides information relative to the policies and procedures associated with the revised educator evaluation program for the Enfield Public Schools. Procedures have been designed through the collective efforts of the Enfield Educator Evaluation Committee, which included educators, related service professionals, union representation, building administrators and central office curriculum staff. The committee was charged with developing a professional growth *Educator Performance, Practice, and Professional Growth Standards* for Enfield educators.

ACKNOWLEDGEMENTS

Special thanks and recognition to the Enfield Public School's Educator Evaluation Committee convened initially in April of 2013 to develop the *EPS Educator Professional Growth and Evaluation Standards* and policy manual.

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Introduction

Vision and Purpose of Educator Evaluation

The Enfield Public Schools Professional Growth and Evaluation Standards is a comprehensive approach that will ensure the attainment of the vision, mission, and goals of our unique learning community. We recognize that in order for our students to experience a high level of academic, emotional, and social growth, we need effective teachers in every classroom delivering the highest quality of instruction at all times.

Our most valuable asset is our staff. Every opportunity we offer to our students is connected to the faculty and staff that are working in each of our schools throughout the entire school year. For this reason, we strongly believe in the need for our new evaluation model. It will serve as the catalyst through which our teachers will grow professionally, meet the needs of their students, and develop an even greater appreciation for the impact they will have on students in the Enfield Public Schools.

In order for us to move forward, it is necessary that we set clear expectations for all teachers. To do so, we have identified four domains that we believe must be continuously demonstrated to successfully meet the needs of our diverse learning community:

<i>Domain I</i>	<i>Professional Responsibilities</i>
<i>Domain II</i>	<i>Learning Environment</i>
<i>Domain III</i>	<i>Planning and Preparation</i>
<i>Domain IV</i>	<i>Instruction</i>

These domains are aligned with the Connecticut Common Core of Teaching, and reflect the most current research in the realms of teacher evaluation and professional growth.

Through the implementation of our new evaluation system, we will create opportunities for teachers and administrators to work collaboratively to improve the quality of teaching and learning in the Enfield Public Schools. A means of accomplishing this is through the expectation we have set for open and continuous dialogue that will include specific feedback as it relates to pedagogy and innovative instructional practices. For the vast majority, this means greater, more regular, and often spontaneous feedback that lets teachers know their work is important and their contribution to our overall mission is meaningful. We also have developed a model that incorporates self-evaluation as a means of recognizing the strengths and opportunities for growth that exist in our professional practices.

In addition to the collaboration, feedback, and self-evaluation, the professional growth of our staff plays an integral part in the development of our teachers. Teachers will be engaged in professional development opportunities that will refine their practice and instill a sense of pride in their work. Schools are learning communities for both our students and our teachers. We are very confident that this new model for teacher evaluation will grow our profession and improve the quality of instruction in the Enfield Public Schools.

Connections to District Vision, Mission, and Goals

Enfield Public Schools Mission Statement

We believe public education is an essential component of a free and democratic society. In a partnership of family, school, community, and local and state government, our mission is to enable all students to meet high standards, make productive choices in their personal lives, contribute to a diverse global society and act as responsible citizens. To accomplish this, we must seek the necessary resources to:

1. Provide a safe, nurturing and academically challenging learning environment.
2. Provide students and staff with opportunities to reach their full potential.
3. Prepare students to become productive, lifelong learners.
4. Instill in our students a curiosity and love for learning which embraces the arts and the world around them.
5. Prepare students to become self-reliant, honest, respectful and responsible members of a diverse and global society.
6. Improve student learning by holding staff accountable for providing the most effective learning environment and using the most effective teaching strategies.

Learning Principles

The Enfield learning principles reflect our district's beliefs and values and describe the non-negotiable conditions required in every learning environment that are a guaranteed right for every student. These conditions constitute effective teaching and learning and serve as guiding principles in which staff and students are held accountable. Students learn best when educators provide opportunities for them to:

- Contribute to the creation of a positive, safe, and supportive learning environment that personalizes learning, celebrates growth, and fosters risk taking, collaboration, discourse, and questioning;
- Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting, and applying meaningful and timely feedback;
- Have choices, engage in exploration and practice, and demonstrate perseverance;
- Engage in authentic, real-world, and relevant tasks that challenge them to demonstrate their understanding in varied and meaningful ways;
- Build upon prior knowledge, make connections, and transfer learning to new situations; and,
- Understand clearly defined learning objectives that represent big ideas and that educators model and structure to foster independence.

Overview of Educator Evaluation Process

Enfield Public Schools Educator Professional Growth Standards

The *EPS Educator Professional Growth Standards* defines a common understanding of effective instructional practices across four Domains: Professional Responsibilities, Learning Environment, Planning and Preparation and Instruction. Within each domain are specific indicators that break down expected practices across four levels of performance and practice:

1. Level 1 Below Standard Practice
2. Level 2 Developing Practice
3. Level 3 Effective Practice
4. Level 4 Exemplary Practice

The *Educator Performance, Practice, and Professional Growth Standards* is the core document within the evaluation system and is used to help provide the context through which an educator's performance can be directly measured. The indicators of teaching practice outlined through the *EPS Educator Professional Growth Standards* have been developed by Enfield educators and represent the values and beliefs about teaching and learning of the educational community. Evaluation of educator performance will be measured through evidence collected relative to the performances identified in the *EPS Educator Professional Growth Standards* and educator growth across performance levels will be supported and ultimately expected in each given school year (see Figure 1. below). Parent feedback will also be collected on educator performance and will, in combination with educator performance ratings, constitute 50% of an educator's overall performance rating. This 50% [40% + 10%] is an educator's "**Practice Rating.**"

Measurement of the outcomes for students is defined as an "**Outcome Rating**" and will be measured based on results associated with student achievement on a combination of state and local assessments and student feedback [Whole School Indicators (WSI)]. These two categories of performance evaluation will constitute the remaining 50% (45% + 5%) of an educators' overall rating. Processes and information relative to measurement of performance in these four main categories of performance evaluation have been outlined in the sections that follow.

Figure 1. Categories of Performance Evaluation

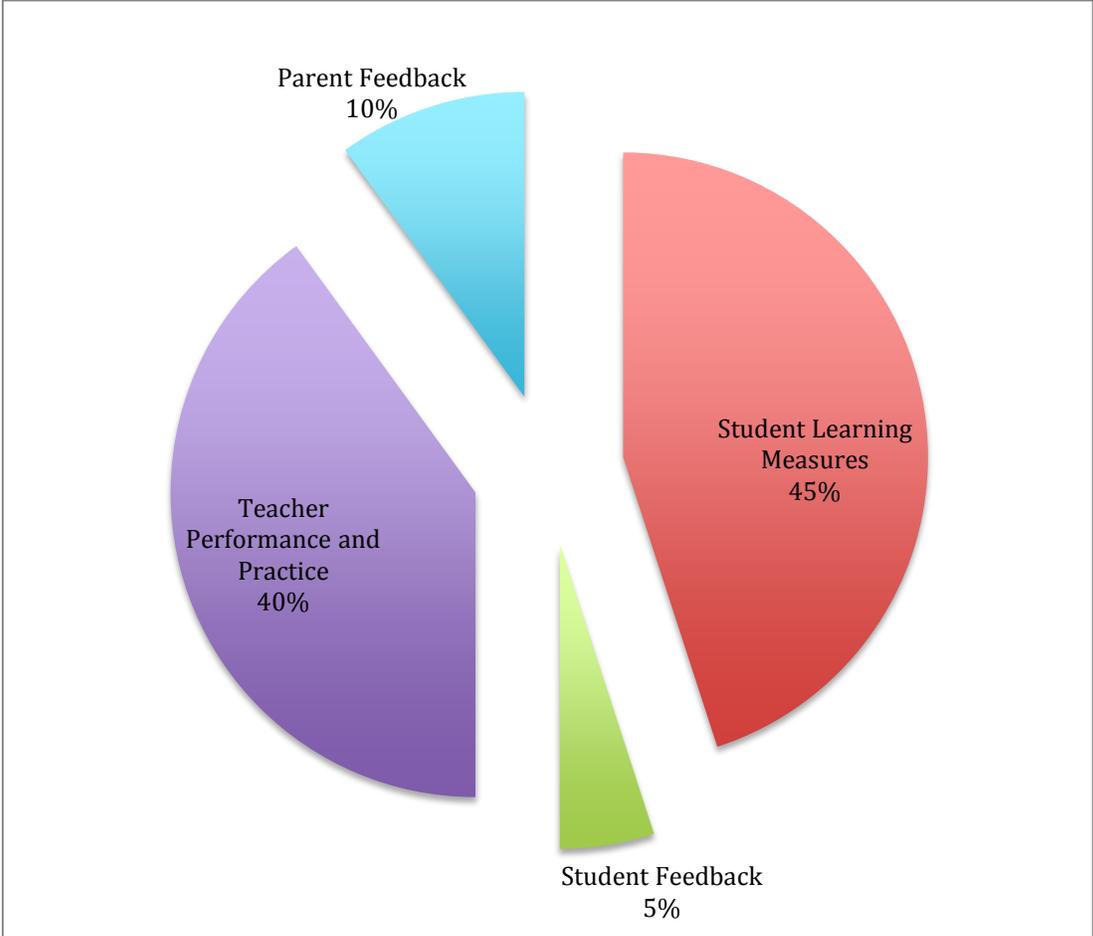


Figure 2.

Educator Evaluation Plan Snapshot



Components of Evaluation

Category 1 - Educator Practice 40%

Procedures for Observational Practice:

Forty percent (40%) of an educator's evaluation shall be based on observation and evidence collection related to educator practice and performance as articulated in the *Educator Professional Growth and Evaluation Standards*. The *Educator Professional Growth and Evaluation Standards* is a living document. It will be used as the collection form for observable practice and feedback. Educators are constantly striving to increase student performance by improving their craft. Educator observations conducted by a skilled evaluator can help direct an educator toward this goal.

Observations will evidence the quality of educator practice. It is the expectation that formal and informal observations throughout the course of the year will accurately display an educator's performance in multiple, but not all, domains along the *Educator Performance, Practice, and Professional Growth Standards*. Progress in all domains will be demonstrated by additional evidence accumulated by both the educator and the evaluator. A supervisor, based on various data collection approaches in multiple settings, will make assertions about educator performance in this category. Furthermore, the evidence collection approaches are differentiated based on an educator's years of experience and by levels of previous performance. Observations are defined as follows:

- **Formal Classroom Observation:** No less than 30 minutes. Formal observations can be announced or unannounced; announced formal observations require pre and post conferences. Unannounced formal observations require a post conference. Post-conference must be held in a timely manner.
- **Reviews of Practice** may include, but are not limited to, participation in data team meetings, mentoring colleagues, review of student work, lesson plan review, or other teaching artifacts.
- **Informal Observation:** A visit of no fewer than 10 minutes with verbal or written feedback given in a timely manner. Informal observations require no pre-conference; however, at least one of the informal observations must include a post-conference. Informal observations will be unannounced.

Feedback will include the educator's areas of strength, suggestions for growth, and additional supports if needed (including but not limited to professional development, peer coaching, etc.).

If a tenured teacher has received a total average rating below the level of Effective Practice on the Formal Observation, the teacher may request a second Formal Observation by the same evaluator. This request should be made within 5 working days of the Post Observation Conference. If the request is granted, the second observation will be held at a mutually agreed upon time. The average of the scores of both Formal Observations shall serve as that teacher's rating. The request may be generated for any of the following circumstances:

1. Areas of performance discussed during the Post Observation conference could provide information to improve the classroom performance rating to a level of Effective Practice.
2. Agreement between the Primary Evaluator and the teacher cannot be reached as to the practices observed during the lesson, for any reason.
3. Procedures or protocols have not been followed, which resulted in a lesson that did not meet the criteria for a rating of Effective Practice.

Conferences

The annual evaluation process between an educator and evaluator is anchored in a minimum of three collaborative performance conversations that occur at the beginning, middle and end of the school year.

- The evaluator and educator must complete at least one beginning-of-year Goal-Setting Conference at which they set and mutually agree on the educator's goals and objectives for the year.
- The evaluator and educator must complete at least one mid-year conference at which they review progress on the educator's goals and objectives to date. The mid-year conference is an important point in the year for addressing concerns, reviewing results, and adjusting goals and objectives as needed. Evaluators can deliver mid-year formative information on categories of the evaluation *Educator Performance, Practice, and Professional Growth Standards* for which evidence has been gathered and analyzed. If needed, educators and evaluators can mutually agree to revise goals and/or objectives.
- It is expected that the end-of-year conference will occur by April 30 for non-tenured staff and any staff member on an assistance plan, and by June 15 for all tenured staff. During the end-of-year-conference, the educator will present his or her self-assessment and related documentation for discussion, and the evaluator will present his or her evaluation of the educator's performance. These conversations are collaborative and require reflection and preparation by both the evaluator and the educator in order to be productive and meaningful.

Educator Responsibilities:

- For formal observations, pre-observation conferences can be conducted through a face-to-face meeting or electronic communication; both parties reserve the right to request a face-to-face pre-conference.
- At the post observation conference prepared to discuss your personal reflections on the lesson outcomes through the lens of the *EPS Educator Professional Growth Standards*, and
- Be prepared to discuss your personal reflections on lesson and provide evidence of student work, such as grades.

Administrator Responsibilities:

- For observations, fill out educator name, time, setting, and date of observation, and indicate formal or informal observation;
- For each indicator, collect evidence, and if not observed, state "not observed" or "not applicable;"
- Record evidence on observation forms in Appendix B;

- Use evidence to determine areas of strength and areas for growth. Write a capture statement for each area on the observation feedback portion of the *Educator Performance, Practice, and Professional Growth Standards*;
- For formal observations, schedule a time to meet with the educator to be held in a timely manner;
- Provide written feedback within a timely manner via the observation forms in Appendix B
- During the post-conference, the educator and the evaluator will discuss the Educator Performance, Practice and Professional Growth Standards rating in relation to each indicator.

Ensuring Fairness and Accuracy: Evaluator Calibration Training and Monitoring

All evaluators will be required to complete extensive training on the evaluation model. The district will provide all evaluators of teachers with training focused on the teacher evaluation systems including at least, but not limited to, training on conducting effective observations and providing high quality feedback. In addition, the district will provide ongoing training and monitor implementation through their Administrative Council meetings and summer retreats. ReVision Learning Partnership, LLC, will facilitate these multi-session training sessions. They will begin with a workshop designed to familiarize administrators with the *Enfield Public Schools Educator Performance, Practice, and Professional Growth Standards* and to identify evidence aligned with each Domain. Training sessions two and three are devoted to identifying administrator growth needs in the area of supervision, evaluation, and coaching teachers. Sessions four and five are focused on calibration, where district administrators engage in activities to view instruction, dissect the observed teacher behaviors, and align them to the district framework. Through reviews of evidence collected on sample lessons, an understanding of the proficiency and inter-rater agreement that currently exists among administrators is established and targeted growth needs are recommended. In sessions six and seven, administrators will refine the coaching approaches they take with teachers to ensure improved instruction.

Throughout the school year, evaluators will regularly revisit observations to ensure proficiency, inter-rater reliability, and coherence from school to school within the district. On a yearly basis, the district will audit the teacher evaluation summative ratings.

Table 1: Observation Schedule and Timeline

Teacher	Description	Formal	Informal
Years 1 and 2 teachers and any teacher in year 3 or 4 who has previously received a rating of Developing Practice (2) or Below Standard Practice (1)	All teachers in years one or two of service who have not attained tenure in Enfield or any CT District and all teachers in years 3 and 4 who have received a rating of 1 or 2	<p>No fewer than one (1) announced formal observation by November 15 with written and/or verbal feedback</p> <p>No fewer than two (2) additional formal observations by April 15, one of which will be announced and one of which will be unannounced with written and/or verbal feedback</p> <p>**</p>	No fewer than one (1) unscheduled informal observation by January 15
Years 3 and 4 teachers with a previous rating of Exemplary Practice (4) or Effective Practice (3)	All teachers currently in years three and four in Enfield, and teachers who have transferred into Enfield after attaining tenure in another CT public school district	<p>No fewer than one formal announced observation by November 15 with written and/or verbal feedback</p> <p>**</p>	No fewer than two (2) additional unscheduled informal observations by April 15
Tenured Staff with a previous rating of Exemplary (4) or Effective Practice (3)	All teachers who have attained tenure and received a rating of Exemplary or Proficient Practice in the previous school year.	<p>One formal observation every 3 years by Jan. 15 which will be announced and will include a post conference meeting. *</p> <p>**</p>	<p>Informal observations at the discretion of the administrator during the year of your formal observation</p> <p>3 informal observations in non-formal observation years with at least one post conference</p>
Tenured staff with a previous rating of Developing Practice (2) or Below Standard Practice (1)	Tenured staff with a previous rating of Developing Practice (2) or Below Standard Practice (1)	Based on Assistance Plan	Based on Assistance Plan

***It is the sole discretion of the primary evaluator to assign the evaluation cycle year for each teacher.**

**** Option: A videotape submission of a 30-minute lesson, if mutually agreed upon by teacher and evaluator, may be used in place of the announced formal observation.**

Self-Evaluation:

Enfield Public Schools believes that self-evaluation is designed to allow all teachers to examine their performance, pedagogic beliefs, and teaching practices in relation to performance expectations described in the domains and indicators on the *Educator Professional Growth and Evaluation Plan*. Regular and purposeful self-evaluation is critical to increasing teacher effectiveness and student achievement. Self-evaluation allows teachers to share their perspective on their professional and instructional practices. Self-evaluation lays substantial groundwork for goal setting, the focus of the annual evaluation, and professional learning plans.

At the beginning of the year, teachers will reflect on their student population, the needs of individual students, and how they will plan to accommodate these needs. They will also reflect upon how changes in their content area may affect planning, what their goals are for the year, and the resources they may need to accomplish these goals (see Form F in Appendix B).

Mid-year, teachers will reflect upon their student learning outcomes to date. They should review announced and unannounced observation forms as well as any on-going documentation relating to their students.

At the end of the year, teachers will reflect upon the completion of their goals, contributions to the learning community, and effectiveness of their teaching.

Phases/Timelines of the Process

The educator growth and evaluation process will begin the 2013-2014 school year. Table 2 (below) represents an outline of the overall process:

Table 2: Overview of the Evaluation Process

Action	Person	Document	Timeline
Collaborative goal meeting /beginning-of-the-year conference	Supervisor/Teacher	EPS Form F	By October 15
Mid-year conference/ review of practice/self-reflection	Supervisor/Teacher	EPS Form F mid-year question, EPS Evaluator Observation Form, and artifactual evidence	By February 15
Collaborative goal meeting/end-of-the-year conference/review of practice	Supervisor/Teacher	EPS Form F end-of-year question, EPS Evaluator Observation, and artifactual evidence	No later than April 30 for non-tenured staff and June 15 for tenured staff.

Artifactual Evidence Collection

Artifactual evidence is an essential component to the evaluation process. It allows for educators to showcase their strengths and successes in a variety of areas. Integrating multiple measures and authentic examples into the evaluation process will allow for maximum self-evaluation and educator growth. Educators are responsible for including evidence to support their individual SLO and professional practice. Evidence will vary depending on content area, grade, and educator.

Recommendations:

- The evidence collection should be an on-going process – continue to add to it throughout the year;
- Remove any identifying information from student work samples, and

The following is a list of suggested artifactual evidence. Keep in mind that some items may be applicable to more than one domain, and some items may be more appropriate for one grade level or subject than another. Examples include, but are not limited to the following:

Required:

1. Self-evaluation documents
2. Student Learning Objective (SLO) assessment data (benchmarks, standardized, summative, formative, rubrics)

Suggested:

3. Classroom design/seating arrangements
4. Copy of syllabus/classroom expectations or classroom contract
5. Examples of positive learning environment in action (procedures, photos, videos)
6. Photographs of displays used for instruction (bulletin boards, posters)
7. Examples of parent communication (newsletters, parent communication logs)
8. Strategies for instruction
 - Plan book (lesson plans, unit plans, mini-lessons)
 - Grade book (Teacher Access Center or hardcopy grading books)
 - Common Planning Time, Interdisciplinary Teams, or Department Meeting minutes/notes
 - Differentiated instruction (intervention logs, intervention data, student groupings)
 - Projects/Activities
 - Re-teaching/reinforcement opportunities
 - Enrichment activities
 - Workshop model/centers/stations
 - Student Performance data in graph format
 - Examples of performance tasks
 - Exit slips
 - Student work samples with copies of teacher feedback
 - Anecdotal notes on student progress, school improvement, or professional growth
 - Contributions to school community
 - Attendance at school and student functions
 - Collaboration/Co-planning/Co-teaching
 - Interaction with students' families/community during and outside of school
 - Participation in school activities/clubs/committees
 - Participation in Professional Development opportunities (internal and external)

- Examples of peer feedback
- Participation in intervention/referral process (SAT, PPT, 504)
- Video clips
- Educator websites/blog
- Action Research
- Online sites/programs

Requirements:

Select one to two pieces of evidence per domain (Professional Responsibilities, Learning Environment, Planning and Preparation and Instruction) to support your individual growth.

The evidence should be clearly organized to indicate which of the 4 domains the artifact represents. This may be done in a digital or hard copy format. This information must be discussed at the mid-year and shared at the end-of-year conference.

Categories 2 and 3: Whole School Learning Indicators

Surveys provide valuable feedback from key stakeholders in the school community. The results provide important information regarding the overall learning experience.

5% of an educator’s evaluation will be based on student feedback.

10% of an educator’s evaluation will be based on parent feedback

Requirements:

- Surveys must be fair, reliable, valid, and useful;
- Student surveys are created and administered in an age-appropriate manner;
- Surveys will be administered electronically;
- Surveys must be aligned with the CCT and CT Framework for Teaching;
- Survey results are confidential;
- Responses must be anonymous, and
- Results align with and influence Student Learning Objective (SLO).

Protocols/Procedures:

- All surveys will be administered electronically and made available as a hard copy;
- For the secondary level, it is recommended that the survey be e-blasted to parents during this time period. Multiple reminders may be required to ensure a higher response rate;
- All student surveys must be administered during the school day;
- The Primary Student Feedback survey should be read to students to ensure understanding, and
- Allow adequate time for surveys to be completed.

Table 3: Annual Survey Administration Timeline

Survey	Annual Administration Schedule
Student (Primary, Intermediate, and Secondary)	Mid-March to mid-April
Parent survey	March conferences or e-blast to parents

Category 2 - Parent Feedback 10%

Ten percent (10%) of an educator's evaluation shall be based on parent feedback. Each year, data from the previous year's spring survey will be analyzed to support the establishment of school-wide goals to support improved practice in the current year.

Feedback from parents will be used to help determine the remaining 10% of the teacher performance and practice category.

The process for determining the parent feedback rating includes the following steps:

1. The school conducts a whole-school parent survey (meaning data is aggregated at the school level);
2. Administrators and teachers determine school-level parent goal(s) based on the survey feedback;
3. The teacher writes an *action plan* to support one of the school-wide parent engagement goals;
4. Evaluator and teacher agree on the teacher's action plan that will support school-wide parent engagement goals; and
5. The evaluator determines a teacher's summative rating on the 10% based on the extent to which the teacher carried out his or her action plan.

The following scale (see Table 4 below) will be used to determine the summative rating:

Table 4: Parent Feedback

Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Level 4	Level 3	Level 2	Level 1
Exceeded the steps articulated in the action plan	Carried out all steps in the action plan	Carried out some steps in the action plan	Did not carry out action plan

Parent surveys will be anonymous. Parents may take the survey in the school building or at home during a specified time frame. A building designee or designees will be responsible for collecting and analyzing the results of the survey no later than two weeks after the administration. Within one month from the administration of the survey, the building principal will disseminate the information to the entire faculty. Each year a building level focus group comprised of faculty, students and parents will review and refine the surveys (see Appendix B) for the Parent Survey document).

Category 3 - Student Feedback (5%)

Five percent (5%) of an educator’s evaluation shall be based on student feedback that will be collected utilizing district-generated surveys. Data will be used to support this process during year one, and each year new data will be collected and analyzed to support the establishment of school-wide goals to promote improved practice. The district will utilize various delivery models to ensure higher rates of return, fairness and reliability relative to student surveys.

The process for determining the student feedback rating includes the following steps:

1. The school conducts a whole-school student survey (meaning data is aggregated at the school level);
2. Administrators and teachers determine school-level student goal(s) based on the survey feedback;
3. The teacher writes an *action plan* to support one of the school-wide student engagement goals;
4. Evaluator and teacher agree on the teacher’s action plan that will support school-wide student engagement goals; and
5. The evaluator determines a teacher’s summative rating on the 10% based on the extent to which the teacher carried out his or her action plan.

The following scale (see Table 4 below) will be used to determine the summative rating:

Table 5: Student Feedback

Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Level 4	Level 3	Level 2	Level 1
Exceeded the steps articulated in the action plan	Carried out all steps in the action plan	Carried out some steps in the action plan	Did not carry out action plan

Category 4 - Student Learning 45%

Forty-five (45%) of an educator’s evaluation shall be based on attainment of goals for student growth, using multiple indicators of academic growth and development to measure those goals. Each teacher will create through mutual agreement with their primary evaluator one SLO and create multiple IAGDs to measure growth over time.

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 multiple 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 procedure.

For the 2014-15 academic year, the required use of state test data is suspended, pending federal approval, pursuant to PEAC's flexibility recommendation on January 29, 2014 and the State Board of Education's action on February 6, 2014.

For the other half (22.5%) of the indicators of academic growth and development, there must be a minimum of one non-standardized indicator. In an addition, there may be a maximum of one additional standardized indicator, if there is mutual agreement.

SLO Goal

The process for assessing student growth using multiple indicators of academic growth and development for educator evaluation will be developed through mutual agreement by each educator and their evaluator at the beginning of the year. Examples of indicators that may be used to produce evidence of academic growth and development include but are not limited to:

- Standardized Indicators
 - Standardized assessments are characterized by the following attributes:
 - Administered and scored in a consistent – or “standard” – manner;
 - Aligned to a set of academic or performance “standards;”
 - Broadly administered (e.g. nation- or statewide);
 - Commercially produced;
 - Often administered only once a year.
 - Standardized assessments include, but are not limited to:
 - AP exams;
 - SAT-9;
 - DRA2 (administered more than once a year);
 - DIBELS (administered more than once a year);
 - Trade certification exams;
 - Standardized vocational ED exams;
 - Curriculum-based assessments taken from banks of state-wide or assessment consortium assessment item banks;
 - Gates-McGinnitie;
 - Preschool Assessment Framework;
 - Presidential Fitness Assessment
 - Brigance Screen
- Non-standardized Indicators
 - Non-standardized indicators include, but are not limited to:
 - Performances rated against a rubric (such as: music performance, dance performance);
 - Performance assessments or tasks rated against a rubric (such as: constructed projects, student oral work, and other written work);
 - Portfolios of student work rated against a rubric;
 - Curriculum-based assessments, including those constructed by an educator or team of educators;

- Periodic assessments that document student growth over time (such as: formative assessments, diagnostic assessments, district benchmark assessments);
- Other indicators (such as: educator-developed tests, student written work, constructed project).

When selecting indicators used to gauge attainment of goal:

- Educators and their evaluators shall agree on a balance in the weighting of standardized and non-standardized indicators as previously described.
- The completed SLO with associated indicators must meet three criteria:
 1. deeply relevant to the educator's assignment and address a significant portion of his/ her students;
 2. include specific, measurable evidence, be attainable but ambitious; and
 3. represent a year's worth of growth (or semester's worth as appropriate).
 Indicators can address subgroups as appropriate.
- Educators are encouraged to collaborate on their SLO with grade level or subject partners. The SLO can also be the same for a group of educators, but quantitative targets can be different based on the specific students assigned to the educator.

Within the process, the following are descriptions of selecting indicators of academic growth and development:

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

The Process For Assessing Student Growth (3 phases)

Phase 1: Beginning of Year Goal Setting Conference (occur by October 15)

Each educator, through mutual agreement with his/her evaluator, will select at least 1 but no more than 3 goals for student growth, the exact number based on a consideration of a reasonable number of goals/objectives taking into account teaching responsibilities and educator experience. Where appropriate, educators in years 1 or 2 may use their TEAM goals to develop their SLO and IAGDs. Time will be allotted before the meeting to preview student data to inform educator goals. For each goal, each educator, through mutual agreement with his/her evaluator, will select Indicators of Academic Growth and Development (IAGD, and evidence of the IAGD based on the range of criteria used by the district). Irrespective of the number of SLOs, you must have a minimum of 2 IAGDs. Examples of SLOs and IAGDs can be seen in Table 6 below.

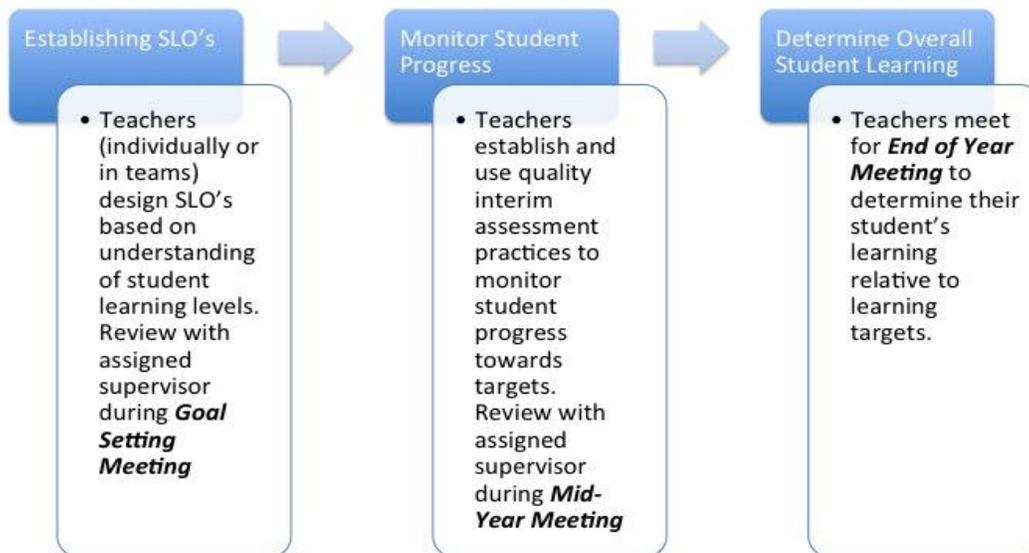
Each goal will:

- Take into account the academic track record and overall needs and strengths of the students, using baseline data when available;
- Address the most important purposes of an educator's assignment through self-evaluation;
- Be aligned with school, district, and state student achievement objectives;
- Include a set of articulated action steps to meet each SLO. Action steps should reflect each domain within the *EPS Educator Professional Growth Standards*, as well as the Whole School Indicator (WSI) survey data.

Table 6: Example SLO and IAGDs

Educator Assignment	Student Learning Objective (SLO)	Indicators of Academic Growth and Development (IAGD)
Eighth Grade Science	My students will master critical thinking concepts of science inquiry.	<ol style="list-style-type: none">1. 78% of my students will attain at least a 4 on the CMT section concerning science inquiry.2. My students will design an experiment that incorporates the key principles of science inquiry. 90% will score a 3 or 4 on a scoring rubric focused on the key elements of science inquiry.
High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.	<ol style="list-style-type: none">1. 85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts educators in our district.
Fourth Grade	My 22 students will demonstrate improvement in or mastery of Reading comprehension skills by June 2013.	<ol style="list-style-type: none">6. 77% of my students assessed on the CMT will maintain proficiency, goal or advanced performance, or will gain a proficiency band on 4th grade CMT Reading in March 2013.7. 23% of my student assessed on the MAS for Reading CMT will achieve the proficient or goal level on 4th grade CMT Reading MAS in March 2013.

Figure 2: Overview of SLO Goal Setting



Phase 2: Mid-Year Conference (by February 15)

Evaluators and educators will review practice and progress toward the goals/objectives at least once during the school year, which is to be considered the midpoint of the school year, using available information, such as agreed-upon indicators. Both the educator and the evaluator will provide some evidence at the mid-year conference.

- Examples of educators' evidence could be student work, samples of rubrics, plans, assessment questions, pre- and post-assessment data (See Appendix B).
- Examples of evaluator evidence can include observation notes/forms.

This review may result in revisions to the strategies or the approach being used and/or educators and evaluators may mutually agree on mid-year adjustment of student learning goals to accommodate changes (e.g., student populations, assignment).

Phase 3: End-of-Year Summative Review Conference (April 30 for non-tenured teachers, June 15 for tenured teachers). Review of practice: assessment of goals and needs for the future.

The educator shall collect evidence of student progress toward meeting the student learning goals/objectives. This evidence will be produced by using the multiple indicators selected to align with each student learning goal/objective. The evidence will be submitted to the evaluator, and the educator and evaluator will discuss the extent to which the students met the learning goals/objectives. Evidence for the end-of-year conference includes the following:

- EPS Form E end-of-year question
- *EPS Educator Professional Growth Standards Self-Evaluation Form* (see Appendix B)
- student assessment data (SLO)
- evidence from educator and evaluator
- proposed needs for the following year (material support, building support, professional development.)

Following the conference, the evaluator will rate the extent of student progress toward meeting the student learning goals/objectives, based on criteria for 4 levels of performance. If state test data may have a significant impact on a final rating, a final rating may be revised before September 15 when state test data are available.

Reflective questions for goal setting and assessing goal attainment:

- What information will I use to gauge my progress towards my goals?
- What does acceptable progress look like?
- What will I have and review at the mid-year mark?
- Are there any professional development opportunities that might be especially appropriate for my professional growth needs in this academic year?
- What in-building support (material, time, or coaching) do I need to achieve progress?

Table 7. SLO/IAGD Goal Attainment

Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Level 4 Exceeded SLO/IAGD	Level 3 Met SLO/IAGD	Level 2 Partially Met SLO/IAGD	Level 1 Did Not Meet SLO/IAGD
90-100% or most students met or substantially exceeded the target(s).	70-89% of the students met the target(s) within a few points on either side of the target.	50-69% of students met the target, but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress was made toward the goal.	49% or fewer students met the target, but a substantial percentage did not. Little progress toward the goal was made.

D. Aggregate and Summative Scoring

An educator's summative rating will include a combination of the performance ratings associated with the four categories of the evaluation model. Evidence relative to an **educator's performance and practice** will be combined with scores related to an educator's efforts associated with **parent feedback** goals to determine an overall **Practice Rating**. This will be combined with performance relative to **student learning measures** designed at the beginning of the year through SLOs which will be combined with student scores related to an educator's efforts associated with **student feedback** goals to determine an overall **Outcomes Rating**.

Determining Summative Rating

Step 1: Calculate educator performance level score on the *Educator Performance, Practice, and Professional Growth Standards*.

Table 8. Educator Performance, Practice, and Professional Growth Standards Scoring

Domain	Score	Weighting	Points (Score x Weight)
1. Professional Responsibilities		25%	
2. Learning Environment Planning		25%	
3. Planning & Preparation		25%	
4. Instruction		25%	
Total Score			

Table 9. Educator Performance, Practice, and Professional Growth Standards Scoring EXAMPLE

Domain	Score	Weighting	Score x Weight %
1. Professional Responsibilities	2.8	25%	.7
2. Learning Environment	2.9	25%	.73
3. Planning & Preparation	3.1	25%	.78
4. Instruction	2.2	25%	.55
Total Score			2.76 (Developing Practice)

Step 2: Determine final Practice Rating

Table 10: Calculating the Practice Rating

Components	Score	Weighting	Points (Score x Weight)
Educator Performance, Practice and Professional Growth Standards Score		40	
Parent Feedback		10	
Total Score			

Table 11: Calculating the Practice Rating EXAMPLE

Components	Score	Weighting	Points (Score x Weight)
Educator Performance, Practice and Professional Growth Standards Score	2.8	40	112
Parent Feedback	2.5	10	25
Total Score			137 (Level 3 Proficient)

Step 3: Determine the Performance Level for the Practice Rating by using the rating table below.

Table 12: Practice Rating Table

Point Range	Performance Level Rating
175-200	Level 4
127-174	Level 3
81-126	Level 2
50-80	Level 1
Final Educator Performance and Practice	

Step 4: Determine the final Outcomes Rating.

Table 13: Calculating the Outcomes Rating

Component	Score	Weighting	Points (Score x Weight)
Student growth and development (SLO)		45	
Student Feedback		5	
Total Score			

Table 14: Calculating the Outcomes Rating EXAMPLE

Component	Score	Weighting	Points (Score x Weight)
Student growth and development (SLO)	2.7	45	121.5
Student Feedback	3.0	5	15
Total Score			136.5 (Level 3 Proficient)

Step 5: Determine the Performance Level for the Outcomes Rating by using the rating table below.

Table 15: Outcomes Rating Table

Point Range	Performance Level Rating
175-200	Level 4
127-174	Level 3
81-126	Level 2
50-80	Level 1
Final Educator Performance and Practice	

Step 6: Using the *Summative Performance Rating Matrix (Table 16)* below, determine the final performance rating for an educator based on his or her combined scores. To use the table, identify the educator’s 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. Note the Matrix uses the state reporting language, which corresponds to the EPS Professional Growth Standards as follows:

State Reporting Language	EPS Language
Exemplary	Exemplary Practice
Proficient	Effective Practice
Developing	Developing Practice
Below Standard	Below Standard Practice

Table 16: Summative Performance Rating Matrix					
		Practice Rating			
		Exemplary (175-200 points)	Effective (127-174 points)	Developing (81-126 points)	Below Standard (50-80 points)
Outcomes Rating	Exemplary (175-200 points)	Exemplary (175-200 points)	Exemplary (175-200 points)	Effective (127-174 points)	Gather Further Information
	Effective (127-174 points)	Exemplary (175-200 points)	Effective (127-174 points)	Developing (127-174 points)	Below Standard (50-80 points)
	Developing (81-126 points)	Effective (127-174 points)	Developing (81-126 points)	Developing (81-126 points)	Below Standard
	Below Standard (50-80 points)	Gather Further Information	Below Standard (50-80 points)	Below Standard (50-80 points)	Below Standard (50-80 points)

Definition of Effectiveness and Ineffectiveness

Enfield defines effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation and support system. Enfield uses the following patterns:

Novice teachers (teachers in years 1 through 4) shall generally be deemed effective if said educator receives at least two sequential proficient ratings, one of which must be earned in the fourth year of a novice teacher's career. A below standard rating shall only be permitted in the first year of a novice teacher's career, assuming a pattern of growth of developing in year two and two sequential proficient ratings in years three and four. Upon receiving all student achievement data, superintendents shall offer a contract to any educator he/she deems effective at the end of year four. This shall be accomplished through the specific issuance to that effect.

A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential developing ratings or one below standard rating at any time. Refer to pages 33-34 of this handbook for a detailed description of summative ratings and definitions of effectiveness.

Data Management System:

TalentEd is the district's web-based performance management software. All forms associated with the *EPS Evaluation Plan* will be accessed electronically by educators and evaluators via the district's TalentEd website.

Orientation to the Teacher Evaluation Process

At the beginning of each school year (no later than November 15), all teachers will be evaluated under the new teacher evaluation system in Enfield.

The district will also support teachers by scheduling ongoing professional development time devoted to goal setting, SLO/IAGD development and the talent management data system.

Rollout for new teachers for each subsequent year will take place during the annual new teacher orientation/TEAM orientation.

Developing and Supporting Educators through Professional Learning

New Teacher Induction

In addition to the programs offered to all professional staff, educators new to Enfield are provided with a new educator support program. The program is designed to help new educators become increasingly effective, while introducing them to the culture of teaching and learning expectations in Enfield. The new educator program is a comprehensive program designed to help new staff become reflective members of the learning community. It begins with an initial induction before school begins, of the *EPS Educator Professional Growth Standards* of professional development through systematic learning opportunities over a two-year period and differentiated supports based on an educator's assignment, as well as an educator's prior experience and preparation.

There are three components to the new educator support program that work together to increase educator effectiveness in promoting student achievement:

- 1. Component One: New Educator Induction in August**

The new educator induction is an introduction to the Enfield culture, beliefs, and expectations.

- 2. Component Two: Individualized Mentoring/Coaching**

All new educators are provided support by building principals, reading and math specialists, and grade level colleagues. In addition, all educators participating in the Connecticut State Department of Education TEAM (Teacher Education and Mentoring) program are provided formal mentors to support professional growth in accordance with the Connecticut State Department of Education (CSDE) guidelines.

All new educators to the district who enter with prior experience and are not a part of the TEAM process will also receive a one-year informal mentor to support their transition to the district.

- 3. Component Three: Ongoing Professional Development Opportunities**

New educators are invited to attend seminars on a variety of topics. Developed based on the need of new educators and their students, the seminars offered to new educators are hosted by the district and provide opportunities for learning and discourse.

Career Development and Growth Plans

In Enfield all educators must be models of ongoing learners. To that end goal setting, assessment, reflection and adjustment are cyclical practices that help determine professional development needs in a growth model.

As a result, Enfield believes that professional learning improves the learning of all students when:

1. Adults are organized into professional learning communities whose goals are aligned to school and district strategic plans and provides educators with the knowledge and skill to collaborate (Learning Communities – Standard 1)
2. Skillful school and district leaders guide continuous instructional improvement (Leadership – Standard 2)
3. Resources are required to support adult learning and collaboration (Resources – Standard 3)
4. Disaggregated student data is used determine adult learning priorities, monitor progress, and help sustain continuous improvement data (Data-Driven – Standard 4)
5. Educators apply research to decision-making, uses learning strategies appropriate to the intended goal and applies knowledge about human learning and change (Learning Design – Standard 5)
6. Educators understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement (Equity)
7. Educators’ content knowledge is deepened and provides them with research-based instructional strategies to assist students in meeting rigorous academic standards. This knowledge prepares them to use various types of classroom assessments appropriately (Quality Teaching)
8. Educators are provided with knowledge and skills to involve families and other stakeholders appropriately (Family Involvement).

Professional Learning

A natural outgrowth of the Enfield’s Educator Evaluation Plan is the development of a district-wide professional learning committee. This committee is comprised of a sub-set of members from the Teacher Evaluation/Professional Development Committee to help guide the development and implementation of multiple learning opportunities for professionals. Effective professional learning requires human, fiscal, material, technology, and time resources to achieve growth. How these resources are prioritized to align with identified professional learning needs affects access to, quality of, and effectiveness of educator learning experiences.

The district -level of the Teacher Evaluation/Professional Learning committee will work in collaboration with school leadership at the building level to enhance learning opportunities for

all educators. Professional development opportunities—both team and individual—would be reviewed and approved by evaluators as a part of the beginning-of-the-year conference. As professional reflection occurs and adjustments are needed, additional professional development options to address a team or individual needs could be discussed and considered with the evaluator. Examples of such opportunities include, but are not limited to differentiated career pathways based on teacher ratings and targeted professional development based on areas of need.

Enfield's professional learning opportunities include but are not limited to the following:

- 1. District-wide professional development time** – Annual time provided to all professionals to collaborate and develop effective teaching and learning practices. In the initial phases of the implementation of Enfield's Teacher Evaluation Plan, an emphasis will be placed on supporting the development of student learning objectives (SLOs) that reflect the shift to emphasis on growth.
- 2. PLC time** – Enfield values the collaborative learning between professionals. As a result, grade level and departments are provided with a regularly scheduled professional learning time for collaboration. Professional development opportunities that develop as a result of the continuous improvement cycle used in these meetings is encouraged.
- 3. Coaching** – Educators are encouraged to collaborate with instructional coaches who are available to meet with individuals or teams to engage in collaborative job-embedded discourse, and resources and provide support and assistance for all aspects of learning.
- 4. Action research** – Individuals or teams engage in an inquiry process conducted for the purpose of problem solving through the improvements of instructional practices. Those involved in action research follow a series of specific steps beginning with identifying a problem and ending with adopting a course of action.
- 5. Educator-led book clubs**- Educators choose research-based books aligned with professional goals to share with colleagues and discuss.
- 6. Online opportunities**- Online resources and professional development opportunities will be available on the Enfield Curriculum website making learning available to staff that can either be self-directed or supported with various after school offerings/workshops.
- 7. Educator-led blogs**- Individuals or teams of educators can create educational blogs. The blogs will be an open forum to colleagues offering an on-going opportunity for professional dialogue on a variety of topics.

- 8. Grade level and subject-area workshops based professional learning programs –** Occasionally grade-level and subject-area workshops will be held during the day to support the specific needs of grade levels and subject areas.
- 9. Leading professional development opportunities –** Professional development opportunities will be offered at the individual school level and district level for educators. Professionals may volunteer to attend these collaborative learning opportunities. Professional development opportunities will be offered in response to educators expressed needs (e.g. new curricula, instructional methods, technology implementations, etc.) as well as district initiatives.
- 10. Creation of exemplar professional videos-** Individuals or teams may create professional videos of exemplar teaching practices. Educators will videotape and edit their colleagues engaged in best practices for the purpose of professional development for the district. Educators will design a facilitator’s guide to promote collegial conversation.
- 11. Mentoring –** Tenured teachers who are identified as a master teacher, who are rated *Effective Practice* (3) or *Exemplary Practice* (4), and meet the qualifications specified may apply to become a TEAM mentor for beginning teachers, to guide a student teacher or support a colleague in need of assistance. In addition, teachers may serve as mentors to colleagues to assist in the development of teacher improvement and remediation plans for peers whose performance is rated less than *Effective Practice*.
- 12. Peer Sharing/Coaching -** Colleagues pursue goals for improving student performance and professional growth by engaging in an educator-directed process of pre-observation conferencing, classroom visits revolving around objective data gathering and post-conferencing with feedback and dialogue.

Absences affecting the Evaluation Cycle

If a teacher has absences that would impact the timing and completion of the evaluation cycle, then the teacher and the primary evaluator will meet to create a modified evaluation plan. This plan will utilize all steps of the evaluation plan on a modified schedule. The intention of this provision is to foster collaboration and flexibility in completing the evaluation process.

Some examples may include:

1. A teacher is out the first 3 months of the school year. Upon the teacher's return, the teacher and the primary evaluator will meet to develop a revised timeline and establish new dates for the following: Beginning of the year conference, mid-year conference and end of the year conference.
2. A teacher is out during the middle of the school year. Prior to the teacher leaving, the teacher and the primary evaluator will discuss options to readjust timelines and goals. Upon the teacher's return, the teacher and the primary evaluator will meet again to make any needed adjustments.
3. A teacher is out for the end of the school year. As soon as the leave has been scheduled, the teacher and the primary evaluator will meet to create a plan to adjust timelines and goals in order to complete the evaluation plan prior to the teacher leaving.

If the total number of absences is greater than 90 school days of the student calendar, the teacher will receive a non-rating for that school year. Upon his or her return, the teacher will assume the previous year's rating. If the teacher does not have a rating he or she will start the school year with a rating of a 3 (Effective Practice).

If a modified evaluation plan cannot be created between the teacher and the primary evaluator (due to extenuating circumstances), the Superintendent or his or her designee can render a decision.

Educator Assistance Process

The Enfield Public School system believes that teachers who are in need of assistance to reach a rating of Effective Practice (3) should be provided with professional development and support. The process of supporting those teachers should be collaborative including the teacher, the evaluator, and other staff involved directly with that support. The purpose of this assistance plan is to provide the teacher with the opportunity and the assistance to improve performance. If possible it is, optimal to complete the assistance plan of that current school year, if not the plan must be completed by September 15th of the following school year.

An assistance plan, both structured and intensive:

1. Clearly identifies the area(s) of concern,
2. Clearly expresses the evaluator's expectations for improved performance,
3. Outlines a plan for improvement which identifies appropriate resources and helps to assist the teacher to improve performance,
4. Provides a monitoring system which includes a specific minimum number of observations and conferences, and
5. Provides a reasonable and specific time period in which improvement will be made and a review completed. Structured Support Plans are designed to assist an educator in meeting stated goals over a 90 school day period. Intensive Assistance Plans are designed to support the educator to achieve the stated goals within a 45 school day period.

At the end of the period specified in the support plan the primary evaluator will provide the teacher with a formal written assessment, which contains:

1. A record of the assistance which has been provided,
2. A record of the observations/data and/or conferences conducted held to monitor performance,
3. An assessment of performance in the area(s) of concern or deficiency as of the date of the report, and
4. A statement that any areas of concern or deficiency have been resolved or a recommendation for further administrative action which, depending upon the seriousness of the concerns or deficiencies shall include, as appropriate, one of the following:
 - a. An extension of the terms and limits of the assistance plan,
 - b. Revision of the assistance plan to include other suggestions for improvement and additional help and an extension of the time limits,
 - c. Staff member moves from structured to intensive support
 - d. Other administrative actions up to and including recommendation for termination of employment.

A copy of any written report will be given to the teacher; one will be kept by the evaluator, and one will be forwarded to Central Office for inclusion in the Personnel files. The teacher has the right to review the written report before it is filed and may submit written comments to be filed

alongside the form. The teacher may have bargaining unit representation at all conferences if desired and requested. The Superintendent may assign other evaluators to assist in this process.

I. Tenured Teachers

- A. If rated Below Standard Practice (1) at summative meeting, tenured teachers will be placed on the intensive support plan for the following school year and:
- B. If the tenured teacher has not progressed from the Below Standard Practice (1) to Developing Practice rating after year-1 of the plan, he or she will be deemed ineffective and may be recommended for termination.
- C. If rated Developing Practice (2) at summative meeting tenured teachers will be placed on the structured support plan for the following year.
 - a. If the tenured teacher remains at Developing Practice (2) after the structured support period ends, that teacher will be moved to the intensive support plan for the following year. After the year on intensive support that teacher must show growth to Effective Practice (3) or Exemplary Practice (4) or he or she may be recommended for termination.
 - b. If the tenured teacher has shown growth to Effective Practice (3) or Exemplary Practice (4) after the structured support year, he or she will be moved off teacher assistance.

II. Non-tenured teachers:

- A. In order to receive tenure, non-tenured teachers must meet a rating of Effective Practice (3) or Exemplary Practice (4) for at least two years, including the year in which he or she will be recommended for tenure.
- B. Non-tenured teachers that are rated Developing Practice (2) at summative meeting may be placed on the structured support plan for the following year or may be recommended for termination.
- C. Non-tenured teachers rated Below Standard Practice (1) at any time may be placed on intensive support from the district or may be recommended for termination.

Description of Educator Assistance Plans

Plan Type: Structured Support Plan

Purpose: To provide assistance to a professional staff member.

Participant:

1. Phase 1: Beginning in the 2014-2015 school year, any tenured or non-tenured secondary teacher who has been rated Developing Practice (2).
2. Phase 2: Beginning in the 2015-2016 school year, any tenured or non-tenured elementary teacher who has been rated Developing Practice (2) OR any tenured secondary teacher who was been rated Developing Practice.

Process:

1. Evaluator and teacher meet to define specific areas for improvement within the same timeframe as the initial goal setting conference for all teachers. Reasons are provided in writing on the referral and action plan forms.

2. Teacher and evaluator may request a tenured peer teacher in good standing (rated Effective Practice or Exemplary Practice) to assist with following the plan.
3. Evaluator and teacher develop an improvement plan.
4. The teacher, evaluator, and any requested advocates per plan will meet within the contracted workday to monitor the improvement plan.
5. If a teacher successfully completes the structured support, it will be documented in the formal written assessment.
6. If concerns are not resolved, a participant has the right to appeal their concerns through the Dispute Resolution Process.
7. Evidence regarding progress on plan will be collected by the teacher and the evaluator.
8. The number of observations to be conducted during the support plan will be determined by primary evaluator.

Plan Type: Intensive Support Plan

Purpose: To provide assistance to a professional staff member.

Participant:

1. Phase 1: Beginning in the 2014-2015 school year, any tenured secondary teacher who has been rated Below Standard Practice (1).
2. Phase 2: Beginning in the 2015-2016 school year, any tenured elementary teacher who has been rated Below Standard Practice (1) OR any tenured secondary teacher who has been rated Developing Practice for two consecutive years and who has completed a Structured Support Plan.

Process:

1. The primary evaluator will present a written statement of the specific concerns regarding a teacher and what has been done to date to the Superintendent or his/her designee.
2. After the evaluator's discussion and review with the Superintendent or his/her designee, an Intensive Support Plan may be initiated, which will be coordinated by the evaluator.
3. Intensive support begins with a notice to the teacher that a meeting will be held in the evaluator's office to discuss the teacher's performance.
4. All evaluators involved with the teacher will be in attendance at this meeting, and it will be suggested that the teacher may invite a member of the Enfield Teachers' Association to attend, as well.
5. The evaluator will present the concerns as noted in the written statement (see #1 above), and prescribe a plan of action that includes the following:
 - a. Identification of what needs to be accomplished
 - b. Strategies for resolution of the problem
 - c. Indicators of success
 - d. A timeline for meeting minimum performance expectations.
6. Evidence regarding progress and/or limited progress of plan will be collected and documented by the teacher and the evaluator.
7. If a teacher successfully completes the Intensive Support Plan, it will be documented in the formal written assessment.

8. If the strategies for resolution are not accomplished within a forty-five day period, the teacher will be informed that his/her performance continues to be Below Standard Practice. In this case, all records, including the records of the Structured and Intensive Support Plans, will be used to begin the process of termination.

Educator Evaluation Appeal Procedure

If a teacher has received a total average rating below the level of Effective Practice on the summative rating score, the teacher has the right to appeal. The appeal procedure is designed to facilitate the resolution of conflicts generated by the evaluation process. The current Co-Chairpersons of the TEVAL Committee will serve as the Co-Chairpersons of the Appeal Committee. The Co-Chairpersons do not serve on the Hearing Committee.

To initiate an appeal, either party must submit Form J to both of the Appeal Committee Co-Chairpersons.

Within three (3) school days of receipt of the appeal, the Appeal Committee Co-Chairpersons will send copies of the appeal to the other party. Using Form K, the Appeal Committee Co-Chairpersons will schedule a joint meeting of the parties involved within seven (7) school days of the original receipt of the appeal. Any documents that will be used as evidence during the appeal must be submitted to the Appeal Committee Co-Chairpersons four (4) school days before the date of the hearing.

Appeal Committee Composition and Guidelines

1. The Appeal Committee is comprised of the two Co-Chairpersons of the TEVAL Committee and two members of the TEVAL Committee, one from each bargaining unit. The role of this committee is to organize the hearing procedures.
2. The Appeal Committee will be responsible for appointing members of the district's Hearing Committee from each bargaining unit.
3. Appeal Committee members shall be teachers and administrators who received ratings of proficient or higher on their own evaluations of the year preceding their appointment to the Committee.

Hearing Committee Composition and Guidelines

1. Anyone interested in serving as a Hearing Committee member must submit an application Form I to the Appeal Committee Co-Chairperson of his/her respective bargaining unit in September of the school year in which the person would serve on the Hearing Committee.
2. The Hearing Committee shall consist of six (6) members: three (3) teachers and three (3) administrators to be appointed by the Appeal Committee.
3. The Hearing Committee will meet prior to the hearing to disseminate evidentiary materials and elect a Chairperson. The Appeal Committee Co-Chairpersons will not participate in the selection of the Hearing Committee Chairperson.
4. Training in hearing processes will be provided by the Appeal Committee to the Hearing Committee members prior to the hearing.
5. The primary and supplementary evaluators of the educator initiating the appeal cannot sit on the Hearing Committee to which the person brings his/her appeal. Evaluators may sit on other Hearing Committees.

6. Whenever possible, members of the Hearing Committee should be comprised of teachers or administrators who teach or supervise the same school level(s) or subject area(s) as the person initiating the hearing.
7. Hearing Committee members shall be granted release time to hear appeals that occur during the scheduled school day. If an appeal hearing is scheduled outside work hours (as determined by the Collective Bargaining Agreement for the committee members' respective associations), Hearing Committee members shall be compensated at the curriculum writing hourly rate.
8. Hearing Committee members shall not discuss appeals or appeal hearings with those not on the Hearing Committee, exception made for the Superintendent and/or Deputy Superintendent, if a decision cannot be made by the Hearing Committee.
9. Appeal hearing timelines may be extended by mutual agreement of both parties involved.

Appeal Hearing Procedure

1. The Appeal Committee Co-Chairpersons and the Hearing Committee will meet with both parties simultaneously. The Appeal Committee Co-Chairpersons are facilitators of the hearing and non-voting members of the Hearing Committee.
2. The hearing will commence as follows:
 - Appeal Committee Co-Chairpersons will convene the Appeal.
 - Appeal Committee Co-Chairpersons will introduce all participants.
 - Appeal Committee Co-Chairpersons will explain purpose of the appeal (facilitate resolution of conflict and guarantees to the rights of due process in resolving conflicts).
 - Appeal Committee Co-Chairpersons will review procedures to be followed and turn the proceedings to the Hearing Committee Chairperson.
 - The Hearing Committee Chairperson will conduct the meeting. All statements or requests must be addressed to the chair.
 - The initiator of the appeal will cite the relevant area, section, process, or procedure within the evaluation program and state the nature of the Appeal.
 - The initiator of the appeal will present his/her position(s).
 - The members of the Hearing Committee will address any clarifying questions to the initiator of the appeal.
 - The primary evaluator in the appeal procedure will present his/her position(s).
 - The members of the Hearing Committee will address any clarifying questions to the primary evaluator.
 - The Hearing Committee Chairperson will allow each party to make a concluding statement.
 - The Hearing Committee will recess to formulate a resolution.
 - The Hearing Committee must decide on a resolution by a majority of the Hearing Committee.
 - A written document by the Appeal Committee Co-Chairpersons outlining the resolution will be delivered to both parties within five (5) school days of the appeal hearing.
 - Both parties involved in the hearing may be accompanied by their respective bargaining units.

3. When the Hearing Committee has reached a resolution, the Hearing Committee Chairperson will prepare the written resolution on Form L. The resolution will be sent to the Appeal Committee Co-Chairpersons who will deliver the decision to the teacher, the evaluator, the Superintendent within three (3) school days.

Resolutions to Appeals

All resolutions will be considered valid if a majority of the Hearing Committee agrees on a decision.

1. If the Hearing Committee determines that the evaluation is accurate and requires no further review, then:

- Teacher will be placed in the proper level of assistance for the upcoming school year (Structured or Intensive)
- Superintendent will be notified of the outcome of the appeal process

2. If the decision of the Hearing Committee has determined that the evaluation is not accurate and the score should be altered, then:

- If applicable, the teacher will have an Effective rating entered for their summative score.
- Or, they will be placed in the proper level of assistance for the upcoming school year (Structured or Intensive), depending upon the altered score.
- Superintendent will be notified of the outcome of the appeal process

3. If the Hearing Committee has determined that a teachers' evaluation has been affected by extenuating circumstances then:

- A Non-Rating may be issued for the evaluation score or the appeal will be moved to the Superintendent, with related information available to render a final decision.

4. If the Hearing Committee has determined that a teachers' evaluation would be augmented by incorporating a 3rd party evaluator, this person will be assigned by the Superintendent or Deputy Superintendent. This 3rd party will participate in all goal setting conferences and formal observations during the following school year.

5. If the Hearing Committee does not achieve a decision by majority of the committee membership the appeal will be moved to the Superintendent, with related information available to render a final decision.

Appendix A:

Performance, Practice, and Professional Growth Standards Documents for teachers and Specialists



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Educator Performance, Practice, and Professional Growth Standards

Overview of Domains and Indicators

Domain	Indicators
1. Professional Responsibilities*	<p>A: Conducts self as professional in accordance with CT Code of Professional Responsibility for educators</p> <p>B: Prioritizes continuous professional growth to impact instruction and student learning</p> <p>C: Understands individual student needs and rights and complies with all legal requirements</p> <p>D: Communicates and collaborates with colleagues and families to develop and sustain a positive school climate in order to support student learning</p> <p>E: Understands district/school/classroom emergency policies and procedures</p>
2. Learning Environment**	<p>A: Promotes a positive class climate that is responsive and respectful</p> <p>B: Teacher promotes student engagement and shared responsibility for the learning process</p> <p>C: Provides a structured student-centered learning environment that supports choices and options to enhance learning</p> <p>D: Establishes appropriate standards of behavior for students</p> <p>E: Implements a variety of assessment methods</p>
3. Planning and Preparation*	<p>A: Demonstrates grade level and/or content area knowledge including literacy/numeracy</p> <p>B: Plans for levels of challenge and differentiation (assessing prior knowledge) (knowing student strengths/challenges)</p> <p>C: Clearly defines objectives for all students that are aligned with the curriculum and district learning standards</p> <p>D: Develops and organizes coherent units, lessons, and tasks</p> <p>E: Ensures ongoing assessment of student learning</p>
4. Instruction**	<p>A: Communicates expectations to all students</p> <p>B: Uses purposeful instructional strategies</p> <p>C: Engages all students in learning tasks</p> <p>D: Uses high quality questions</p> <p>E: Engages all students in discourse</p> <p>F: Provides feedback to all students to improve their performance</p> <p>G: Monitors and adjusts instruction to enhance student learning</p> <p>H: Promotes efficient routines and transitions to maximize learning time</p>

***Domains 1 and 3 are generally but not limited to non-classroom observations/reviews of practice.**

****Domains 2 and 4 are generally but not limited to in-class observations.**

Domain 1: Professional Responsibilities - Educator

Performance Levels	4	3	2	1
	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Indicators				
A. Conducts self as professional in accordance with CT Code of Professional Responsibility for Educators	<p><i>In addition to characteristics of effective practice:</i></p> <p>Teacher is responsible for demonstrating the highest ideals of professionalism evidenced by his/her commitment to students, the profession, the community and families.</p>	<p>Teacher consistently ensures the highest ethical standards.</p> <p>Teacher consistently models respect for all members of the school community.</p>	<p>Teacher occasionally ensures the highest ethical standards.</p> <p>Teacher occasionally models respect for all members of the school community.</p>	<p>Teacher rarely ensures the highest ethical standards.</p> <p>Teacher rarely models respect for all members of the school community.</p>
B. Prioritizes continuous professional growth to impact instruction and student learning	<p><i>In addition to characteristics of effective practice:</i></p> <p>Teacher actively seeks out professional learning opportunities.</p> <p>Teacher shares learning and resources with his/her colleagues.</p>	<p>Teacher consistently participates actively in professional learning opportunities.</p> <p>Teacher consistently utilizes supervisor feedback.</p> <p>Teacher consistently applies professional learning to improve instruction, engage students, and self-evaluate his/her own practices.</p>	<p>Teacher occasionally participates actively in professional learning opportunities.</p> <p>Teacher occasionally utilizes supervisor feedback.</p> <p>Teacher occasionally applies professional learning to improve instruction, engages students, and self-evaluates his/her own practices.</p>	<p>Teacher rarely participates actively in professional learning opportunities.</p> <p>Teacher rarely accepts or applies supervisor feedback.</p> <p>Teacher rarely applies professional learning to improve instruction, engages students, and self-evaluates his/her own practices.</p>

<p>C. Understands individual student needs and rights and complies with all legal requirements</p>	<p><i>In addition to characteristics of effective practice:</i> Teacher actively pursues resources to enhance individual student learning and/or contributes ideas towards the IEP, 504 or other accommodation plans.</p>	<p>Teacher consistently maintains the confidentiality of information concerning students and dispenses such information only when prescribed or directed by federal/state law/professional practice.</p> <p>Teacher consistently reads and reviews a student's IEP, 504 plan, or other accommodation plans and modifies and accommodates as necessary.</p>	<p>Teacher occasionally maintains the confidentiality of information concerning students and dispenses such information only when prescribed or directed by federal/state law/professional practice.</p> <p>Teacher occasionally reads and reviews a student's IEP/504 plan or other accommodation plan and modifies and accommodates as necessary.</p>	<p>Teacher rarely maintains the confidentiality of information concerning students and dispenses such information only when prescribed or directed by federal/state law/professional practice.</p> <p>Teacher rarely reads and reviews a student's IEP/504 plan or other accommodation plan and modifies and accommodates as necessary.</p>
<p>D. Communicates and collaborates with colleagues and families to develop and sustain a positive school climate in order to support student learning</p>	<p><i>In addition to characteristics of effective practice:</i></p> <p>Teacher facilitates or actively participates in school-wide activities to address bias, negative, or disrespectful attitudes or practices in the school community.</p> <p>Teacher communicates with families on positive student progress as well as negative.</p> <p>Teacher communicates with families in alternative ways on a regular basis such as webpages, newsletters,</p>	<p>Teacher consistently utilizes a variety of communication methods to inform and involve families of the educational program.</p> <p>Teacher consistently develops collaborative relationships and makes a contribution to the professional community.</p>	<p>Teacher occasionally utilizes methods of communication to inform families of the educational program.</p> <p>Teacher occasionally develops collaborative relationships and makes a contribution to the professional community.</p> <p>Teacher occasionally</p>	<p>Teacher rarely utilizes methods of communication to inform families of the educational process.</p> <p>Teacher rarely develops collaborative relationships and makes a contribution to the professional community.</p> <p>Teacher rarely challenges and rejects biased,</p>

	blogs etc.	Teacher consistently challenges and rejects biased, negative, or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.	challenges and rejects biased, negative, or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.	negative, or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.
E. Understands district/school/classroom emergency policies and procedures	<p>Teacher and students have a clear understanding of district/school/classroom emergency policies and procedures.</p> <p>Procedures are clearly posted in the classroom.</p> <p>Teachers and students model appropriate emergency protocols.</p>	This box is left blank intentionally.	This box is left blank intentionally.	<p>Teacher and students are unaware of district/school / classroom emergency policies and procedures.</p> <p>Procedures are not posted in the classroom.</p>

Domain 2: Learning Environment - Educator

Performance Levels	4	3	2	1
	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Indicators				
A. Promotes a positive class climate that is responsive and respectful	<p><i>In addition to the characteristics of effective practices</i></p> <p>Teacher supports students in becoming role models for treating others with respect.</p>	<p>Teacher consistently promotes high behavioral expectations for all students.</p> <p>Teacher creates and sustains a classroom environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels.</p> <p>Teacher consistently establishes a positive rapport with students and builds a trusting, supportive relationship.</p>	<p>Teacher occasionally promotes behavioral expectations for students.</p> <p>Teacher creates a classroom environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels.</p> <p>Teacher occasionally establishes a positive rapport with students or builds a trusting, supportive relationship.</p>	<p>Teacher rarely promotes behavioral expectations for students.</p> <p>Teacher rarely creates a classroom environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels.</p> <p>Teacher rarely establishes a positive rapport with students or builds a trusting, supportive relationship.</p>
B. Promotes student engagement and shared responsibility for the learning process	<p><i>In addition to the characteristics of effective practice</i></p> <p>Teacher consistently uses and supports appropriate strategies to assist students as they reflect on</p>	<p>Teacher consistently uses appropriate strategies and supports to engage or re-engage students in learning activities.</p> <p>Teacher</p>	<p>Teacher occasionally uses appropriate strategies and supports to engage or re-engage students in learning activities.</p> <p>Teacher</p>	<p>Teacher rarely uses appropriate strategies and supports to engage or re-engage students in learning activities.</p> <p>Teacher rarely fosters a welcoming environment where</p>

	and evaluate their own learning process and progress.	consistently fosters a welcoming environment where students engage in positive student/student and student/teacher discourse.	occasionally fosters a welcoming environment where students engage in positive student/student and student/teacher discourse.	students engage in positive student/student and student/teacher discourse.
C. Provides a structured student-centered learning environment that supports choices and options to enhance learning	<i>In addition to the characteristics of effective practices</i> Teacher creates an environment that promotes and rewards student persistence to complete learning objectives.	Teacher consistently shows evidence of on-going student participation in classroom decision-making and goal-setting. Teacher consistently provides opportunities for student participation in inquiry, self-monitoring, and self-evaluation.	Teacher occasionally shows evidence of on-going student participation in classroom decision-making and goal-setting. Teacher occasionally provides opportunities for student participation in inquiry, self-monitoring, and self-evaluation.	Teacher rarely shows evidence of on-going student participation in classroom decision-making and goal-setting. Teacher rarely provides opportunities for student participation in inquiry, self-monitoring, and self-evaluation.
D. Establishes and upholds appropriate standards of behavior for students	<i>In addition to the characteristics of effective practices</i> Teacher promotes student use of: - self-regulation - conflict-resolution - problem-solving in support of social skills and ethical and responsible behavior.	Teacher consistently establishes and upholds clear behavior expectations and consequences for the students. Teacher consistently and actively monitors and establishes behavior that supports the learning environment.	Teacher occasionally establishes and upholds clear behavior expectations and consequences for the students. Teacher occasionally monitors actively and establishes behavior that supports the learning environment.	Teacher rarely establishes or upholds clear behavior expectations and consequences for the students. Teacher rarely monitors actively and establishes behavior that supports the learning environment.

<p>E. Promotes efficient routines and transitions to maximize learning time</p>	<p><i>In addition to the characteristics of effective practices</i></p> <p>Teacher promotes an environment in which students seamlessly demonstrate independence, efficient routines, and transitions.</p>	<p>Teacher consistently provides classroom routines and procedures that are clear and evident.</p> <p>Teacher consistently displays classroom routines and procedures that help to maximize instructional time.</p>	<p>Teacher occasionally provides classroom routines and procedures that are clear and evident.</p> <p>Teacher occasionally displays classroom routines and procedures that help to maximize instructional time.</p>	<p>Teacher rarely provides classroom routines and procedures that are clear and evident.</p> <p>Teacher rarely displays classroom routines and procedures that help to maximize instructional time.</p>
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Domain 3: Planning and Preparation - Educator

Performance Levels	4	3	2	1
	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Indicators				
A. Demonstrates grade level and/or content area knowledge including literacy/numeracy	<p><i>In addition to the characteristics of effective practice:</i></p> <p>Teacher plans for ongoing opportunities for students to build and apply conceptual understanding of literacy and/or numeracy skills across curricular areas and/or to the world around them.</p>	<p>Teacher consistently plans for instruction that reflects knowledge of the grade level and/or content area and effective strategies for the discipline.</p> <p>Teacher consistently plans for instruction that includes strategies and resources to support literacy and/or numeracy within the content area.</p>	<p>Teacher occasionally plans for instruction that reflects knowledge of the grade level and/or content area and effective strategies for the discipline.</p> <p>Teacher occasionally plans for instruction that includes strategies and resources to support literacy and/or numeracy within the content area.</p>	<p>Teacher rarely plans for instruction that reflects knowledge of the grade level and/or content area and effective strategies for the discipline.</p> <p>Teacher rarely plans for instruction that includes strategies and resources to support literacy and/or numeracy within the content area.</p>
B. Plans for levels of challenge and differentiation (assessing prior knowledge) (knowing student strengths/challenges)	<p><i>In addition to the characteristics of effective practice:</i></p> <p>Teacher actively compiles ongoing information of development, backgrounds, and skills from a variety of</p>	<p>Teacher consistently uses previous data, background knowledge, student interests, and student needs to plan for instruction.</p> <p>Teacher consistently</p>	<p>Teacher occasionally uses previous data, background knowledge, student interests, and student needs to plan for instruction.</p> <p>Teacher develops plans</p>	<p>Teacher rarely uses previous data, background knowledge, student interests, and student needs to plan for instruction.</p> <p>Teacher rarely develops plans based on the</p>

	<p>sources.</p> <p>Teacher consistently plans to incorporate multiple strategies that accommodate all levels of learning and learning styles.</p>	<p>plans for differentiation that includes the use of flexible grouping and/or targeted levels of instruction, resources and assignments. Teacher consistently plans to incorporate strategies that appropriately challenge students.</p>	<p>based on the collective learning needs/strengths of the students.</p> <p>Teacher occasionally plans to incorporate strategies that appropriately challenge students.</p>	<p>learning needs/strengths of students.</p> <p>Teacher rarely plans to incorporate strategies that appropriately challenge students.</p>
<p>C. Clearly defines objectives for all students that are aligned with the curriculum and district learning standards</p>	<p><i>In addition to the characteristics of effective practice:</i></p> <p>Teacher consistently incorporates opportunities for higher order thinking and discourse in the planning process.</p>	<p>Teacher consistently establishes clear student objectives, written in the form of student learning with measurable outcomes (i.e. <i>the student will be able to</i>).</p> <p>Teacher consistently designs student objectives that reflect high expectations and rigor as defined by the district learning standards and/or the EPS curriculum.</p>	<p>Teacher occasionally establishes clear student objectives, written in the form of student learning with measurable outcomes.</p> <p>Teacher occasionally designs student objectives that reflect high expectations and rigor as defined by the district learning standards and/or the EPS curriculum.</p>	<p>Teacher rarely establishes clear student objectives, written in the form of student learning with measurable outcomes.</p> <p>Teacher rarely designs student objectives that reflect high expectations and rigor as defined by the district learning standards and/or the EPS curriculum.</p>

<p>D. Develops and organizes coherent units, lessons, and tasks</p>	<p><i>In addition to the characteristics of effective practice:</i></p> <p>Teacher extends instructional outcomes and experiences to authentic contexts beyond the school community.</p>	<p>Teacher consistently develops plans for student learning that are based on prior learning, sequential, logical and are based on student objectives.</p>	<p>Teacher occasionally develops plans for student learning that are based on prior learning, sequential, logical and are based on student objectives.</p>	<p>Teacher rarely develops plans for student learning that are based on prior learning, sequential, logical and are based on student objectives.</p>
<p>E. Implements a variety of assessment methods</p>	<p><i>In addition to characteristics of effective practice:</i></p> <p>Teacher uses a variety of assessments to plan for instruction and differentiation.</p>	<p>Teacher consistently designs and administers a variety of formative and summative assessments, including common assessments.</p> <p>Teacher consistently measures student learning, growth, and progress toward achieving district learning standards and performance skills with a variety of assessments.</p>	<p>Teacher occasionally designs and administers some formative and summative assessments to measure student learning.</p> <p>Teacher occasionally measures student progress toward achieving district learning standards and performance skills with a variety of assessments.</p>	<p>Teacher rarely designs and administers a variety of formative and summative assessments.</p> <p>Teacher rarely measures student progress.</p>

Domain 4: Instruction - Educator

Performance Levels	4	3	2	1
	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Indicators				
A. Communicates expectations to all students	<p><i>In addition to the characteristics of effective practice:</i></p> <p>Teacher links the instructional purpose of the lesson to the larger curriculum.</p>	<p>Teacher clearly and consistently communicates the purpose of the lesson, the learning expectations, directions, and procedures to students.</p> <p>Teacher presents information in a variety of formats (verbal, written, visual and electronic communication).</p>	<p>Teacher occasionally communicates the purpose of the lesson, the learning expectations, directions, and procedures to students.</p> <p>Teacher presents information in a limited number of formats.</p>	<p>Teacher rarely communicates the purpose of the lesson, the learning expectations, directions, and procedures to students.</p> <p>Teacher presents information in a singular format.</p>
B. Uses purposeful instructional strategies	<p><i>In addition to the characteristics of effective practice:</i></p> <p>Teacher varies and scaffolds explicit strategies based on specific data on student learning.</p>	<p>Teacher consistently uses instructional strategies that address a variety of learning styles.</p> <p>Teacher consistently selects instructional materials and strategies that are suitable for the instructional purpose.</p>	<p>Teacher occasionally uses instructional strategies that address a variety of learning styles.</p> <p>Teacher occasionally selects materials and strategies that are suitable for the instructional purpose.</p>	<p>Teacher's instruction lacks variety and rarely meets the needs of learners.</p> <p>Teacher rarely selects instructional materials and strategies that are suitable for the instructional purpose.</p>

<p>C. Engages all students in learning tasks</p>	<p><i>In addition to the characteristics of effective practice:</i></p> <p>Teacher engages students to transfer critical thinking and problem-solving strategies to new or different content, applications, or contexts.</p> <p>Teacher uses learning tasks/activities and materials that engage students in inquiry. Lesson activities require high-level student thinking and explanations of their thinking.</p>	<p>Teacher’s instruction consistently provides opportunities for the development of higher ordered thinking skills.</p> <p>Teacher uses learning tasks/activities and materials that are largely active; the learning consists of the application of content material.</p>	<p>Teacher’s instruction provides occasional opportunities for analyzing, evaluating, and creating higher ordered thinking skills.</p> <p>Teacher uses learning tasks/activities and materials that are largely passive; the learning consists primarily of facts or procedures.</p>	<p>Teacher’s instruction rarely provides opportunity to develop and apply critical-thinking and problem-solving skills.</p> <p>Teacher rarely uses learning tasks/activities and materials that require only recall or have a single correct response or method.</p>
<p>D. Uses high quality questions</p>	<p><i>In addition to the characteristics of effective practice:</i></p> <p>Teacher’s questions are of uniformly high quality and/or require students to make interdisciplinary connections, formulate personal connections or challenge one another’s thinking.</p>	<p>Teacher consistently engages students with an appropriate variety of open-ended questions that are cognitively challenging, and allows for appropriate think time.</p> <p>Teacher consistently provides opportunities for students to create and answer questions.</p>	<p>Teacher occasionally engages students with an appropriate variety of open-ended questions that are challenging, and allows for appropriate think time.</p> <p>Teacher occasionally provides opportunities for students to create and answer questions.</p>	<p>Teacher rarely engages students in meaningful discussion and primarily provides teacher-directed information to students.</p> <p>Teacher rarely provides opportunities for students to create and answer questions.</p>

<p>E. Engages all students in discourse</p>	<p><i>In addition to the characteristics of effective practice:</i></p> <p>Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.</p> <p>Students monitor discussion to ensure all voices are represented in the dialogue.</p>	<p>Teacher consistently creates a genuine discussion among students and uses techniques to promote meaningful student-to-student dialogue.</p>	<p>Teacher occasionally creates a genuine discussion among students and use techniques to promote meaningful student-to-student dialogue.</p>	<p>Teacher rarely creates a discussion among students or use techniques to promote meaningful student-to-student dialogue. Discourse is teacher-directed.</p>
<p>F. Provides feedback to all students to improve their performance</p>	<p><i>In addition to the characteristics of effective practice:</i></p> <p>Teacher encourages peer feedback that is specific and focuses on advancing student learning.</p>	<p>Teacher provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.</p>	<p>Teacher provides feedback that is partially guides students toward the intended instructional outcomes.</p>	<p>Teacher provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.</p>
<p>H. Ensures ongoing assessment of student learning</p>	<p><i>In addition to the characteristics of effective practice:</i></p> <p>Teacher promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.</p>	<p>Teacher 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>Teacher assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.</p>	<p>Teacher assess student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.</p>



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Library Media Specialist Performance, Practice, and Professional Growth Standards

Overview of Domains and Indicators

Domain	Indicators
1. Professional Responsibilities	<p>A: Conducts self as a professional in accordance with CT Code of Professional Responsibility for educators</p> <p>B: Reflects on practice</p> <p>C: Prepares and submits budgets</p> <p>D: Communicates with the school community</p> <p>E: Participates in a professional community</p> <p>F: Engages in professional development</p> <p>G: Shows professionalism, including integrity, advocacy, and maintaining confidentiality</p> <p>H: Understands district/school/classroom emergency policies and procedures</p>
2. Learning Environment	<p>A: Creates an environment of respect and rapport</p> <p>B: Establishes a culture for investigation and love of literature</p> <p>C: Establishes and maintains library procedures, including supervising library assistants</p> <p>D: Manages student behavior</p> <p>E: Organizes physical space-organized for smooth flow, adequate space for different activities, effective signage, attractive displays</p>
3. Planning and Preparation	<p>A: Demonstrates knowledge of current trends in library/media practice and information technology</p> <p>B: Demonstrates knowledge of the school's program, and student information needs within that program.</p> <p>C: Establishes goals for the library/media program appropriate to the setting and the students served</p> <p>D: Demonstrates knowledge of resources both within and beyond the school and district</p> <p>E: Integrating the library/media program into the overall program of studies</p> <p>F. Administers, scores, evaluates, and/or interprets data from instruments or records</p>
4. Direct Services/Instruction	<p>A: Maintains and extends the library collection in accordance with the school's needs, and within budget limitations, and including a periodic inventory, repairs, weeding out, etc.</p> <p>B: Collaborates with teachers in the design of instructional units and lessons</p> <p>C: Engages students in learning information skills</p> <p>D: Assisting students and teachers in the use of technology in the library</p> <p>E: Demonstrates flexibility and responsiveness</p> <p>F. Uses evaluation to improve the delivery of services</p>

Domain 1: Professional Responsibilities – Library Media Specialist

Performance Levels	4	3	2	1
	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Indicators				
A. Conducts self as a professional in accordance with CT Code of Professional Responsibility for educators	<p><i>In addition to characteristics of effective practice:</i></p> <p>Media Specialist is responsible for demonstrating the highest ideals of professionalism evidenced by his/her commitment to students, the profession, the community and families.</p>	<p>Media Specialist consistently ensures the highest ethical standards.</p> <p>Media Specialist consistently models respect for all members of the school community.</p>	<p>Media Specialist occasionally ensures the highest ethical standards.</p> <p>Media Specialist occasionally models respect for all members of the school community.</p>	<p>Media Specialist rarely ensures the highest ethical standards.</p> <p>Media Specialist rarely models respect for all members of the school community.</p>
B. Reflects on practice	<p><i>In addition to characteristics of effective practice:</i></p> <p>Media Specialist's reflection is highly accurate and perceptive, citing specific examples. Media Specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.</p>	<p>Media Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Media Specialist makes some specific suggestions as to how the media program might be improved.</p>	<p>Media Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.</p>	<p>Media Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.</p>
C. Prepares and submits budgets	<p><i>In addition to characteristics of effective practice:</i></p> <p>Media Specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those</p>	<p>Media Specialist honors teacher requests when preparing requisitions and budgets, and follows established procedures.</p>	<p>Media Specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures.</p>	<p>Media Specialist ignores teacher requests when preparing requisitions and budgets, or does not follow established procedures.</p>

	procedures.			
D. Communicates with the school community	<i>In addition to characteristics of effective practice:</i> Media Specialist is proactive in reaching out to the school community and establishing contacts with outside libraries, coordinating efforts for mutual benefit.	Media Specialist engages in outreach efforts to school community.	Media Specialist makes sporadic efforts to engage in outreach efforts to school community.	Media Specialist makes no effort to engage in outreach efforts to school community.
E. Participates in a professional community	Media Specialist makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues.	Media Specialist participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Media Specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects with specifically requested.	Media Specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.
F. Engages in professional development	Media Specialist actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.	Media Specialist seeks out opportunities for professional development based on an individual assessment of need.	Media Specialist participation in professional development activities is limited to those that are convenient or are required.	Media Specialist does not participate in professional development activities, even when such activities are clearly needed, for the enhancement of skill.
G. Shows professionalism, including integrity, advocacy, and maintaining confidentiality.	Media Specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is not plagiarism or violation of copyright laws.	Media Specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public, and adheres carefully to copyright laws.	Media Specialist is honest in interactions with colleagues, students, and the public, and respects copyright laws.	Media Specialist displays dishonesty in interactions with colleagues, students, and the public, and violates copyright laws.

<p>H. Understands district/school/classroom emergency policies and procedures</p>	<p>Media Specialist has a clear understanding of district/school/classroom emergency policies and procedures.</p> <p>Media Specialist and students model appropriate emergency protocols.</p>	<p>This box is left blank intentionally.</p>	<p>This box is left blank intentionally.</p>	<p>Media Specialist is unaware of district/school/classroom emergency policies and procedures.</p>
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Domain 2: The Learning Environment – Library Media Specialist

Performance Levels	4	3	2	1
	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Indicators				
A. Creates an environment of respect and rapport	<p><i>In addition to characteristics of effective practice:</i></p> <p>Interactions among the media specialist and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.</p>	<p>Interactions, between media specials students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.</p>	<p>Interactions, both between the medial specials and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.</p>	<p>Interactions, both between the media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.</p>
B. Establishes a culture for investigation and love of literature	<p><i>In addition to characteristics of effective practice:</i></p> <p>Media Specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of information and reading literature. Students appear to have internalized these values.</p>	<p>Media Specialist, in interactions with both students and colleagues, conveys a sense of the importance of information and reading literature.</p>	<p>Media Specialist goes through the motions of performing the work of the position, but without any real commitment to it</p>	<p>Media Specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required</p>
C. Establishes and maintains library procedures, including supervising library assistants	<p>Library routines and procedures for circulation of materials, working on computers, independent work</p>	<p>Library routines and procedures for circulation of materials, working on computers, independent work</p>	<p>Library routines and procedures, for circulation of materials, working on computers, independent work</p>	<p>Library routines and procedures, for circulation of materials, working on computers,</p>

	are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently, and contribute to the success of the library.	have been established and function smoothly. Library assistants are clear as to their role.	have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	independent work are either nonexistent or inefficient, results in general confusion. Library assistants are confused as to their role.
D. Manages student behavior	Standards of conduct are clear, with evidence of student participation in setting them. Media Specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.	Standards of conduct appear to be clear to students, and the media specialist monitors student behavior against those standards. Media Specialist response to student misbehavior is appropriate and respectful to students.	It appears that the media specialist has made an effort to establish standards of conduct for students; tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.
E. Organizes physical space – organized for smooth flow, adequate space for different activities, effective signage, attractive displays	Media Specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting	Media Specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Media Specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Media Specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, and inadequate space devoted to work area and computer use, and general confusion.

Domain 3: Planning and Preparation – Library Media Specialist

Performance Levels	4	3	2	1
	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Indicators				
A. Demonstrates knowledge of literature and current trends in library/media practice and information technology	<p><i>In addition to characteristics of effective practice:</i></p> <p>Media Specialist draws on extensive professional resources, librarian demonstrates rich understanding of literature and current trends in information technology</p>	Media Specialist demonstrates thorough knowledge of literature and current trends in practice and information technology	Media Specialist demonstrates basic knowledge of the school's content standards, and of students' needs for information skills within those standards.	Media Specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.
B. Demonstrates knowledge of the school's program, and student information needs within that program	<p><i>In addition to characteristics of effective practice:</i></p> <p>Media Specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program</p>	Media Specialist demonstrates thorough knowledge of the school's content standards, and of students' needs for information skills within those standards.	Media Specialist demonstrates basic knowledge of the school's content standards, and of students' needs for information skills within those standards.	Media Specialist demonstrates little or no knowledge of the school's content standards, and of students' needs for information skills within those standards.
C. Establishes goals for the library/media program appropriate to the setting and the students served	<p><i>In addition to characteristics of effective practice:</i></p> <p>Media Specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students, and have been developed following consultations with students and</p>	Media Specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Media Specialist's goals for the media program are rudimentary, and are partially suitable to the situation and the age of the students.	Media Specialist has no clear goals for the media program, or they are inappropriate to either the situation or the age of the students.

	colleagues.			
D. Administers, scores, evaluates, and/or interprets data from instruments or records	Media Specialist provides both statistical and anecdotal evidence of successful objective completion	Media Specialist uses evaluation to improve the delivery of services	Media Specialist inconsistently uses evaluation information to improve the delivery of services	Media Specialist does not use evaluation information to improve the delivery of services

Domain 4: Delivery of Service/Instruction – Library Media Specialist

Performance Levels	4	3	2	1
	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Indicators				
A. Maintains and extends the library collection in accordance with the school’s needs, and within budget limitations, and including a periodic inventory, repairs, weeding out, etc.	<i>In addition to characteristics of effective practice:</i> Media Specialist selects materials for the collection thoughtfully, and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.	Media Specialist adheres to district or professional guidelines in selecting materials for the collection, and periodically purges the collection of outdated material. Collection is balanced among different areas.	Media Specialist attempts to adhere to district or professional guidelines in selecting materials, weeding the collection, and establishing balance.	Media Specialist fails to adhere to district or professional guidelines in selecting materials for the collection, and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas.
B. Collaborating with teachers in the design of instructional units and lessons	<i>In addition to characteristics of effective practice:</i> Media Specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.	Media Specialist’s initiates collaboration with classroom teachers in the design of instructional lessons and units.	Media Specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Media Specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.
C. Engages students in learning information skills	<i>In addition to characteristics of effective practice:</i> Students are highly engaged in learning information skills and take initiative in ensuring the engagement of their peers.	Students are engaged in learning information skills due to effective design of activities, grouping strategies, and appropriate	Some students are engaged in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are not engaged in learning information skills due to poor design of activities, poor grouping strategies, or inappropriate materials.

		materials.		
D. Assists students and teachers in the use of technology in the library	<i>In addition to characteristics of effective practice:</i> Media Specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library.	Media Specialist initiates sessions to assist students and teachers in the use of technology in the library.	Media Specialist assists students and teachers in the use of technology in the library when specifically asked to do so.	Media Specialist declines to assist students and teachers in the use of technology in the library.
E. Demonstrates flexibility and responsiveness	Media Specialist is continually seeking ways to improve the media program, and makes changes as needed in response to student, parent, or teacher input.	Media Specialist makes revisions to the library program when it is needed.	Media Specialist makes modest changes in the library program when confronted with evidence of the need for change.	Media Specialist adheres to his or her plan, in spite of evidence of its inadequacy.
F. Uses evaluation to improve the delivery of services	Media Specialist is a reflective practitioner who continually improves the delivery of services through evaluating multiple sources of feedback and data	Media Specialist uses evaluation to improve the delivery of services	Media Specialist inconsistently uses evaluation information to improve the delivery of services	Media Specialist does not use evaluation information to improve the delivery of services



School Counselor Performance, Practice, and Professional Growth Standards

Overview of Domains and Indicators

Domain	Indicators
1. Professional Responsibilities	A: Conducts self as a professional in accordance with CT Code of Professional Responsibility for educators B: Prioritizes continuous professional learning to impact service delivery and student growth C: Understands individual student needs and rights, and complies with all legal requirements D: Communicates and collaborates with colleagues and families to develop and sustain a positive school climate in order to support student learning E. Organizes and maintains records and submits them in a timely fashion F: Understands district/school/classroom emergency policies and procedures
2. Learning/Support Environment	A: Creates an environment of respect and rapport B: Promotes student engagement and shared responsibility for the learning process C: Structures the counseling environment to support choices and options to enhance students' social, emotional, and academic growth D: Establishes appropriate standards of behavior for students
3. Planning and Preparation	A: Demonstrates knowledge of counseling theory and techniques B: Demonstrates knowledge of child and adolescent development C: Establishes goals for the counseling program appropriate to the setting and students served D: Demonstrates knowledge of state and federal regulations and resources within and beyond the school and district E: Plans counseling services using individual and small group sessions and in-class activities, including crisis prevention, intervention, and response
4. Direct Services/Instruction	A: Engages in consultation and collaboration with school staff B: Engages in consultation and collaboration with parents and families C: Engages in consultation and collaboration with community agencies and providers D. Uses counseling techniques in individual, small group, and/or large group settings E. Demonstrates flexibility and responsiveness

Domain 1: Professional Responsibilities – School Counselor

Performance Levels	4	3	2	1
	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Indicators				
A. Conducts self as a professional in accordance with CT Code of Professional Responsibility for educators	<p><i>In addition to characteristics of effective practice:</i></p> <p>School Counselor is responsible for demonstrating the highest ideals of professionalism evidenced by his/her commitment to students, the profession, the community and families.</p>	<p>School Counselor consistently ensures the highest ethical standards.</p> <p>School Counselor consistently models respect for all members of the school community.</p>	<p>School Counselor occasionally ensures the highest ethical standards.</p> <p>School Counselor occasionally models respect for all members of the school community.</p>	<p>School Counselor rarely ensures the highest ethical standards.</p> <p>School Counselor rarely models respect for all members of the school community.</p>
B. Prioritizes continuous professional learning to impact service delivery and student growth	<p><i>In addition to characteristics of effective practice:</i></p> <p>School Counselor actively seeks out professional learning opportunities.</p> <p>School Counselor shares learning and resources with their colleagues.</p>	<p>School Counselor consistently participates actively in professional learning opportunities.</p> <p>School Counselor consistently utilizes supervisor feedback.</p> <p>School Counselor consistently applies professional learning to improve instruction, engage students, and self-evaluate his/her own practices.</p>	<p>School Counselor occasionally participates <i>actively</i> in professional learning opportunities.</p> <p>School Counselor occasionally utilizes supervisor feedback.</p> <p>School Counselor occasionally applies professional learning to improve instruction, engages students, and self-evaluates his/her own practices.</p>	<p>School Counselor rarely participates <i>actively</i> in professional learning opportunities.</p> <p>School Counselor rarely accepts or applies supervisor feedback.</p> <p>School Counselor rarely applies professional learning to improve instruction, engages students, and self-evaluates his/her own practices.</p>

<p>C. Understands individual student needs and rights, and complies with all legal requirements</p>	<p><i>In addition to characteristics of effective practice:</i> School Counselor actively pursues resources to enhance individual student learning and/or contributes ideas towards the IEP, 504 or other accommodation plans</p>	<p>School Counselor consistently maintains the confidentiality of information concerning students and dispenses such information only when prescribed or directed by federal or state law or professional practice.</p> <p>School Counselor consistently reads and reviews a student's IEP, 504 plan, or other accommodation plans and modifies and accommodates as necessary.</p>	<p>School Counselor occasionally maintains the confidentiality of information concerning students and dispenses such information only when prescribed or directed by federal or state law or professional practice.</p> <p>School Counselor occasionally reads and reviews a student's IEP/504 plan or other accommodation plans and modifies and accommodates as necessary.</p>	<p>School Counselor rarely maintains the confidentiality of information concerning students and dispenses such information only when prescribed or directed by federal or state law or professional practice.</p> <p>School Counselor rarely reads and reviews a student's IEP/504 plan, or other accommodation plans and modifies and accommodates as necessary.</p>
<p>D. Communicates and collaborates with colleagues and families to develop and sustain a positive school climate in order to support student learning</p>	<p><i>In addition to characteristics of effective practice:</i> School Counselor facilitates or actively participates in school-wide activities to address bias, negative, or disrespectful attitudes or practices in the school community.</p> <p>School Counselor communicates with families on positive student progress as well as negative.</p> <p>School Counselor communicates with</p>	<p>School Counselor consistently utilizes a variety of communication methods to inform and involve families of the educational program.</p> <p>School Counselor consistently develops collaborative relationships and makes a contribution to the professional community.</p>	<p>School Counselor occasionally utilizes methods of communication to inform Families of the educational program.</p> <p>School Counselor occasionally develops collaborative relationships and makes a contribution to the professional community.</p> <p>School Counselor</p>	<p>School Counselor rarely utilizes methods of communication to inform Families of the educational process.</p> <p>School Counselor rarely develops collaborative relationships and makes a contribution to the professional community.</p> <p>School Counselor rarely challenges and rejects</p>

	families in alternative ways on a regular basis such as webpages, newsletters, blogs etc.	School Counselor consistently challenges and rejects biased, negative, or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.	occasionally challenges and rejects biased, negative, or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.	biased, negative, or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.
E. Organizes and maintains information for students on their case load	School Counselor's approach to maintaining information is highly systematic and efficient, and serves as a model for colleagues.	School Counselor's approach to maintaining information is accurate and timely.	School Counselor's approach to maintaining information is inconsistent.	School Counselor's approach to maintaining information is inaccurate.
F. Understands district/school/classroom emergency policies and procedures	School Counselor and students have a clear understanding of district/school/classroom emergency policies and procedures. School Counselors and students model appropriate emergency protocols.	This box is left blank intentionally.	This box is left blank intentionally.	School Counselor and students are unaware of district/school/classroom emergency policies and procedures.

Domain 2: Learning/Support Environment – School Counselor

Performance Levels	4	3	2	1
	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Indicators				
A. Creates an environment of respect and rapport	<p><i>In addition to characteristics of effective practice:</i></p> <p>Students seek out the counselor, reflecting a high degree of comfort with the relationship.</p> <p>School Counselor teaches students how to engage in positive interactions.</p>	School Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-to-student interactions.	<p>School Counselor's interactions are a mix of positive and negative.</p> <p>The school counselor's efforts at encouraging positive interactions among students are occasionally successful.</p>	School Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.
B. Promotes student engagement and shared responsibility for the learning process	<p><i>In addition to the characteristics of effective practice</i></p> <p>School Counselor consistently uses and supports appropriate strategies to assist students as they reflect on and evaluate their own progress.</p> <p>School Counselor is able to model strategies for promoting student engagement as an exemplar of practice.</p>	<p>School Counselor consistently provides students with strategies and opportunities to set and monitor their own goals.</p> <p>School Counselor consistently fosters a welcoming environment where students engage in positive interactions.</p>	<p>School Counselor occasionally provides students with strategies and opportunities to set and monitor their own goals.</p> <p>School Counselor occasionally fosters a welcoming environment where students engage in positive interactions.</p>	<p>School Counselor rarely provides students with strategies and opportunities to set and monitor their own goals.</p> <p>School Counselor rarely fosters a welcoming environment where students engage in positive interactions.</p>
C. Structures the counseling environment to support choices and options to	<p><i>In addition to the characteristics of effective practices</i></p> <p>School Counselor is able to model these</p>	School Counselor consistently structures the counseling environment to support choices	School Counselor occasionally structures the counseling environment to support choices	School Counselor rarely structures the counseling environment to support choices and options to

enhance students' social, emotional, and academic growth	skills as an exemplar of practice.	and options to enhance students' social, emotional, and academic growth.	and options to enhance students' social, emotional, and academic growth.	enhance students' social, emotional, and academic growth.
D. Establishes and upholds appropriate standards of behavior for students	<i>In addition to the characteristics of effective practices</i> School Counselor promotes appropriate behavior for all students throughout the school.	School Counselor establishes and consistently upholds clear behavioral expectations for their students.	School Counselor establishes and occasionally upholds clear behavioral expectations for their students.	School Counselor establishes but rarely upholds clear behavioral expectations for their students.

Domain 3: Planning and Preparation – School Counselor

Performance Levels	4	3	2	1
	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Indicators				
A. Demonstrates knowledge of counseling theory and techniques	<p>School Counselor demonstrates comprehensive, coherent, and current understanding of counseling theory and techniques.</p> <p>School Counselor plans for students to increasingly make independent sound, informed academic, personal, social choices.</p>	<p>School Counselor demonstrates understanding of counseling theory and techniques.</p> <p>School Counselor plans frequent meetings with individual students or groups to help students make good academic and social choices.</p>	<p>School Counselor demonstrates basic understanding of counseling theory and techniques.</p> <p>School Counselor plans occasional meetings with individual students or groups to advance the program goals.</p>	<p>School Counselor demonstrates little understanding of counseling theory and techniques.</p> <p>School Counselor does not plan to meet with students individually or in groups.</p>
B. Demonstrates knowledge of child and adolescent development	<p>In addition to knowledge of the developmental characteristics, and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.</p>	<p>School Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.</p>	<p>School Counselor displays partial knowledge of child and adolescent development</p>	<p>School Counselor displays little or no knowledge of child and adolescent development.</p>
C. Establishes goals for the counseling program appropriate to the setting and students served	<p>School Counselor’s goals for the program are highly appropriate to the situation in the school and to the age of the students.</p> <p>Goals include working with others to effect wider change throughout the school.</p>	<p>School Counselor’s goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.</p>	<p>School Counselor’s goals for the counseling program are rudimentary, and are partially suitable to the situation and the age of the students.</p>	<p>School Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.</p>

<p>D. Demonstrates knowledge of resources within and beyond the school and district</p>	<p>School Counselor's knowledge of resources for students is extensive, including those available through the school or district, and in the community.</p>	<p>School Counselor displays awareness of resources for students available through the school or district, and some familiarity with resources external to the school.</p>	<p>School Counselor displays awareness of resources for students available through the school or district, but no knowledge of community resources.</p>	<p>School Counselor demonstrates little or no knowledge of resources for students available through the school or district.</p>
<p>E. Plans counseling services using individual and small group sessions and in-class activities, including crisis prevention, intervention, and response</p>	<p>School Counselor's plans are highly coherent, and serve to support not only the students individually and in groups, but the broader educational environment.</p>	<p>School Counselor has developed a plan that includes the important aspects of counseling in the setting.</p>	<p>School Counselor's plan includes a number of activities, but some of them don't fit with the broader goals.</p>	<p>School Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.</p>

Domain 4: Direct Services/Instruction – School Counselor

Performance Levels	4	3	2	1
	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Indicators				
A. Engages in consultation and collaboration with school staff	School Counselor proactively engages in consultation and collaboration with school staff.	School Counselor consistently engages in consultation and collaboration with school staff.	School Counselor occasionally engages in consultation and collaboration with school staff.	School Counselor rarely engages in consultation and collaboration with school staff.
B. Engages in consultation and collaboration with parents and families	School Counselor proactively engages in consultation and collaboration with parents and families.	School Counselor consistently engages in consultation and collaboration with parents and families.	School Counselor occasionally engages in consultation and collaboration with parents and families.	School Counselor rarely engages in consultation and collaboration with parents and families.
C. Engages in consultation and collaboration with community agencies and providers	School Counselor proactively engages in consultation and collaboration with community agencies and providers.	School Counselor consistently engages in consultation and collaboration with community agencies and providers.	School Counselor occasionally engages in consultation and collaboration with community agencies and providers.	School Counselor rarely engages in consultation and collaboration with community agencies and providers.
D. Uses counseling techniques in individual, small group, and/or large group settings	School Counselor uses an extensive range of counseling techniques to help students acquire skills in decision-making and problem solving for both interactions with other students and/or future planning.	School Counselor uses an appropriate range of counseling techniques to help students acquire skills in decision-making and problem solving for both interactions with other students and/or future planning.	School Counselor displays a narrow range of counseling techniques to help students acquire skills in decision-making and problem solving for both interactions with other students and/or future planning.	School Counselor has few counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and/or future planning.
E. Demonstrates flexibility and responsiveness	School Counselor is continually seeking ways to improve the counseling program, and makes changes as needed in response to the school environment.	School Counselor makes revisions in the counseling program when it is needed.	School Counselor makes modest adjustments to the counseling program when presented with evidence of the need for change.	School Counselor adheres to his or her plan, in spite of evidence of its inadequacy

School Social Worker Performance, Practice, and Professional Growth Standards

Overview of Domains and Indicators

Domain	Indicators
1. Professional Responsibilities	A: Conducts self as a professional in accordance with CT Code of Professional Responsibility for educators B: Prioritizes continuous professional learning to impact service delivery and student growth C: Understands individual student needs and rights, and complies with all legal requirements D: Communicates and collaborates with colleagues and families to develop and sustain a positive school climate in order to support student learning E: Understands district/school/classroom emergency policies and procedures
2. Learning/Support Environment	A: Promotes a positive school climate that is responsive and respectful of individual needs and backgrounds B: Promotes student engagement and shared responsibility for learning process C: Creates and implements behavioral expectations that support the learning environment and/or student growth
3. Planning and Preparation	A: Demonstrates knowledge of child and adolescent development B: Demonstrates an understanding of family customs, cultures, and beliefs and their impact on student success C: Understands and complies with all Special Education laws, district policies and procedures D: Uses available assessments and evaluations to develop student programming
4. Direct Services/Instruction	A: Provides intervention or instruction that promotes student learning and development B: Maintains communication and rapport with students, families, and outside agencies C: Monitors and adjusts services to enhance student functioning D: Communicates expectations and provides feedback to all students to improve their engagement in the learning environment

Domain 1: Professional Responsibilities – Social Worker

Performance Levels	4	3	2	1
	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Indicators				
A. Conducts self as professional in accordance with CT Code of Professional Responsibility for educators	<p><i>In addition to characteristics of effective practice:</i></p> <p>Social Worker is responsible for demonstrating the highest ideals of professionalism and social work code of ethics demonstrated by appropriate and timely communication with all stakeholders.</p>	<p>Social Worker consistently ensures the highest ethical standards.</p> <p>Social Worker consistently models respect for all members of the school community.</p>	<p>Social Worker occasionally ensures the highest ethical standards.</p> <p>Social Worker occasionally models respect for all members of the school community</p>	<p>Social Worker rarely ensures the highest ethical standards.</p> <p>Social Worker rarely models respect for all members of the school community.</p>
B. Prioritizes continuous professional growth to impact student learning	<p><i>In addition to characteristics of effective practice:</i></p> <p>Social Worker actively seeks professional learning opportunities.</p> <p>Social Worker shares learning and resources with their colleagues.</p>	<p>Social Worker consistently participates actively in professional learning opportunities.</p> <p>Social Worker consistently utilizes supervisor feedback.</p> <p>Social Worker consistently applies professional learning to</p>	<p>Social Worker occasionally participates actively in professional learning opportunities.</p> <p>Social Worker occasionally utilizes supervisor feedback.</p> <p>Social Worker occasionally applies professional learning to</p>	<p>Social Worker rarely participates actively in professional learning opportunities.</p> <p>Social Worker rarely accepts or applies supervisor feedback.</p> <p>Social Worker rarely applies professional learning to improve instruction, engages students, and self-evaluates his/her own practices.</p>

		improve instruction, engage students, and self-evaluate his/her own practices.	improve instruction, engages students, and self-evaluates his/her own practices.	
C. Understands individual student needs and rights and complies with all legal requirements	<i>In addition to characteristics of effective practice:</i> Social Worker actively pursues resources to enhance individual student learning and/or contributes ideas towards the IEP, 504 or other accommodation plans.	Social Worker consistently maintains the confidentiality of information concerning students and dispenses such information only when prescribed or directed by federal or state law or professional practice. Social Worker consistently reads and reviews a student's IEP, 504 plan, or other accommodation plans and modifies and accommodates as necessary.	Social Worker occasionally maintains the confidentiality of information concerning students and dispenses such information only when prescribed or directed by federal or state law or professional practice. Social Worker occasionally reads and reviews a student's IEP/504 plan, or other accommodation plans and modifies and accommodates as necessary.	Social Worker rarely maintains the confidentiality of information concerning students and dispenses such information only when prescribed or directed by federal or state law or professional practice. Social Worker rarely reads and reviews a student's IEP/504 plan, or other accommodation plans and modifies and accommodates as necessary.
D. Communicates and collaborates with colleagues and families to develop and sustain a positive	<i>In addition to characteristics of effective practice:</i> Social Worker participates in activities to address	Social Worker consistently utilizes a variety of communication methods to inform and involve families of	Social Worker occasionally utilizes methods of communication to inform families of the	Social Worker rarely utilizes methods of communication to inform families of the educational process.

<p>school climate in order to support student learning</p>	<p>bias, negative, or disrespectful attitudes or practices in the school community.</p> <p>Social Worker is aware of the code of ethics, including confidentiality, and actively and consistently communicates information as appropriate in a timely manner with colleagues and families on student progress.</p>	<p>the educational program.</p> <p>Social Worker consistently develops collaborative relationships and makes a contribution to the professional community.</p> <p>Social Worker consistently challenges and rejects biased, negative, or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.</p>	<p>educational program.</p> <p>Social Worker occasionally develops collaborative relationships and makes a contribution to the professional community.</p> <p>Social Worker occasionally challenges and rejects biased, negative, or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.</p>	<p>Social Worker rarely develops collaborative relationships and makes a contribution to the professional community.</p> <p>Social Worker rarely challenges and rejects biased, negative, or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.</p>
<p>E. Understands district/school/classroom emergency policies and procedures</p>	<p>Social Worker has a clear understanding of district/school/classroom emergency policies and procedures.</p> <p>Procedures are clearly posted in the appropriate classroom/office.</p> <p>Social Workers model appropriate emergency protocols.</p>	<p>This box is left blank intentionally.</p>	<p>This box is left blank intentionally.</p>	<p>Social Worker and students are unaware of district/school/classroom emergency policies and procedures.</p> <p>Procedures are not posted in the appropriate classroom/office.</p>

Domain 2: Learning/Support Environment – Social Worker

Performance Levels	4	3	2	1
	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Indicators				
A. Promotes a positive school climate that is responsive and respectful of individual needs and backgrounds	<p><i>In addition to the characteristics of effective practices</i></p> <p>Social Worker supports students in becoming role models for treating others with respect.</p>	<p>Social Worker consistently promotes high academic and behavioral expectations for all students.</p> <p>Social Worker creates and sustains an environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels.</p> <p>Social Worker consistently establishes a positive rapport with students and builds a trusting, supportive relationship.</p>	<p>Social Worker occasionally promotes academic and behavioral expectations for students.</p> <p>Social Worker creates an environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels.</p> <p>Social Worker occasionally establishes a positive rapport with students or builds a trusting, supportive relationship.</p>	<p>Social Worker rarely promotes academic and behavioral expectations for students.</p> <p>Social Worker rarely creates an environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels.</p> <p>Social Worker rarely establishes a positive rapport with students or builds a trusting, supportive relationship.</p>
B. Promotes student engagement and shared responsibility for learning process	<p><i>In addition to the characteristics of effective practice</i></p> <p>Social Worker consistently uses and supports</p>	<p>Social Worker consistently provides students with strategies and opportunities to set and monitor their own learning goals.</p>	<p>Social Worker occasionally provides students with strategies and opportunities to set and monitor their own learning goals.</p>	<p>Social Worker rarely provides students with strategies and opportunities to set and monitor their own learning goals.</p>

	appropriate strategies to assist students as they reflect on and evaluate their own learning process and progress.	Social Worker consistently uses appropriate strategies and supports to engage or re-engage students in learning activities. Social Worker consistently fosters a welcoming environment where students engage in positive student/student and student/Social worker discourse.	Social Worker occasionally uses appropriate strategies and supports to engage or re-engage students in learning activities. Social Worker occasionally fosters a welcoming environment where students engage in positive student/student and student/Social worker discourse.	Social Worker rarely uses appropriate strategies and supports to engage or re-engage students in learning activities. Social Worker rarely fosters a welcoming environment where students engage in positive student/student and student/Social worker discourse.
D. Creates and implements behavioral expectations that support the learning environment and/or student growth	<i>In addition to the characteristics of effective practices</i> Social Worker creates an environment, which promotes and rewards student persistence to complete learning objectives.	Social Worker consistently shows evidence of on-going participation in establishing goals and decision-making. Social Worker consistently provides opportunities for student participation in inquiry, self-monitoring, and self-evaluation.	Social Worker occasionally shows evidence of on-going participation in establishing goals and decision-making. Social Worker occasionally provides opportunities for student participation in inquiry, self-monitoring, and self-evaluation.	Social Worker rarely shows evidence of on-going participation in establishing goals and decision-making. Social Worker rarely provides opportunities for student participation in inquiry, self-monitoring, and self-evaluation.

Domain 3: Planning and Preparation – Social Worker

Performance Levels	4	3	2	1
	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Indicators				
A. Demonstrates knowledge of child and adolescent development	<p><i>In addition to the characteristics of effective practice:</i></p> <p>Social Worker plans for ongoing opportunities for students to build and apply conceptual understanding of strategies and resources to support social/emotional functioning that will generalize to the world around them.</p>	<p>Social Worker consistently plans for instruction that reflects knowledge of child and adolescent development.</p> <p>Social Worker consistently plans for instruction that includes strategies and resources to support social/emotional functioning in the school environment.</p>	<p>Social Worker occasionally plans for instruction that reflects knowledge of child and adolescent development.</p> <p>Social Worker occasionally plans for instruction that includes strategies and resources to support social/emotional functioning in the school environment.</p>	<p>Social Worker rarely plans for instruction that reflects knowledge of child and adolescent development.</p> <p>Social Worker rarely plans for instruction that includes strategies and resources to support social/emotional functioning in the school environment.</p>
B. Demonstrates an understanding of family customs, cultures, and beliefs and their impact on student success	<p><i>In addition to the characteristics of effective practice:</i></p> <p>Social Worker applies knowledge of family customs, cultures, and</p>	<p>Social Worker consistently uses previous data, background knowledge, student interests, and student needs to plan for counseling/instruction.</p>	<p>Social Worker occasionally uses previous data, background knowledge, student interests, and student needs to plan for counseling/instruction.</p>	<p>Social Worker rarely uses previous data, background knowledge, student interests, and student needs to plan for counseling/instruction.</p> <p>Social Worker rarely</p>

	<p>beliefs to provide appropriate interventions to assist in students' academic success.</p> <p>Social Worker consistently plans to incorporate multiple strategies that accommodate all levels of learning and learning styles.</p>	<p>Social worker consistently plans for differentiation that includes the use of flexible grouping and/or targeted levels of counseling/instruction, and resources.</p> <p>Social Worker consistently plans to incorporate strategies that appropriately challenge students.</p>	<p>Social Worker occasionally develops plans based on the collective learning needs/strengths of the students.</p> <p>Social Worker occasionally plans to incorporate strategies that appropriately challenge students.</p>	<p>develops plans based on the learning needs/strengths of students.</p> <p>Social Worker rarely plans to incorporate strategies that appropriately challenge students.</p>
<p>C. Understands and complies with all Special Education laws, district policies and procedures</p>	<p><i>In addition to the characteristics of effective practice:</i></p> <p>Social Worker actively pursues resources to enhance their understanding of Special Education laws, district policies and procedures.</p>	<p>Social Worker consistently reads and reviews Special Education laws, district policies, and procedures.</p>	<p>Social Worker occasionally reads and reviews Special Education laws, district policies, and procedures.</p>	<p>Social Worker rarely reads and reviews Special Education laws, district policies, and procedures.</p>
<p>D. Uses available assessments and evaluations to develop student programming</p>	<p><i>In addition to characteristics of effective practice:</i></p> <p>Social Worker consistently</p>	<p>Social Worker consistently uses available assessments and evaluations to develop student programming.</p>	<p>Social Worker occasionally uses available assessments and evaluations to develop student programming.</p>	<p>Social Worker rarely uses available assessments and evaluations to develop student programming.</p> <p>Social Worker rarely</p>

	applies a comprehensive system of monitoring social/emotional functioning.	Social Worker consistently monitors student learning, growth, and progress toward accessing their education in the general education setting.	Social Worker occasionally monitors student learning, growth, and progress toward accessing their education in the general education setting.	monitors student learning, growth, and progress toward accessing their education in the general education setting.
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Domain 4: Services/Instruction – Social Worker

Performance Levels	4	3	2	1
	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Indicators				
A. Provides intervention or instruction that promotes student learning and development	<p><i>In addition to the characteristics of effective practice:</i></p> <p>Social Worker clearly and consistently develops appropriate interventions based on individual student needs.</p>	<p>Social Worker clearly and consistently communicates the purpose for social work services, the learning/behavioral expectations, directions, and procedures to students.</p> <p>Social Worker presents information in a variety of formats (verbal, written, visual and/or electronic communication).</p>	<p>Social Worker occasionally communicates the purpose for social work services, the learning/behavioral expectations, directions, and procedures to students.</p> <p>Social Worker presents information in a limited number of formats.</p>	<p>Social Worker rarely communicates the purpose of the lesson, the learning/behavioral expectations, directions, and procedures to students.</p> <p>Social Worker presents information in a singular format.</p>
B. Maintains communication and rapport with students, families, and outside agencies	<p><i>In addition to the characteristics of effective practice:</i></p>	<p>Social Worker consistently maintains timely communication evidence with students, families, and outside agencies.</p> <p>Social Worker consistently uses a variety of communication techniques (i.e. mail, email, fax, phone log, home visits).</p>	<p>Social Worker occasionally maintains timely communication evidence with students, families, and outside agencies.</p> <p>Social Worker occasionally uses a variety of communication.</p>	<p>Social Worker rarely maintains timely communication evidence with students, families, and outside agencies.</p> <p>Social Worker rarely uses a variety of communication techniques.</p>
C. Monitors and adjusts services to enhance student functioning	<p><i>In addition to the characteristics of effective practice:</i></p> <p>Social Worker</p>	<p>Social Worker consistently collects data to monitor student progress and creates/adjusts</p>	<p>Social Worker occasionally collects data to monitor student progress and creates/adjusts</p>	<p>Social Worker rarely collects data to monitor student progress and creates/adjusts</p>

	consistently supports and promotes services to enhance student functioning.	counseling sessions to address areas of concern/improvement.	counseling sessions to address areas of concern/improvement.	counseling sessions to address areas of concern/improvement.
D. Communicates expectations and provides feedback to all students to improve their engagement in the learning environment	<p><i>In addition to the characteristics of effective practice:</i></p> <p>Social Worker provides feedback that is consistently of high quality and requires students to extend their thinking.</p> <p>Social Worker provides students opportunities to incorporate feedback to reflect on behavioral/emotional issues that affect academic success.</p>	<p>Social Worker consistently provides accurate, timely, and specific feedback to students about their progress toward their goals and strategies for improvement.</p> <p>Social Worker consistently engages students and allows for appropriate student reflection.</p>	<p>Social Worker occasionally provides accurate, timely, and specific feedback to students about their progress toward their goals and strategies for improvement.</p> <p>Social Worker occasionally engages students and allows for appropriate student reflection.</p>	<p>Social Worker rarely provides accurate, timely, and specific feedback to students about their progress toward their goals and strategies for improvement.</p> <p>Social Worker rarely engages students in meaningful discussion.</p>



School Psychologist Performance, Practice, and Professional Growth Standards

Overview of Domains and Indicators

Domain	Indicators
1. Professional Responsibilities	<p>A: Conducts self as a professional in accordance with CT State Department of Education Guidelines for the Practice of School Psychology</p> <p>B: Prioritizes continuous professional growth</p> <p>C: Understands individual student needs and rights and complies with all legal requirements</p> <p>D: Utilizes assessment results to analyze student performance for decision making related to eligibility for services</p> <p>E: Communicates and collaborate with colleagues and families to develop and sustain a positive school climate</p> <p>F: Understands district/school/classroom emergency policies and procedures</p>
2. Service Environment	<p>A: Promotes a positive climate that is responsive and respectful</p> <p>B: Establishes rapport with students and promotes student engagement</p> <p>C: Establishes appropriate standards of behavior for students</p>
3. Planning and Preparation	<p>A: Conducts file reviews for the purpose of compiling comprehensive educational history</p> <p>B: Communicate with school staff and parents regarding current levels of performance</p> <p>C: Collects and analyzes student progress through the use of data</p> <p>D: Write accurate, comprehensive and clear reports</p> <p>E: Strategically coordinates meetings in adherence with mandated federal, state and district timelines</p> <p>F: Utilizes empirically supported psycho-educational and/or behavioral assessment measures that are appropriate to student needs</p>
4. Consultation & Collaboration	<p>A: Engages in consultation and collaboration with school staff</p> <p>B: Engages in consultation and collaboration with parents and families</p> <p>C: Engages in consultation and collaboration with community agencies and providers</p>

Domain 1: Professional Responsibilities – School Psychologist

Performance Levels	4	3	2	1
	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Indicators				
A. Conducts self as a professional in accordance with CT State Department of Education Guidelines for the Practice of School Psychology	<p><i>In addition to characteristics of effective practice:</i></p> <p>School Psychologist is responsible for demonstrating the highest ideals of professionalism evidenced by his/her commitment to students, the profession, the community and families.</p>	<p>School Psychologist consistently ensures the highest ethical standards.</p> <p>School Psychologist consistently models respect for all members of the school community.</p>	<p>School Psychologist occasionally ensures the highest ethical standards.</p> <p>School Psychologist occasionally models respect for all members of the school community.</p>	<p>School Psychologist rarely ensures the highest ethical standards.</p> <p>School Psychologist rarely models respect for all members of the school community.</p>
B. Prioritizes continuous professional growth	<p><i>In addition to characteristics of effective practice:</i></p> <p>School Psychologist actively seeks out professional learning opportunities.</p> <p>School Psychologist shares learning and resources with their colleagues and staff.</p>	<p>School Psychologist consistently participates actively in professional learning opportunities.</p> <p>School Psychologist consistently utilizes supervisor feedback.</p> <p>School Psychologist consistently applies professional learning to improve planning, preparation, consultation, collaboration and assessment.</p>	<p>School Psychologist occasionally participates actively in professional learning opportunities.</p> <p>School Psychologist occasionally utilizes supervisor feedback.</p> <p>School Psychologist occasionally applies professional learning to improve planning, preparation, consultation, collaboration and assessment.</p>	<p>School Psychologist rarely participates actively in professional learning opportunities.</p> <p>School Psychologist rarely accepts or applies supervisor feedback.</p> <p>School Psychologist rarely applies professional learning to improve instruction, engages students, and self-evaluates his/her own practices.</p>
C. Understands individual student needs and rights and complies with all legal requirements	<p><i>In addition to characteristics of effective practice:</i></p> <p>School Psychologist</p>	<p>School Psychologist consistently maintains the confidentiality of</p>	<p>School Psychologist occasionally maintains the confidentiality of</p>	<p>School Psychologist rarely maintains the confidentiality of</p>

	actively pursues resources to enhance individual student learning and/or contributes ideas towards the IEP, 504 or other accommodation plans.	information concerning students and dispenses such information only when prescribed or directed by federal or state law or professional practice. School Psychologist consistently reads and reviews a student's IEP, 504 plan, or other accommodation plans to recommend modifications and accommodations as necessary.	information concerning students and dispenses such information only when prescribed or directed by federal or state law or professional practice. School Psychologist occasionally reads and reviews a student's IEP/504 plan, or other accommodation plans to recommend modifications and accommodations as necessary.	information concerning students and dispenses such information only when prescribed or directed by federal or state law or professional practice. School Psychologist rarely reads and reviews a student's IEP/504 plan, or other accommodation plans to recommend modifications and accommodations as necessary.
D. Utilizes assessment results to analyze student performance for decision making related to eligibility for services	<i>In addition to the characteristics of effective practices:</i> School Psychologist always integrates assessment results with classroom performance in order to make highly informed decisions regarding student eligibility with regard to best practices.	School Psychologist consistently integrates assessment results with classroom performance in order to make informed decisions regarding student eligibility.	School Psychologist occasionally integrates assessment results with classroom performance in order to make informed decisions regarding student eligibility.	School Psychologist rarely integrates assessment results with classroom performance in order to make informed decisions regarding student eligibility.
E. Communicates and collaborate with colleagues and families to develop and sustain a positive school climate	<i>In addition to characteristics of effective practice:</i> School Psychologist facilitates or actively participates in school-wide activities to address bias, negative, or disrespectful attitudes or practices in the school community.	School Psychologist consistently utilizes a variety of communication methods to inform and involve families of the educational program.	School Psychologist occasionally utilizes methods of communication to inform families of the educational program. School Psychologist occasionally develops	School Psychologist rarely utilizes methods of communication to inform families of the educational process. School Psychologist rarely develops

	<p>School Psychologist communicates with families about student progress and offers guidance with school readiness.</p> <p>School Psychologist communicates with families in alternative ways on a regular basis such as webpages, newsletters, blogs, PTO meetings, etc.</p>	<p>School Psychologist consistently develops collaborative relationships and makes a contribution to the professional community.</p> <p>School Psychologist consistently challenges and rejects biased, negative, or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.</p>	<p>collaborative relationships and makes a contribution to the professional community.</p> <p>School Psychologist occasionally challenges and rejects biased, negative, or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.</p>	<p>collaborative relationships and makes a contribution to the professional community.</p> <p>School Psychologist rarely challenges and rejects biased, negative, or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.</p>
<p>F. Understands district/school/classroom emergency policies and procedures</p>	<p>School Psychologist and students have a clear understanding of district/school/classroom emergency policies and procedures.</p> <p>Procedures are clearly posted in the classroom.</p> <p>School Psychologists and students model appropriate emergency protocols.</p>	<p>This box is left blank intentionally.</p>	<p>This box is left blank intentionally.</p>	<p>School Psychologist and students are unaware of district/school/classroom emergency policies and procedures.</p> <p>Procedures are not posted in the classroom.</p>

Domain 2: Service Environment – School Psychologist

Performance Levels	4	3	2	1
	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Indicators				
A. Promotes a positive climate that is responsive and respectful	<p><i>In addition to the characteristics of effective practices:</i></p> <p>School Psychologist supports students in becoming role models for treating others with respect.</p>	<p>School Psychologist consistently promotes high academic and behavioral expectations for all students.</p> <p>School Psychologist contributes to a school environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels.</p> <p>School Psychologist consistently establishes a positive rapport with students and builds a trusting, supportive relationship.</p>	<p>School Psychologist occasionally promotes academic and behavioral expectations for students.</p> <p>School Psychologist occasionally contributes to a school environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels.</p> <p>School Psychologist occasionally establishes a positive rapport with students or builds a trusting, supportive relationship.</p>	<p>School Psychologist rarely promotes academic and behavioral expectations for students.</p> <p>School Psychologist rarely contributes to a school environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels.</p> <p>School Psychologist rarely establishes a positive rapport with students or builds a trusting, supportive relationship.</p>
B. Establishes rapport with students and promotes student engagement	<p><i>In addition to the characteristics of effective practices:</i></p> <p>School Psychologist promotes student self-reflection and self-awareness so that the student can develop meaningful social and academic relationships (examples could include, self advocacy, social skills, etc.).</p>	<p>School Psychologist consistently uses appropriate strategies and supports to engage students in the educational environment.</p> <p>School Psychologist consistently fosters a welcoming environment and establishes relationships that promote student engagement in the learning environment.</p>	<p>School Psychologist occasionally uses appropriate strategies and supports to engage students in the educational environment.</p> <p>School Psychologist occasionally fosters a welcoming environment and establishes relationships that promote student engagement in the learning environment.</p>	<p>School Psychologist rarely uses appropriate strategies and supports to engage students in the educational environment.</p> <p>School Psychologist rarely fosters a welcoming environment and establishes relationships that promote student engagement in the learning environment.</p>

<p>C. Establishes appropriate standards of behavior for students</p>	<p><i>In addition to the characteristics of effective practices:</i></p> <p>School Psychologist supports staff and collaborates with families and outside agencies to help individual students to generalize appropriate behaviors outside of the school environment.</p> <p>School Psychologist provides guidance to staff to promote student use of:</p> <ul style="list-style-type: none"> - self-regulation - conflict-resolution - problem-solving <p>in support of social skills and ethical and responsible behavior.</p>	<p>School Psychologist consistently provides guidance to establish clear behavior expectations and consequences for individual students as needed.</p> <p>School Psychologist consistently monitors/adjusts behavior expectations/management that supports the student in the school environment.</p>	<p>School Psychologist occasionally provides guidance to establish clear behavior expectations and consequences for individual students as needed.</p> <p>School Psychologist occasionally monitors/adjusts behavior expectations/management that supports the student in the school environment.</p>	<p>School Psychologist rarely provides guidance to establish clear behavior expectations and consequences for individual students as needed.</p> <p>School Psychologist rarely monitors/adjusts behavior expectations/management that supports the student in the school environment.</p>
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Domain 3: Planning and Preparation – School Psychologist

Performance Levels	4	3	2	1
	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Indicators				
A. Conducts file reviews for the purpose of compiling comprehensive educational history	<p><i>In addition to the characteristics of effective practices:</i></p> <p>School Psychologist integrates information and provides insight from student's educational history for the purpose of appropriate instructional planning.</p>	School Psychologist consistently completes a review of general education and special education records as a component of educational planning and evaluations.	School Psychologist occasionally completes a review of general education and special education records as a component of educational planning and evaluations.	School Psychologist rarely completes a review of general education and special education records as a component of educational planning and evaluations.
B. Communicate with school staff and parents regarding current levels of performance	<p><i>In addition to the characteristics of effective practices:</i></p> <p>School Psychologist always communicates with appropriate school staff and parents regarding student functioning and current levels of performance.</p> <p>School Psychologist always seeks feedback from appropriate school staff and parents regarding student functioning and current levels of performance.</p> <p>Communication and feedback is drawn from multiple sources of information and presented in a positive and supportive way.</p>	<p>School Psychologist consistently communicates with appropriate school staff and parents regarding student functioning and current levels of performance.</p> <p>School Psychologist consistently seeks feedback from appropriate school staff and parents regarding student functioning and current levels of performance.</p>	<p>School Psychologist occasionally communicates with appropriate school staff and parents regarding student functioning and current levels of performance.</p> <p>School Psychologist occasionally seeks feedback from appropriate school staff and parents regarding student functioning and current levels of performance.</p>	<p>School Psychologist rarely communicates with appropriate school staff and parents regarding student functioning and current levels of performance.</p> <p>School Psychologist rarely seeks feedback from appropriate school staff and parents regarding student functioning and current levels of performance.</p>

C. Collects and analyzes student progress through the use of data	<p><i>In addition to the characteristics of effective practices:</i></p> <p>School Psychologist identifies trends and guides classroom evaluations and benchmarks.</p>	School Psychologist consistently draws appropriate conclusions from a thorough analysis of a variety of assessment data to inform instruction and improve student learning.	School Psychologist occasionally draws appropriate conclusions from a thorough analysis of a variety of assessment data to inform instruction and improve student learning.	School Psychologist rarely draws appropriate conclusions from a thorough analysis of a variety of assessment data to inform instruction and improve student learning.
D. Write accurate, comprehensive and clear reports	<p><i>In addition to the characteristics of effective practices:</i></p> <p>School Psychologist provides additional recommendations and insights for parents to use at home to reinforce learning and school readiness.</p>	School Psychologist consistently writes evaluations reports that clearly and accurately convey student strengths and weaknesses and provides strategies that appropriately help student access and progress within the learning environment.	School Psychologist occasionally writes evaluations reports that clearly and accurately convey student strengths and weaknesses and provides strategies that appropriately help student access and progress within the learning environment.	School Psychologist rarely writes evaluations reports that clearly and accurately convey student strengths and weaknesses and provides strategies that appropriately help student access and progress within the learning environment.
E. Strategically coordinates meetings in adherence with mandated federal, state and district timelines	<p><i>In addition to the characteristics of effective practices:</i></p> <p>School Psychologist takes a leadership role in proactively scheduling and rescheduling meetings in spite of timeline conflicts.</p>	School Psychologist consistently schedules meetings in accordance with mandated deadlines.	School Psychologist occasionally schedules meetings in accordance with mandated deadlines.	School Psychologist rarely schedules meetings in accordance with mandated deadlines.
F. Utilizes empirically supported psycho-educational and/or behavioral assessment measures that are appropriate to student needs	<p><i>In addition to the characteristics of effective practices:</i></p> <p>School psychologist uses assessment measures and shares resources with colleagues.</p>	School Psychologist consistently uses assessment measures that are valid, reliable, and address referral concerns.	School Psychologist occasionally uses assessment measures that are valid, reliable, and address referral concerns.	School Psychologist rarely uses assessment measures that are valid, reliable, and address referral concerns.

Domain 4: Consultation and Collaboration – School Psychologist

Performance Levels	4	3	2	1
	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Indicators				
A. Engages in consultation and collaboration with school staff	<p><i>In addition to the characteristics of effective practices:</i></p> <p>School Psychologist assists with the development and/or delivery of staff professional development on collaboration and consultation; and/or</p> <p>School Psychologist provides mentoring and coaching to colleagues regarding consultation strategies; and/or</p> <p>School Psychologist applies knowledge in innovative ways to assist students, schools, and/or corporation. For example, designing a process for collaborative team meetings.</p>	School Psychologist consistently engages in consultation and collaboration with school staff in a manner that meets the expectations of the role/school(s).	School Psychologist occasionally engages in consultation and collaboration with school staff in a manner that meets the expectations of the role/school(s).	School Psychologist rarely engages in consultation and collaboration with school staff in a manner that meets the expectations of the role/school(s).
B. Engages in consultation and collaboration with parents and families	<p><i>In addition to the characteristics of effective practices:</i></p> <p>School Psychologist assists with the development and/or delivery of staff professional development on collaboration and consultations; and/or</p> <p>School Psychologist</p>	School Psychologist consistently engages in consultation and collaboration with parents and families in a manner that meets the expectations of the role/school(s).	School Psychologist occasionally engages in consultation and collaboration with parents and families in a manner that meets the expectations of the role/school(s).	School Psychologist rarely engages in consultation and collaboration with parents and families in a manner that meets the expectations of the role/school(s).

	<p>provides mentoring and coaching to colleagues regarding consultation strategies; and/or</p> <p>School Psychologist applies knowledge in innovative ways to assist students and families; and/or</p> <p>School Psychologist conducts and/or assists with parent education sessions and trainings.</p>			
<p>C. Engages in consultation and collaboration with community agencies and providers</p>	<p><i>In addition to the characteristics of effective practices:</i></p> <p>School Psychologist assists with the development and/or delivery of staff professional development on collaboration and consultation; and/or</p> <p>School Psychologist provides mentoring and coaching to colleagues regarding consultation strategies; and/or</p> <p>School Psychologist applies knowledge in innovative ways to assist students, families, schools, and community; and/or</p> <p>School Psychologist conducts professional development for community agencies and providers.</p>	<p>School Psychologist effectively engages in consultation and collaboration with community agencies in a manner that meets the expectations of the role/school(s).</p>	<p>School Psychologist occasionally engages in consultation and collaboration with community agencies in a manner that meets the expectations of the role/school(s).</p>	<p>School Psychologist rarely engages in consultation and collaboration with community agencies in a manner that meets the expectations of the role/school(s).</p>

Speech Language Pathologist Performance, Practice, and Professional Growth Standards

Overview of Domains and Indicators

Domain	Indicators
1. Professional Responsibilities	A: Conducts self as a professional in accordance with CT State Department of Education Guidelines for the Practice of School Speech Language Pathology B: Prioritizes continuous professional growth C: Understands individual student needs and rights and complies with all legal requirements D: Uses assessment results to analyze student performance for decision-making related to eligibility and dismissal from services E: Communicates and collaborate with colleagues and families to develop and sustain a positive school climate F: Understands district/school/classroom emergency policies and procedures
2. Learning Environment	A: Promotes a positive class climate that is responsive and respectful B: Promotes student engagement by using instructional language that is consistent with the student’s level of comprehension. C: Constructs culturally, linguistically, and developmentally appropriate learning activities D: Establishes appropriate standards of behavior for students E: Provides sufficient and effective learning opportunities
3. Planning and Preparation	A: Selects and defends intervention strategies using evidence-based practice and theory related to the populations served B: Matches students’ needs for services with the appropriate intervention models and makes appropriate learning modifications C: Clearly defines objectives for all students that are aligned with the IEP, curriculum and district learning standards D: Uses data collection systems that are meaningful and measure progress related to the general education curriculum and the student’s disability E: Develops and utilizes individualized education plans to inform instructional practices
4: Instruction	A: Communicates expectations to all students B: Uses purposeful instructional strategies C: Engages all students in learning tasks D: Uses technology and digital resources to enhance learning E: Provides feedback to all students to improve their performance F: Monitors and adjusts instruction to enhance student learning G: Provides students and families with evaluation reports and progress reports that comply with state, federal and district mandates

Domain 1: Professional Responsibilities- Speech and Language

Performance Levels	4	3	2	1
	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Indicators				
A. Conducts self as professional in accordance with CT Code of Professional Responsibility for educators and ASHA Code of Ethics	<p><i>In addition to characteristics of effective practice:</i></p> <p>SLP is responsible for demonstrating the highest ideals of professionalism evidenced by his/her commitment to students, the profession, the community and families.</p>	<p>SLP consistently ensures the highest ethical standards.</p> <p>SLP consistently models respect for all members of the school community.</p>	<p>SLP occasionally ensures the highest ethical standards.</p> <p>SLP occasionally models respect for all members of the school community.</p>	<p>SLP rarely ensures the highest ethical standards.</p> <p>SLP rarely models respect for all members of the school community.</p>
B. Prioritizes continuous professional growth to impact instruction and student learning	<p><i>In addition to characteristics of effective practice:</i></p> <p>SLP actively seeks out professional learning opportunities.</p> <p>SLP shares learning and resources with their colleagues.</p>	<p>SLP consistently participates actively in professional learning opportunities.</p> <p>SLP consistently utilizes supervisor feedback.</p> <p>SLP consistently applies professional learning to improve instruction, engage students, and self-evaluate his/her own practices.</p>	<p>SLP occasionally participates <i>actively</i> in professional learning opportunities.</p> <p>SLP occasionally utilizes supervisor feedback.</p> <p>SLP occasionally applies professional learning to improve instruction, engages students, and self-evaluates his/her own practices.</p>	<p>SLP rarely participates <i>actively</i> in professional learning opportunities.</p> <p>SLP rarely accepts or applies supervisor feedback.</p> <p>SLP rarely applies professional learning to improve instruction, engages students, and self-evaluates his/her own practices.</p>
C. Understands individual student needs and rights and complies with all legal requirements	<p><i>In addition to characteristics of effective practice:</i></p> <p>SLP actively pursues resources to enhance individual student learning and/or contributes ideas towards the IEP, 504 or other accommodation plans.</p>	<p>SLP consistently maintains the confidentiality of information concerning students and dispenses such information only when prescribed or directed by</p>	<p>SLP occasionally maintains the confidentiality of information concerning students and dispenses such information only when prescribed or directed by federal</p>	<p>SLP rarely maintains the confidentiality of information concerning students and dispenses such information only when prescribed or directed by</p>

		<p>federal or state law or professional practice.</p> <p>SLP consistently reads and reviews a student's IEP, 504 plan or other accommodation plans and modifies and accommodates as necessary.</p>	<p>or state law or professional practice.</p> <p>SLP occasionally reads and reviews a student's IEP/504 plan or other accommodation plan and modifies and accommodates as necessary.</p>	<p>federal or state law or professional practice.</p> <p>SLP rarely reads and reviews a student's IEP/504 plan, or other accommodation plan and modifies and accommodates as necessary.</p>
<p>D. Uses assessment results to analyze student performance for decision-making related to eligibility and dismissal from services</p>	<p><i>In addition to characteristics of effective practice:</i></p> <p>SLP uses and reports State of CT criteria and evaluative data to design and modify instruction along a continuum of services.</p>	<p>SLP consistently uses State of CT eligibility and dismissal criteria.</p>	<p>SLP occasionally uses State of CT eligibility and dismissal criteria.</p>	<p>SLP rarely uses State of CT eligibility and dismissal criteria.</p>
<p>E. Communicates and collaborates with colleagues and families to develop and sustain a positive school climate in order to support student learning</p>	<p><i>In addition to characteristics of effective practice:</i></p> <p>SLP facilitates or actively participates in school-wide activities to address bias, negative, or disrespectful attitudes or practices in the school community.</p> <p>SLP communicates with families on positive student progress as well as negative.</p> <p>SLP communicates with families in alternative ways on a regular basis such as webpages, newsletters, blogs etc.</p>	<p>SLP consistently utilizes a variety of communication methods to inform and involve families of the educational program.</p> <p>SLP consistently develops collaborative relationships and makes a contribution to the professional community.</p> <p>SLP consistently challenges and rejects biased, negative, or disrespectful attitudes or practices in the school that</p>	<p>SLP occasionally utilizes methods of communication to inform families of the educational program.</p> <p>SLP occasionally develops collaborative relationships and makes a contribution to the professional community.</p> <p>SLP occasionally challenges and rejects biased, negative, or disrespectful attitudes or practices in the school that impede the school's ability to serve all</p>	<p>SLP rarely utilizes methods of communication to inform families of the educational process.</p> <p>SLP rarely develops collaborative relationships and makes a contribution to the professional community.</p> <p>SLP challenges and rejects biased, negative, or disrespectful attitudes or practices in the school that impede the</p>

		impede the school's ability to serve all students.	students.	school's ability to serve all students.
F. Understands district/school/classroom emergency policies and procedures	<p>SLP and students have a clear understanding of district/school/classroom emergency policies and procedures.</p> <p>Procedures are clearly posted in the classroom.</p> <p>SLP and students model appropriate emergency protocols.</p>	This box is left blank intentionally.	This box is left blank intentionally.	<p>SLP and students are unaware of district/school/classroom emergency policies and procedures.</p> <p>Procedures are not posted in the classroom.</p>

Domain 2: Learning Environment- Speech and Language

Performance Levels	4	3	2	1
	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Indicators				
A. Promotes a positive class climate that is responsive and respectful	<p><i>In addition to the characteristics of effective practices</i></p> <p>SLP supports students in becoming role models for treating others with respect.</p>	<p>SLP consistently promotes high academic and behavioral expectations for all students.</p> <p>SLP consistently creates and sustains a classroom environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels.</p> <p>SLP consistently establishes a positive rapport with students and builds a trusting, supportive relationship.</p>	<p>SLP occasionally promotes academic and behavioral expectations for students.</p> <p>SLP occasionally creates a classroom environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels.</p> <p>SLP occasionally establishes a positive rapport with students or builds a trusting, supportive relationship.</p>	<p>SLP rarely promotes academic and behavioral expectations for students.</p> <p>SLP rarely creates a classroom environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels.</p> <p>SLP rarely establishes a positive rapport with students or builds a trusting, supportive relationship.</p>
B. Promotes student engagement by using instructional language that is consistent with the student's level of comprehension.	<p><i>In addition to the characteristics of effective practice</i></p> <p>SLP is able to model this as an exemplar of practice.</p>	<p>SLP consistently uses language that is commensurate with the student's ability.</p> <p>SLP consistently uses appropriate strategies and supports to engage or re-engage students in learning activities.</p> <p>SLP consistently fosters a welcoming environment where students engage in positive</p>	<p>SLP's level of language is incongruent with the student's level of comprehension.</p> <p>SLP occasionally uses appropriate strategies and supports to engage or re-engage students in learning activities.</p> <p>SLP occasionally fosters a welcoming environment where students engage in positive student/student and student/SLP</p>	<p>SLP rarely uses language that is consistent with the student's level of comprehension.</p> <p>SLP rarely uses appropriate strategies and supports to engage or re-engage students in learning activities.</p> <p>SLP rarely fosters a welcoming environment where students engage in positive</p>

		student/student and student/SLP discourse.	discourse.	student/student and student/SLP discourse.
C. Constructs culturally, linguistically, and developmentally appropriate learning activities	<p><i>In addition to the characteristics of effective practices</i></p> <p>SLP creates an environment that promotes and rewards student persistence to complete learning objectives</p>	<p>SLP consistently shows evidence of on-going student active participation.</p> <p>SLP consistently provides opportunities for student participation in learning, self-monitoring, and self-evaluation.</p>	<p>SLP occasionally shows evidence of on-going student participation.</p> <p>SLP occasionally provides opportunities for student participation in learning, self-monitoring, and self-evaluation.</p>	<p>SLP rarely shows evidence of on-going student participation.</p> <p>SLP rarely provides opportunities for student participation in learning, self-monitoring, and self-evaluation.</p>
D. Establishes appropriate standards of behavior for students	<p><i>In addition to the characteristics of effective practices</i></p> <p>SLP promotes appropriate student behavior that will support a productive learning environment.</p> <p>SLP promotes student use of social skills and ethical and responsible behavior.</p>	<p>SLP consistently establishes clear behavior expectations and consequences for the students.</p> <p>SLP consistently and actively monitors and establishes behavior that supports the learning environment.</p>	<p>SLP occasionally establishes clear behavior expectations and consequences for the students.</p> <p>SLP occasionally monitors actively and establishes behavior that supports the learning environment.</p>	<p>SLP rarely establishes clear behavior expectations and consequences for the students.</p> <p>SLP rarely monitors actively and establishes behavior that supports the learning environment.</p>
E. Provides sufficient and effective learning opportunities	<p><i>In addition to the characteristics of effective practices</i></p> <p>SLP promotes an environment in which students seamlessly demonstrate independence, efficient routines, and transitions.</p>	<p>SLP consistently establishes classroom routines and procedures that are clear and evident.</p> <p>SLP consistently displays classroom routines and procedures that help to maximize instructional time.</p>	<p>SLP occasionally establishes classroom routines and procedures that are clear and evident.</p> <p>SLP occasionally displays classroom routines and procedures that help to maximize instructional time.</p>	<p>SLP rarely establishes classroom routines and procedures that are clear and evident.</p> <p>SLP rarely displays classroom routines and procedures that help to maximize instructional time.</p>

Domain 3: Planning and Preparation-Speech and Language

Performance Levels	4	3	2	1
	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Indicators				
A. Selects and defends intervention strategies using evidence-based practice and theory related to the populations served	<p><i>In addition to the characteristics of effective practice:</i></p> <p>SLP incorporates academic, instruction, and curriculum into intervention strategies to achieve communication goals.</p>	SLP consistently relates academic, instruction and curriculum into intervention strategies to achieve communication goals.	SLP occasionally relates academic, instruction and curriculum into intervention strategies to achieve communication goals.	SLP rarely relates academic, instruction and curriculum into intervention strategies to achieve communication goals.
B. Matches students' needs for services with the appropriate intervention models and makes appropriate learning modifications	<p><i>In addition to the characteristics of effective practice:</i></p> <p>SLP consistently plans to incorporate multiple strategies that accommodate all levels of learning and learning styles.</p>	<p>SLP consistently accommodates students' unique learning styles by selecting and adapting materials and/or technology.</p> <p>SLP consistently plans for differentiation in small group instruction and demonstrates flexibility.</p> <p>SLP consistently plans to incorporate strategies that appropriately challenge students.</p>	<p>SLP occasionally accommodates students' unique learning styles by selecting and adapting materials and/or technology.</p> <p>SLP occasionally develops plans based on the collective learning needs/strengths of the students.</p> <p>SLP occasionally plans to incorporate strategies that appropriately challenge students.</p>	<p>SLP rarely uses makes accommodations for students' unique learning styles.</p> <p>SLP rarely develops plans based on the learning needs/strengths of students.</p> <p>SLP rarely plans to incorporate strategies that appropriately challenge students.</p>
C. Clearly defines objectives for all students that are aligned with the IEP, curriculum and district learning standards	<p><i>In addition to the characteristics of effective practice:</i></p> <p>SLP creates curriculum based</p>	SLP consistently establishes clear student objectives, written with measurable	SLP occasionally establishes clear student objectives, written with measurable	SLP rarely establishes clear student objectives, written with measurable

	intervention plans that include educationally relevant measurable long term goals and educationally relevant short term goals and/or benchmarks.	outcomes. SLP consistently designs student objectives that reflect high expectations and rigor as defined by the CCSS, the EPS curriculum, and/or the student's IEP.	outcomes. SLP occasionally designs student objectives that reflect high expectations and rigor as defined by the CCSS, the EPS curriculum, and/or the student's IEP.	outcomes. SLP rarely designs student objectives that reflect high expectations and rigor as defined by the CCSS, the EPS curriculum, and/or the student's IEP.
D. Uses data collection systems that are meaningful and measure progress related to the general education curriculum and the student's disability	<i>In addition to the characteristics of effective practice:</i> SLP collects quantitative and qualitative data and uses the data to modify interventions.	SLP consistently collects qualitative and quantitative data. SLP consistently develops plans for student learning that are based on prior learning, sequential, logical and are based on student objectives.	SLP occasionally collects qualitative and quantitative data. SLP occasionally develops plans for student learning that are based on prior learning, sequential, logical and are based on student objectives.	SLP rarely collects qualitative and quantitative data. SLP rarely develops plans for student learning that are based on prior learning, sequential, logical and are based on student objectives.

Domain 4: Instruction- Speech and Language

Performance Levels	4	3	2	1
	Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Indicators				
A. Communicates expectations to all students	<p><i>In addition to the characteristics of effective practice:</i></p> <p>SLP anticipates and plans for possible student misunderstandings.</p> <p>SLP language is well-chosen academic vocabulary that enriches the lesson.</p>	<p>SLP clearly and consistently communicates the purpose of the lesson, the learning expectations, directions, and procedures to students.</p> <p>SLP consistently presents information in a variety of formats (verbal, written, visual and electronic communication).</p>	<p>SLP occasionally communicates the purpose of the lesson, the learning expectations, directions, and procedures to students.</p> <p>SLP occasionally presents information in a limited number of formats.</p>	<p>SLP rarely communicates the purpose of the lesson, the learning expectations, directions, and procedures to students.</p> <p>SLP rarely presents information in a singular format.</p>
B. Uses purposeful instructional strategies	<p><i>In addition to the characteristics of effective practice:</i></p> <p>SLP varies and scaffolds explicit strategies based on specific data on student learning.</p> <p>Strategies used consistently engage students to transfer critical thinking and problem-solving strategies to new or different content, applications, or contexts.</p>	<p>SLP consistently uses instructional strategies that address a variety of learning styles.</p> <p>SLP consistently selects instructional materials and strategies that are suitable for the instructional purpose.</p>	<p>SLP occasionally uses instructional strategies that address a variety of learning styles.</p> <p>SLP occasionally selects materials and strategies that are suitable for the instructional purpose.</p>	<p>SLP's instruction lacks variety and rarely meets the needs of learners.</p> <p>SLP rarely selects instructional materials and strategies that are suitable for the instructional purpose.</p>
C. Engages all students in learning tasks	<p><i>In addition to the characteristics of effective practice:</i></p>	<p>SLP consistently creates learning opportunities that are</p>	<p>SLP occasionally creates learning opportunities that</p>	<p>SLP rarely creates learning opportunities that</p>

	Strategies used consistently engage students to transfer critical thinking and problem-solving strategies to new or different content, applications, or contexts.	relevant and rigorous, SLP's instruction consistently provides opportunities for the development of higher ordered thinking skills.	are relevant and rigorous, SLP's instruction provides occasional opportunities for analyzing, evaluating, and creating higher ordered thinking skills.	are relevant and rigorous, SLP's instruction rarely provides opportunity to develop and apply critical-thinking and problem-solving skills.
D. Uses technology and digital resources to enhance learning	<i>In addition to the characteristics of effective practice:</i> SLP integrates technology into activities and discussions that are of uniformly high quality and require students to make interdisciplinary connections.	SLP consistently provides students with an appropriate variety of activities and formats that are cognitively challenging, and allows for necessary skill targeting.	SLP occasionally provides students with an appropriate variety of activities and formats that are cognitively challenging, and allows for necessary skill targeting.	SLP rarely provides students with an appropriate variety of activities and formats that are cognitively challenging, and allows for necessary skill targeting.
E. Provides feedback to all students to improve their performance	<i>In addition to the characteristics of effective practice:</i> SLP provides feedback that is consistently of high quality and requires students to extend their thinking. Students regularly incorporate feedback to improve their work.	SLP consistently provides accurate, timely, and specific feedback to students about the quality of their work and strategies for improvement.	SLP occasionally provides timely and specific feedback to students about the quality of their work and strategies for improvement.	SLP rarely provides timely and specific feedback to students about the quality of their work and strategies for improvement.
F. Monitors and adjusts instruction to enhance student learning	<i>In addition to the characteristics of effective practice:</i> SLP consistently solicits proof of learning during and between lessons in order to make	SLP consistently monitors for understanding and adjusts instruction accordingly.	SLP occasionally monitors for understanding and adjusts instruction accordingly.	SLP rarely monitors for understanding to inform instruction.

	adjustments to instructional methods for individual students and/or the whole group.			
G. Provides students and families with evaluation reports and progress reports that comply with state, federal and district mandates	<p><i>In addition to characteristics of effective practice:</i></p> <p>SLP provides reports in a timely and proactive manner that determine if there is a disability, it's level of severity, and the extent of its impact on learning.</p>	<p>SLP consistently communicates evaluation procedures to students prior to each assessment and consistently provides students with descriptive and timely feedback.</p> <p>SLP consistently engages students and families in improving student performance.</p>	<p>SLP occasionally communicates evaluation procedures to students prior to each assessment and occasionally provides students with descriptive and timely feedback.</p> <p>SLP occasionally communicates strategies to improve student performance.</p>	<p>SLP rarely communicates evaluation procedures to students prior to each assessment.</p> <p>SLP rarely provides feedback on student performance.</p>

Appendix B: Forms

ENFIELD PUBLIC SCHOOLS

Form A: Pre-Observation Conference Form

Teacher: _____
Evaluator: _____
Date of Observation: _____

School: _____
Grade/Course/Subject: _____

Completing this form: For each scheduled formal observation, teachers are to bring this completed form to their pre-observation conference.

1. What is the topic of your lesson and to which part of the curriculum does it relate? (Domain 3A. D)
2. How does this lesson fit in the sequence of learning for this class? (Domain 3A, D)
3. Identify the specific needs and accommodations that you will put in place to address the multiple learning needs of your students. (Domain 3 B, C)
4. What are your learning objectives/outcomes for this lesson? How does the lesson align with local, state and national standards? (Domain 3A, B)
5. How will you promote student engagement to achieve the learning goals. What teaching strategies do you plan to use? Describe the student participation in the learning activities. (Domain 4 B, C, D, E)
6. How will you support student learning during instruction for different individuals or groups of students? (Domain 4 D, E, F, G)
7. How and when will you assess student learning? What evidence will you use to determine achievement of the lesson objectives? (Domains 4H, 3E)
10. What specific aspect of your instruction (**Domains 2-4**) would you like feedback on, if any?

ENFIELD PUBLIC SCHOOLS

Form B: Observation of Practice

Teacher: _____ **School:** _____
Evaluator: _____ **Grade/Subject:** _____
Time/Length of Observation: _____ **Type of Observation:** _____
Date of Observation: _____

Using the *Observation of Practice Form*, observers will cite evidence of teacher actions aligned to indicators and assign a performance level for each indicator. If an indicator is not seen during the classroom observation, the observer does not enter information for that indicator.

Domain 1: Professional Responsibilities		
Indicators	Evidence	Performance Level Observed
A: Conducts self as professional in accordance with CT Code of Professional Responsibility for educators		
B: Prioritizes continuous professional growth to impact instruction and student learning		
C: Understands individual student needs and rights and complies with all legal requirements		
D: Communicates and collaborates with colleagues and families to develop and sustain a positive school climate in order to support student learning		
E: Understands district/school/classroom emergency policies and procedures		

Domain 2: Learning Environment		
Indicators	Evidence	Performance Level Observed
A: Promotes a positive class climate that is responsive and respectful		
B: Teacher promotes student engagement and shared responsibility for the learning process		
C: Sets clear social expectations for self and students		
D: Provides a structured student-centered learning environment that supports choices and options to enhance learning		
E: Establishes appropriate standards of behavior for students		
F: Promotes efficient routines and transitions to maximize learning time		
Domain 3: Planning and Preparation		
Indicators	Evidence	Performance Level Observed
A: Demonstrates grade level and/or content area knowledge including literacy/numeracy		
B: Plans for levels of challenge and differentiation (assessing prior knowledge) (knowing student strengths/challenges)		
C: Clearly defines objectives for all students that are aligned with the curriculum and district learning standards		
D: Develops and organizes coherent units, lessons, and tasks		
E: Ensures ongoing assessment of student learning		
Domain 4: Instruction		
Indicators	Evidence	Performance Level Observed
A: Communicates expectations to all students		
B: Uses purposeful instructional strategies		
C: Engages all students in learning tasks		

D: Uses high quality questions		
E: Engages all students in discourse		
F: Provides feedback to all students to improve their performance		
G: Monitors and adjusts instruction to enhance student learning		
H: Implements a variety of assessment methods		

ENFIELD PUBLIC SCHOOLS

Form C: Post-Observation Reflection Form

Teacher: _____

School: _____

Evaluator: _____

Grade/Course/Subject: _____

Date of Observation: _____

Completing this form: For each scheduled formal observation, teachers are to submit this form prior to their post-observation conference. Teachers are encouraged to bring artifacts of learning to the post-conference. Evaluators may require educators to submit supplemental documents.

1. What evidence do you have that demonstrates student learning?
2. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning? ‘
3. When you assessed student learning, how did you adjust your instruction, if necessary? Explain.
4. Describe to what extent the students were productively engaged in the lesson. What aspects of your lesson were most effective? What aspects were not?
5. If you had the opportunity to teach this lesson again to this same group of students, what would you do differently and why?
6. How will this lesson inform future instruction?



Form F: Summative Evaluation Form

Teacher Name:

School/Program:

Grade/Subject:

Overall Performance Level Rating from previous school year:

Assistance for Professional Growth:

Year of Teaching:

Student Outcome Goal:

Goal - Goals/Student Learning Objective (SLO)

Write a Goal focused on improving student learning.

Goal A - Indicators of Academic Growth and Development (IAGD) 22.5%

Identify specific learning targets for student mastery or progress.

Goal A - Action Plan:

What strategies and methods are you going to use to achieve your goals/target(s)?

Goal A - Professional Growth:

What learning experiences and activities are needed to support this goal and/or target(s)?

Goal A - Evaluator's Comments or Conference:

Goal B - Indicators of Academic Growth and Development (IAGD) 22.5%

Identify specific learning targets for student mastery or progress.

Goal B - Action Plan:

What strategies and methods are you going to use to achieve your goals/target(s)?

Goal B - Professional Growth:

What learning experiences and activities are needed to support this goal and/or target(s)?

Goal B - Evaluator's Comments or Conference:

Teacher Performance and Practice Goal C: 40%

Goal C – Goals:

Write a professional growth goal focused on your professional practice that is specific to improvement on one or more indicators on the *EPS Educator Performance, Practice, and Professional Growth Standards* document. Note: Educators in years 1 & 2 may use TEAM goal(s) aligned to the *EPS Educator Performance, Practice, and Professional Growth Standards* document as their professional growth goals.

Goal C - Action Plan:

What specific actions will you take to achieve your goal of improving in a specific area of focus on the *EPS Educator Performance, Practice, and Professional Growth Standards* document?

Goal C - Professional Growth:

What learning experiences and activities are needed to support this goal for improvement in a specific area of focus on the *EPS Educator Performance, Practice, and Professional Growth Standards* document?

Goal C - Evaluator's Comments or Conference:

Parent Feedback Goal D: 10%

Goal D – Goal(s):

Which school-wide parent feedback goal(s) you will support with your action plan?

Goal D - Action Plan:

What specific action steps will you carry out to support the school-wide parent feedback goal?

Goal D - Professional Growth:

What learning experiences and/or activities are needed to support you in carrying out your action plan?

Goal D - Evaluator's Comments or Conference:

Whole School Learning or Student Feedback Goal E: 5%

Goal D – Goal(s):

Which school-wide student feedback goal(s) you will support with your action plan?

Goal D - Action Plan:

What specific action steps will you carry out to support the school-wide student feedback goal?

Goal D - Professional Growth:

What learning experiences and/or activities are needed to support you in carrying out your action plan?

Goal E - Evaluator's Comments or Conference:

ENFIELD PUBLIC SCHOOLS

Form G: Notice of Change of Evaluation Status

Educator Assistance Plan

Educator/Specialist: _____ School: _____

Subject: _____ Date: _____

Grade: _____ Evaluator: _____

Status: Tenured or Non-Tenured (circle one)

Please be informed that you are being placed in the: (circle one)

Structured Support Plan

Intensive Support Plan

for failure to achieve minimum performance standards in the following areas: (circle applicable)

Professional Rights and Responsibilities

Learning Environment

Planning and Preparation

Instruction

Assessment

It is necessary at this time to focus on the above stated performance standards and dismiss the emphasis on the cooperatively developed objectives. It should be noted that the implications of this action may have a bearing on increment status or retention of position. It is suggested that you invite a representative of the Enfield Teacher's Association to this meeting.

Evaluator Signature: _____

Educator Signature: _____

cc: Educator
Evaluator
Supervisor/Department Chairperson
Building File
Central Office

ENFIELD PUBLIC SCHOOLS

Form M: Educator Assistance Program Final Evaluation Report and Recommendation

Teacher's Name: _____ School: _____

Subject: _____ Date: _____

Grade: _____ Evaluator: _____

Status: Tenured or Non-tenured (circle one)

Structured Assistance Program or Intensive Assistance Program

I. Evaluator's comments regarding areas of concern:

II. Evaluator's Recommendations:

If teacher is in the Structured Assistance Program, the following options exist:

- Professional Phase
- Remain Structured Support Program
- Intensive Assistance Program

If teacher is in the Intensive Assistance Program, the following options exist:

- Professional Phase
- Structured Support Program
- Progressive Discipline/Termination Phase

Evaluator Signature: _____

Educator Signature: _____

cc: Educator
Evaluator
Supervisor/Department Chairperson
Building File
Central Office

ENFIELD PUBLIC SCHOOLS

Form H: Educator Assistance Action Plan

Teacher: _____ **School:** _____ **Date Initiated:** _____

Evaluator: _____ **Grade/Subject:** _____

Contract Status: ___ Tenure ___ Non-tenured **Current rating:** ___ Developing Practice ___ Below Standard Practice

Domain	Objective(s) based on indicators	Action Steps	Resources	Intended Outcomes	Timeline	Actual Outcomes*

*It is the teacher's responsibility to provide artifacts and/or evidence to support achievement of intended outcomes.

Comments toward progress:

Teacher Signature: _____ **Date:** _____

Primary Evaluator Signature: _____ **Date:** _____

ENFIELD PUBLIC SCHOOLS

Form I: Hearing Committee Membership Application Form

Name: _____

Position: _____ School: _____

Years of experience: _____ Certification held (code): _____

Please explain the reason(s) you feel you would make a good candidate for the Hearing Committee.

Please give a detailed description of three qualities you possess that would make you an excellent candidate for this type of position.

Please explain how you think your appointment to the Hearing Committee is beneficial to the school and/or district in which you work.

I acknowledge that, if I am selected to serve on the Hearing Committee, I must maintain objectivity and discretion during the appeal process and hearing. I am willing to commit to the time, training and effort necessary to serve on the Hearing Committee for the designated term.

Signature _____ Date _____

ENFIELD PUBLIC SCHOOLS

Form J: Educator Evaluation Appeals Process Description of Dispute Form

Educator Name: _____

Assignment: _____ Building: _____

Date: _____ A conflict exists between
_____ and _____ with regard to the following issue(s):

(Please cite specific area, section, process, or procedure with the evaluation program that is under appeal. Please be as explicit as possible.)

(Date) _____ (Signature of Appeal Initiator)

(Date received) _____ (Signature of Co-Chairperson)

ENFIELD PUBLIC SCHOOLS

Form K: Educator Evaluation Appeal Process Notification of Appeal Hearing Form

To: _____

From: _____, Appeal Committee Co-Chairperson

Date: _____

Re: Appeal – Procedure

This will acknowledge receipt of the Description of Dispute. The Hearing Committee chosen to hear this appeal is:

1. _____, Chairperson

2. _____

3. _____

4. _____

5. _____

6. _____

The hearing of the appeal is scheduled as follows:

Day: _____

Date: _____ Time: _____

Location: _____ Room #: _____

ENFIELD PUBLIC SCHOOLS

Form L: Educator Evaluation Appeal Process Notification of Resolution Form

To: _____

(Disputants in Appeal Process)

From: _____

(Appeal Committee Co-Chairperson)

Date: _____

In response to your appeal of _____, regarding _____

_____, the

following resolution has been formulated:

ENFIELD PUBLIC SCHOOLS

Student Survey: Grades Pre-K-2

Teacher: _____ School Year: _____

Directions: The teacher is asked to read the following statements carefully, and then request that the children respond to the statements by circling or coloring the face that shows whether they agree with that sentence. The face with the smile means "yes," the face with a straight mouth means "sometimes," and a face with an upside down mouth means "no."

	Yes	Sometimes	No
Example: I ride the bus to school.			
1. My teacher shows me how to do new things.			
2. My teacher asks me if I need help.			
3. I know what I am supposed to do.			
4. My teacher gives me help when I need it.			
5. I learn new things in my class.			
6. My teacher gives me a chance to think before answering questions.			
7. I feel important in my class.			

ENFIELD PUBLIC SCHOOLS

Student Survey Grades 3-5

Teacher: _____ School Year: _____

Directions: Read the following statements carefully, then respond to the statements by placing an X beneath the response "YES," "SOMETIMES," or "NO" that best describes whether you agree with that statement.

	YES	SOMETIMES	NO
EXAMPLE: I like listening to music.			
1. My teacher listens to me.			
2. My teacher gives me help when I need it.			
3. My teacher shows me how to do new things.			
4. I know what I am supposed to do in class.			
5. I am able to do the work in class.			
6. I learn new things in my class.			
7. I feel safe in this class.			
8. My teacher uses many ways to teach.			
9. My teacher(s) are available and offer extra help.			
10. My teacher makes sure the students are well behaved.			
11. My teacher makes sure class time is used for teaching and learning.			
12. My teacher explains why I get things wrong on my work.			
13. My teacher shows respect to all students.			
14. My teacher is fair.			

Comments:

ENFIELD PUBLIC SCHOOLS

Student Survey: Grades 6-12

School Name: _____ Grade Level: _____

Directions: Listed below are several statements about your teachers as a whole. Circle your response to each statement in the center column. If you wish to comment, please write your comments in the space provided.

	All of my teachers	Most of my teachers	Some of my teachers	None of my teachers
1. Give clear instructions				
2. Treat everyone fairly				
3. Available for help outside of class time				
4. Clearly state the objectives for the lesson				
5. Return assignments in a reasonable amount of time				
6. Relate lessons to other subjects and/or to the real world				

7. Respect different opinions				
8. Encourage all students to learn				
9. Use a variety of activities in class				
10. Communicate in a way I understand				
11. Manage the classroom with minimum disruptions				
12. Show respect to all students				
13. Enforce disciplinary rules fairly				
14. Make sure class time is used for learning				

Comments:

ENFIELD PUBLIC SCHOOLS

Parent Survey

Enfield Public Schools has developed a survey to provide feedback which will be used by teachers, administrators, and support staff to improve our schools. The school system values parental input and appreciates your time and efforts in completing this survey.

	Check One
D. School routines, assemblies and activities are communicated to me in a timely manner.	<ul style="list-style-type: none"> • Yes • Sometimes • No • N/A
E. The school is interested in parents' ideas and opinions.	<ul style="list-style-type: none"> • Yes • Sometimes • No • N/A
F. School staff consistently addresses and follows through on issues involving my child.	<ul style="list-style-type: none"> • Yes • Sometimes • No • N/A
G. Adults at this school treat students with respect.	<ul style="list-style-type: none"> • Yes • Sometimes • No • N/A
H. The school has high academic expectations for my child.	<ul style="list-style-type: none"> • Yes • Sometimes • No • N/A
I. The school clearly communicates its expectations for my child's learning to my child and me.	<ul style="list-style-type: none"> • Yes • Sometimes • No • N/A
J. The school respects and values the diversity of the parents/families in the community.	<ul style="list-style-type: none"> • Yes • Sometimes • No • N/A
K. The school returns my phone calls and emails in a timely manner.	<ul style="list-style-type: none"> • Yes • Sometimes • No • N/A
L. I feel welcome to participate in my school's PTO activities and meetings.	<ul style="list-style-type: none"> • Yes • Sometimes • No • N/A
M. My child's teacher(s) contacts me to	<ul style="list-style-type: none"> • Yes

say good things about my child.	<ul style="list-style-type: none"> • Sometimes • No • N/A
N. My child's teacher(s) gives me specific information about how my child is doing in meeting expectations, and what s/he needs to do to meet grade level proficiency.	<ul style="list-style-type: none"> • Yes • Sometimes • No • N/A
O. The school is doing a good job of creating a climate that helps prevent bullying.	<ul style="list-style-type: none"> • Yes • Sometimes • No • N/A
P. The school environment supports and encourages learning.	<ul style="list-style-type: none"> • Yes • Sometimes • No • N/A
Q. The teachers at this school care about my child.	<ul style="list-style-type: none"> • Yes • Sometimes • No • N/A
R. The school offers me ways to be involved in my child's education.	<ul style="list-style-type: none"> • Yes • Sometimes • No • N/A
S. I feel welcome at this school.	<ul style="list-style-type: none"> • Yes • Sometimes • No • N/A
T. I know how my child is doing in school before I get my child's report card.	<ul style="list-style-type: none"> • Yes • Sometimes • No • N/A
U. I talk with my child's teacher(s) about what I can do to help my child learn.	<ul style="list-style-type: none"> • Yes • Sometimes • No • N/A
V. My child is learning a lot in school this year.	<ul style="list-style-type: none"> • Yes • Sometimes • No • N/A
W. My child is safe at this school.	<ul style="list-style-type: none"> • Yes • Sometimes • No • N/A
X. If I have a question or concern I know who to contact at this school.	<ul style="list-style-type: none"> • Yes • Sometimes

	<ul style="list-style-type: none"> • No • N/A
Y. My child feels safe on the school bus.	<ul style="list-style-type: none"> • Yes • Sometimes • No • N/A
Z. I am satisfied with the bus service to school.	<ul style="list-style-type: none"> • Yes • Sometimes • No • N/A
AA. The use of the Home School Messenger phone system has been helpful in keeping me informed.	<ul style="list-style-type: none"> • Yes • Sometimes • No • N/A
BB. Having access to school and district information via social media (e.g., Facebook, Twitter) is important to me.	<ul style="list-style-type: none"> • Yes • Sometimes • No • N/A

Additional Comments:

Appendix C: State Law, CSDE Guidelines & CCT Alignment

The *EPS Educator Performance, Practice, and Professional Growth Evaluation Plan* was developed in accordance with CT SB 458 and based upon the guidelines set forth by the Connecticut Performance Evaluation Advisory Council (PEAC).

- Connecticut SB 458 can be accessed at the following website:
www.cga.ct.gov/2012/TOB/S/2012SB-00458-R00-SB.htm
- The State guidelines can be accessed at the following website:
http://www.connecticutseed.org/?page_id=475

The *EPS Educator Performance, Practice, and Professional Growth Standards Evaluation Plan* is also aligned to the Connecticut Common Core of Teaching (CCT).

- The CCT can be accessed at the following website:
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320862>

Appendix D: CCT Alignment

CCT Alignment

CCT Domain	Code	Teacher Performance	District Focus Area(s)/Indicator(s)
Domain 1	1.1	Demonstrating proficiency in reading, writing, and mathematics skills;	3A
Domain 1	1.2	Demonstrating discipline-specific knowledge and skills as described in the relevant national and state professional teaching standards;	1A, 3C
Domain 1	1.3	Using developmentally appropriate verbal, non-verbal and technological communications;	1D
Domain 1	1.4	Using technological and digital resources to promote learning, collaboration with colleagues and communication within a learning community;	4D
Domain 1	1.5	Demonstrating understanding of how to use content area literacy skills to enable students to construct meaning through reading, writing, listening, speaking, viewing and presenting; and	3A, 3C
Domain 1	1.6	Demonstrating understanding of how to use content area numeracy and analytical skills to enable students to problem solve, interpret and use data and numerical representations.	3A, 3C
Domain 2	2.1	Creating a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels;	2A, 2F
Domain 2	2.2	Promoting engagement in and shared responsibility for the learning process and providing opportunities for students to initiate their own questions and inquiries;	2B, 2D
Domain 2	2.3	Providing explicit instruction about social skills to develop students' social competence an responsible and ethical behavior by using a Educator Performance, Practice and Professional Growth Standards of proactive strategies hat may be individualized to student needs;	2A, 2C

CCT Domain	Code	Teacher Performance	District Focus Area(s)/Indicator(s)
Domain 2	2.4	Fostering appropriate standards of behavior that support a productive learning environment for all students; and	2A, 2C, 2E,
Domain 2	2.5	Maximizing the amount of time spent on learning by effectively managing routines and transitions.	2F
Domain 3	3.1	Determining students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs;	3B, 4H
Domain 3	3.2	Developing and organizing coherent and relevant units, lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline;	3D
Domain 3	3.3	Promoting the development and application of skills with conceptual understanding, and anticipating students' content misconceptions;	3B
Domain 3	3.4	Selecting appropriate assessment strategies to monitor ongoing student progress;	3E
Domain 3	3.5	Selecting or designing instructional strategies, resources and flexible groupings that provide opportunity for students to think critically and creatively, and solve problems;	2D, 4B
Domain 3	3.6	Integrating learning activities that make real-world, career or global connections, and promote interdisciplinary connections whenever possible;	3D
Domain 3	3.7	Designing or selecting academic and/or behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone;	1C, 2D, 3B, 4B
Domain 3	3.8	Designing strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as discourse and/or inquiry-based learning; and	3A
Domain 3	3.9	Including strategies for teaching and supporting content area literacy skills and, when appropriate, numeracy skills.	3A
Domain 4	4.1	Using a variety of evidence-based strategies to enable students to apply and construct new learning;	3D, 4B

CCT Domain	Code	Teacher Performance	District Focus Area(s)/Indicator(s)
Domain 4	4.2	Using technological and digital resources strategically to promote learning;	4D
Domain 4	4.3	Leading students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning;	2B, 2D, 4E, 4F
Domain 4	4.4	Varying the student and teacher roles in ways that develop independence and interdependence with the gradual release of responsibility to students;	2B, 2D, 4C
Domain 4	4.5	Using differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities and/or particular gifts and talents;	1C, 3B
Domain 4	4.6	Monitoring student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks; and	4H
Domain 4	4.7	Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance.	4G
Domain 6	6.1	Continually engaging in reflection, self-evaluation and professional development to enhance their understandings of content, pedagogical skills, resources and the impact of their actions on student learning;	1B
Domain 6	6.2	Seeking professional development opportunities to enhance skills related to teaching and meeting the needs of all students;	1A, 1B
Domain 6	6.3	Collaborating with colleagues, administrators, students and their families to develop and sustain a positive school climate;	1D
Domain 6	6.4	Collaborating with colleagues and administrators to examine student learning data, instructional strategies, curricula, and organizational structures to support continuous school and district improvement;	1D
Domain 6	6.5	Guiding and coaching paraprofessionals and collaborating with colleagues, administrators, and special services staff to monitor the impact of instructional or behavioral support and interventions;	4D, 4H
Domain 6	6.6	Proactively communicating in culturally respectful and sensitive ways with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child's learning;	1D
Domain 6	6.7	Understanding the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process;	1C

CCT Domain	Code	Teacher Performance	District Focus Area(s)/Indicator(s)
Domain 6	6.8	Understanding how one's race, gender and culture affect professional interactions with students, families and colleagues;	1A, 1C, 1D
Domain 6	6.9	Using communication technology in a professional and ethical manner;	1A, 1D
Domain 6	6.10	Collaborating with colleagues, administrators, and families in the development of individualized student success plans to address goal setting, personal and academic development, post secondary and career exploration, and/or capstone projects; and	1D
Domain 6	6.11	Conducting themselves as professionals in accordance with the Connecticut's Code of Professional Responsibility for Educators.	1A

Appendix E: Glossary of Terms

Term	Definition
Administrator/Leader/ Primary Evaluator	Those individuals in positions requiring an administrative certification, including, but not limited to principals.
Artifacts	Any item, work sample, or piece of evidence, which supports or exemplifies teacher methods, practices or success (see Appendix B pg. 66 for examples).
Assessments	May be created by the educator or externally produced and include, but are not limited to, observation, functional behavior assessment, performance assessment of application of learning.
Assessment Criteria	Includes but are not limited to screening, instructional planning, monitoring student progress, diagnostics, and program/curriculum evaluation.
Authentic Assessment	A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.
Beginning-of-Year Conference	The annual evaluation process between an educator and evaluator is anchored in a minimum of three performance conversations that occur at the beginning, middle, and end of the school year. The evaluator and educator must complete at least one Beginning-of-Year Conference at which they set the educator's goals and objectives for the year.
Below Standard Practice	Not meeting indicators of performance.
Complementary Evaluator	Complementary evaluators may assist primary evaluators by conducting observations, reviewing SLOs and teacher goals, and providing additional feedback. A complementary evaluator will share his or her feedback with the primary evaluator. Primary evaluators will have sole responsibility for assigning final ratings.
Consistently	Constantly adhering to the same principles.
Developing Practice	Meeting some indicators of performance but not others
Discourse	The purposeful interaction between and among educators and students, in which ideas and multiple perspectives are represented, communicated, and challenged, with the goal of creating greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thoughts, feedback), visual dialogue (charts, graphs, paintings or images that represent student and educator thinking/reasoning), or dialogue through technological or digital resources.
Educator	All individuals in full or part time positions that require certification, including, but not limited to classroom educators.
Effective Practice	Meeting indicators of performance.
End-of-Year Conference (EYC)	The annual evaluation process between an educator and evaluator (administrator or designee) is anchored in a minimum of three performance conversations that occur at the beginning, middle and end of the school year. It is expected that the End-of-Year Conference (EYC) will occur by May 31. During the End-of-Year Conference (EYC), the Educator will present his or her self-assessment and related documentation for discussion, and the evaluator will present his or her

	evaluation of the Educator's performance. These conversations are collaborative and require reflection and preparation by both the evaluator and the Educator in order to be productive and meaningful.
Evidence	See artifact examples on pg. 66.
Exemplary Practice	Substantially exceeding indicators of performance.
Descriptive Feedback	Includes both verbal and written feedback that captures and explains students' strengths and weaknesses, including suggestions for improvement when needed.
Focus Area	Refers to the five areas to be assessed through educator observation. These include: <ul style="list-style-type: none"> • Learning Environment • Planning for Active Learning • Instruction for Active Learning • Assessment for Learning • Professional Practice & Responsibility
Formal Classroom Observation	Length to include a complete lesson or focus area and/or class period; includes pre- and post-conferencing (new educators may choose to have their mentors at the post-conference); verbal feedback is to be provided within five school days, with written feedback to follow within ten school days.
Formal Observation (Not in Class)	Length to include a mutually agreed-upon portion of a professional meeting, such as PLC, department, mentoring, lesson plan review; includes pre-conference, which may be held with a group; post-conference may be individual or group; verbal feedback is to be provided in a timely manner.
Formative Assessment	Designed and scored by an individual Educator, grade level or department team to assess student understanding of a particular standards or objectives in order to inform instruction or guide educators to adjust or differentiate instruction to meet the learner's needs.
Frequently	Often, many times.
Health Data	Any information provided by parents or school nurse regarding health concerns such as medical, physical, visual, auditory, mental/emotional, medications, etc. that might impact student learning.
IAGD	An Indicator of Academic Growth and Development (IAGD) is the specific evidence, with quantitative targets, that will demonstrate whether a Student Learning Objective (SLO) was met. Each SLO must include at least one IAGD. Each IAGD must make clear (1) what evidence will be examined, (2) what level of performance is targeted and (3) what proportion of students is projected to achieve the targeted performance level.
Indicator	Refers to the specific expectations within each focus area.
Individualized Feedback	Feedback that addresses a specific student's work with commendations and recommendations. Feedback should include areas of educator strength, suggestions for growth, additional support needed (including but not limited to professional development, peer coaching, etc.).
Informal Observation	Length of observation at the discretion of the evaluator; no pre-conference; unannounced; verbal feedback is optional; written

	feedback (see Observation of Practice Form on pg. 60) left with the educator with opportunity for written educator response; opportunity for post-conference as requested by administrator and/or educator.
Ineffective Practice	Not meeting indicators of performance.
Intervention	Any additional or alternative method attempted to improve student understanding, learning, or growth.
Inquiry-Based Learning	Occurs when students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution of a particular community-based, school-based or regional or global problem, which has relevance to their world. The educator's role in inquiry-based learning is one of facilitator or resource, rather than dispenser of knowledge.
Learning Expectations	Objectives that apply to a specific content area, unit, or lesson.
Learning Environment	Any environment where instruction and learning occur.
Mid-Year Conference (MYC)	The annual evaluation process between an educator and evaluator is anchored in a minimum of three performance conversations that occur at the beginning, middle, and end of the school year. The evaluator and Educator must complete at least one Mid-Year Conference (MYC) at which they review progress on the educator's goals and objectives to date. The MYC is an important point in the year for addressing concerns, reviewing results, and adjusting goals and objectives as needed. Evaluators can deliver mid-year formative information on categories of the evaluation <i>Educator Performance, Practice and Professional Growth Standards</i> for which evidence has been gathered and analyzed. If needed, educators and evaluators can mutually agree to revise goals and/or objectives.
Multiple Sets of Data	Any sets of results educators collect to analyze student growth – can include but not limited to benchmark assessments, formative assessments, summative assessments, standardized test results, curriculum based measures, etc.
Occasionally	At times; from time to time; now and then.
Post-Conference	A post-conference follows a formal observation or review of practice and may or may not follow an informal observation or review of practice. Post-conferences provide a forum for reflecting on the observation/review of practice against the <i>Educator Performance, Practice and Professional Growth Standards</i> and for generating action steps that will lead to the educator's improvement.
Rarely	Infrequently; seldom
Referral Process	The process through which a student of concern is considered for evaluation: <ul style="list-style-type: none"> a) Educator documents concerns. b) Educator brings concerns to intervention team. c) Interventions are implemented. d) Student progress is reviewed. e) If lack of progress, student is referred for evaluation.
Rigor/Rigorous Learning	Rigorous learning stretches students beyond their "comfort zone," focusing on integrating knowledge in various disciplines and the world

	at large. Rigor in this context does not refer to difficulty of a course or content. Rigor is motivated by relevance. When learning is rigorous, students make connections between that learning and studies in other areas, as well as connections to real life applications.
Routines and Transitions	Routines are non-instructional organizational activities such as attendance, or distribution of materials in preparation for instruction. Transitions are non-instructional activities such as moving from one classroom activity, grouping, task or context to another.
SLO	A Student Learning Objective (SLO) is an academic goal that educators/administrators and evaluators set for groups of students. Educator SLOs contain three component parts: broad goals for student learning that address a central purpose, a rationale that explains why this is an important area of improvement, and at least one Indicators of IAGD, which is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met.
Specialist	All certified individuals, in full or part time positions, who provide school-wide and/or individual student support.
SPI	SPI is the School Performance Index and indicates overall student performance in a school based on Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT) results.
SMART Goal	At the start of the school year, each educator will work with his or her evaluator to develop his or her practice and performance goal(s) and SLOs through mutual agreement. All goals should have a clear link to student achievement and school/district priorities. <ul style="list-style-type: none"> • Goals should be SMART: S=Specific and Strategic M=Measurable A=Aligned and Attainable R=Results-Oriented T=Time-Bound
Standardized Assessment	A standardized assessment has all of the following features: <ul style="list-style-type: none"> • Administered and scored in a consistent or standard manner • Aligned to a set of academic standards • Broadly administered (e.g., nation or statewide) • Commercially produced • Often administered only once per year, although standardized assessments are administered two or three times per year
Student Growth	A positive change in student achievement between at least two points in time as determined by the school district, taking into consideration the unique abilities and/or disabilities of each student, including English language learners.
Summative Assessment	Identify the learner's achievement or progress made at a certain point in time against predetermined criteria.

Appendix G: Frequently Asked Questions

Teacher Evaluation: Frequently Asked Questions

1. Why are we making a new plan?
 - a. Last year the CT state legislature passed a law requiring a teacher evaluation that included certain details like use of student data. Our current plan did not include all of the factors spelled out in the state law so we had the choice to make a plan according to their guidelines or adopt the state's sample plan. We chose to make our own to better align with our district philosophy and needs.
2. What if I don't teach a state tested subject or grade?
 - a. If your students do not take a standardized state test in your area, then your outcomes ratings will be based on two separate student learning outcomes (SLO) one of which must be a standardized measure in your subject area(s.)
3. What if I teach in a collaborative classroom? Will my demographics affect my score?
 - a. Your SLO is based on the goal you set for your students with your evaluator during your initial objectives setting meeting. Your goals will be based upon the prior knowledge of the particular set of students who's scores will be used for your SLO.
4. What happens if my evaluator and I disagree?
 - a. Disputes between teachers and evaluators can be resolved through an appeals process involving an independent board.
5. What will these indicators look like in practice in my classroom?
 - a. Examples of good practice will be established and update regularly.
6. How will this document be used for intervention specialists and other certified support staff?
 - a. A separate Educator Performance, Practice and Professional Growth Standards exists for certain certified specialists (psychologists, social workers, PT and OT.)
7. Will feedback be provided to evaluators?
 - a. Staff will have the opportunity to address concerns and provide feedback to evaluators through surveys.
8. How will all indicators be assessed and documented in my evaluation?
 - a. While every focus area will be rated during every observation, but not all indicators will be assessed through direct classroom observations. Evidence for some indicators can be provided from other sources (documented parent contact, student work examples...)
9. Do all or some professional conversations (between teachers, teacher to student, teacher to parent) need to be formally documented to provide evidence? What is acceptable evidence for some of these indicators?
 - a. Evidence can be collected by evaluators at PLC meetings or other outside the classroom interactions. Teachers will want to document their communication practices for evidence to be provided at conference with evaluators.
10. Can we define strategic terms for reference? (What is the difference between "formal" and "Informal." etc.)

- a. An appendix in the manual will define target vocabulary used in the Educator Performance, Practice and Professional Growth Standards and policies.
11. Will we be told what indicators are being addressed in observations?
- a. Indicators up for review will be discussed in pre and post conferences and will most often be linked to the objectives set by the teacher with the evaluator.
12. Will the SLOs be based on the performance of all of my students, a subset of my students, or only students that take a state test?
- a. If any of your students take a state test an SLO goal for their performance is required. In the case of multiple sections of more than one prep a target group will be selected but must be made up of a majority of the students who are being assessed.
13. How will this logistically be implemented with the given time constraints? What if the infrastructure of my building does not provide ample opportunity to meet indicators such as technology availability and time for interdisciplinary planning?



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Enfield Administrator Effectiveness and Performance Evaluation Handbook

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ENFIELD PUBLIC SCHOOLS

**Educator Effectiveness and Performance Evaluation:
The Process for Supervising and Evaluating Enfield Educators**

Enfield Public Schools Board of Education

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Mr. Vincent Grady, Vice Chair
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Mr. Kevin Fealy
Mrs. Joyce Hall
Mr. Peter Jonaitis
Mrs. Tina LeBlanc
Mrs. Jennifer Rancourt
Mr. Thomas Sirard

Superintendent

Dr. Jeffery Schumann, Superintendent of Schools

Overview of Administrator Evaluation Process

Introduction

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

Annual summative evaluations provide each administrator with a summative rating aligned to one of four performance levels:

- Exemplary Practice: Substantially exceeding indicators of performance
- Effective Practice: Meeting indicators of performance
- Developing Practice: Meeting some indicators of performance but not others
- Below Standard Practice : Not meeting indicators of performance

Mission of the Enfield Public Schools

We believe public education is an essential component of a free and democratic society. In a partnership of family, school, community, and local and state government, our mission is to enable all students to meet high standards, make productive choices in their personal lives, contribute to a diverse global society and act as responsible citizens. To accomplish this, we must seek the necessary resources to:

- Provide a safe, nurturing and academically challenging learning environment.
- Provide students and staff with opportunities to reach their full potential.
- Prepare students to become productive, lifelong learners.
- Instill in our students a curiosity and love for learning which embraces the arts and the world around them.
- Prepare students to become self-reliant, honest, respectful and responsible members of a diverse and global society.
- Improve student learning by holding staff accountable for providing the most effective learning environment and using the most effective teaching strategies.

Achievement Goals

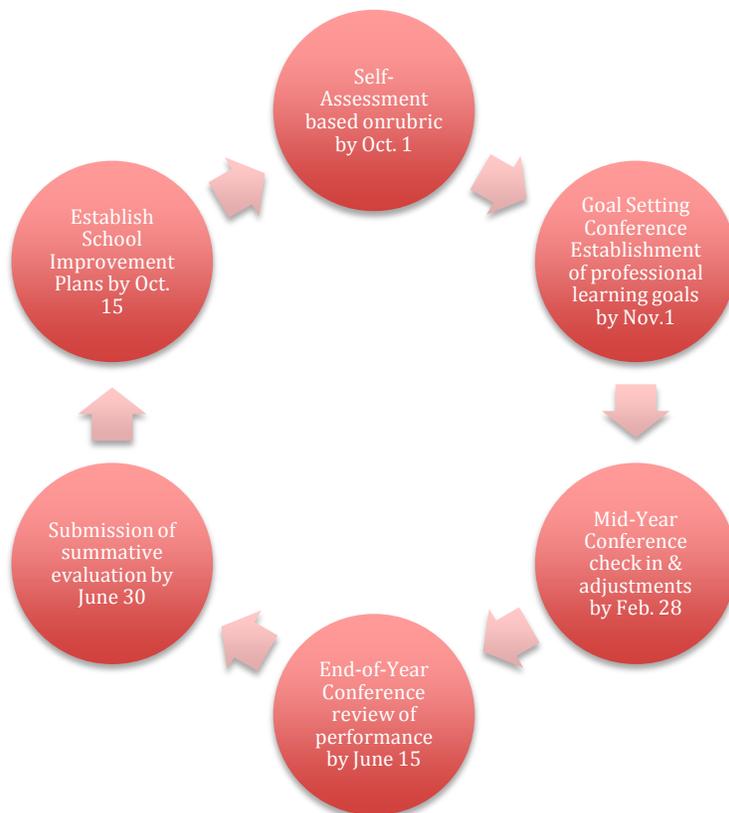
Achievement goals will be developed during the 2013-2014 school year and will be based on the new State of Connecticut accountability system for schools and school districts and new student assessment system, Smarter Balanced Assessment Consortium.

Four Categories of Administrator Evaluation

Overview of Process

Administrators and supervisors interact throughout the process in support of a thorough analysis of professional performance. A strong combination of self reflection and interaction with a supervisor provides the necessary review of practice to support administrator growth and development. **Figure 1** graphically represents the on-going cycle of professional review and development for Enfield Public Schools administrators.

Figure 1



Essential to the process is the establishment of School Improvement Plans based on the district

improvement plans. Review of this and other fundamental school planning documents along with a self-assessment provides the context for administrators to set goals in support of student performance as well as their own professional learning. Stakeholder feedback is also made available to support goals setting and year-long growth planning. These growth goals become the focus of collegial discussion during a midyear Conference to ensure administrators are tracking towards their anticipated performance and achievement outcomes (see **Form A in Appendix**). **The mid-year conference also provide for a review of progress made toward an administrator’s goals/objectives and must allow for revisions of established goals/objectives.**

Goal Setting and Review

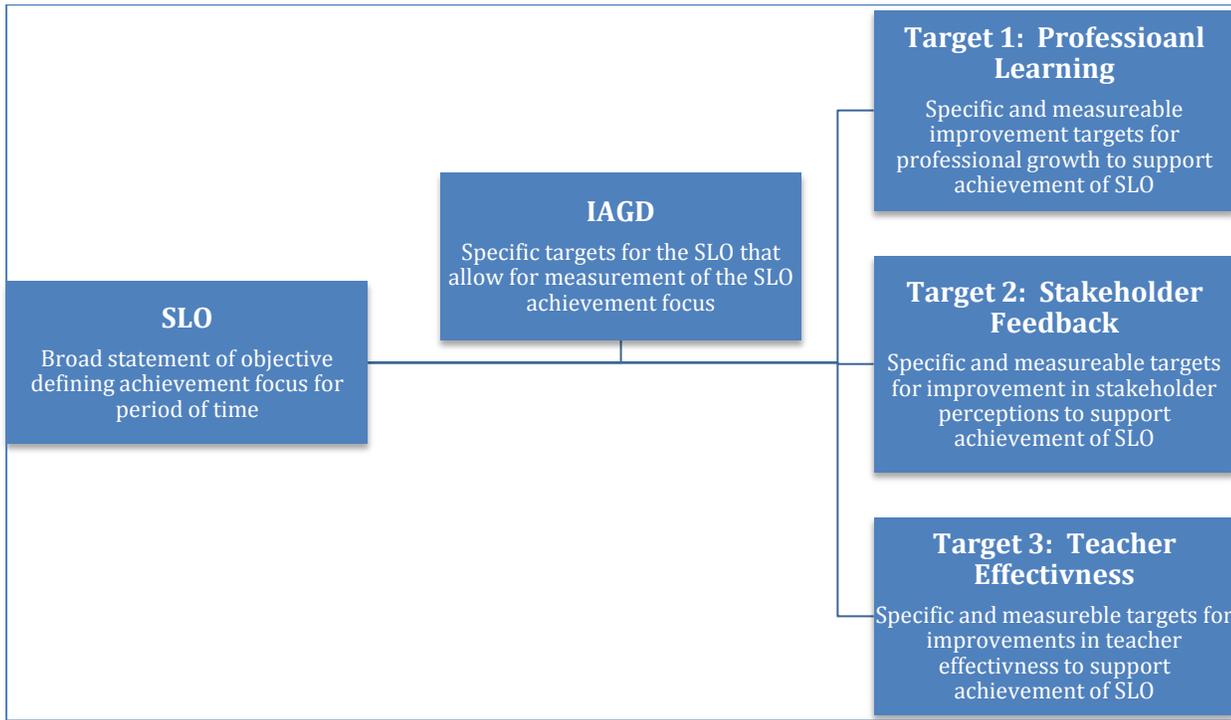
The goal setting process is predicated on the collection of various sets of data that will allow an administrator’s to truly reflect upon their practice and the outcomes of their previous year. *Form A* outlines the structure for this process.

Administrators begin with the self-reflection using the revised CT Common Core of Leading. Administrators will review each section of the rubric analyzing their own practice and determining areas of strength and areas of weakness. In conjunction with this review of professional practice, administrators should consider their schools performance and the district and school improvement plans to establish two Student Learning Objectives, coupled with Indicators of Academic Growth and Development that will focus review of their student outcomes at the end of the evaluative cycle. These goals are outlined in more detail in the Student Learning Measures section of this document beginning on page 18. Additional data, if not already taken into consideration during the district and school improvement planning process, should also be considered.

Administrators are encouraged to review stakeholder feedback data and teacher effectiveness needs and make connections between their Student Learning Objectives and targets they are setting for their professional growth, improvements related to the perceptions of key stakeholders including parents, teachers and student, and the targets they set for influencing and improving teacher effectiveness. If an administrator cannot establish a clear through line with all of these data points, additional goals may be established that allow the administrator to focus their attention on each of these important areas of growth and development.

The general structure for an administrator’s goal setting for the year is outlined in **Figure 2**.

Figure 2



Details to assist an administrator in design of each Student Learning Objective and corresponding targets are outlined in sections that follow.

Category 1: Administrator Performance and Practice (40%)

Forty percent (40%) of an administrator’s evaluation shall be based on ratings of administrator performance and practice by the district superintendent or her/his designee(s). For the purpose of this section, the word “administrator” will constitute those individuals in positions requiring an administrative certification (092) including principals and assistant/associate principals. Individuals holding an (092) certification but whose primary role includes teaching students will be evaluated under the district’s teacher evaluation system.

Forty percent (40%) of an administrator’s evaluation shall be based on observation and evidence collection related to leadership practice and performance as articulated in *the revised CT Common Core of Leading*. Additional, review of artifacts including professional development plans, teacher feedback, self-assessment as well as planning documents, school improvement plans, and evidences of teacher development and evidences of professional relationships will also be considered in measuring administrator performance and practice. **Table 1** provides an overview of the core actions to be taken by administrators and their supervisor throughout the year.

Table 1

Action	Person	Documents	Timeline
Utilize the CCL to complete a self-assessment Enfield’s revised CCL	Supervisor/ Administrator	Enfield CCL and Form A: Administrator Goal Setting, Self-Reflection and Conference Form	By October 1
Review of existing stakeholder data Must include: Leadership Surveys (parent and teachers) May include:	Supervisor/ Administrator	School Climate Survey Leadership Survey Parent and School wide Survey	By November 1

Parent/Student Surveys (optional) School Climate Surveys			
Review of School Improvement Plan	Supervisor/ Administrator	School Improvement Plan	By November 1 Goal Setting Conference
Goals Setting Conference related to principal's goal (Student Learning Outcomes), Theory of Action, School Improvement Plan, professional learning, stakeholder feedback, and teacher growth expectations	Supervisor/ Administrator	Form A: Administrator Goal Setting, Self- Reflection and Conference Form	By November 1
Establish a system of Informal Observations including but not limited to: brief observations of leadership practice e.g. staff meetings, Academic Walkthrough, Student Achievement Meetings, Professional Learning sessions, parent or student interaction (PTO); school-based instructional rounds; classroom visitations; Board of Ed meetings; Community Outreach; PPT meetings; school wide functions Written feedback provided	Supervisor/ Administrator/ and/or Supervisor Designee including but not limited to: content experts, specialists,	Form B: Observation Protocols	July 1-May 1
Conduct two (2) Planned, Formal Observation, one of which, must be an Academic Walkthrough for building principal (four (4) for	Supervisor/ Administrator	Form B: Observation Protocols	Visit 1 –Sept.-Jan. Visit 2 -Feb.-May

<p>administrators who have received summative rating of Developing and Below Standard or administrators new to the district)</p> <p>Feedback on consistent standard-based observation forms/rubric, broken down by admin role/ expectations; supporting documents from administrator..</p> <p>e.g. staff meetings, , Student Achievement Meetings, Professional Learning sessions, parent or student interaction (PTO); school-based instructional rounds; classroom visitations; Board of Ed meetings; Community Outreach; PPT meetings; school wide functions</p> <p>Written and Oral Feedback provided</p>			
<p>Mid-Year Conference related to principal’s goal (Student Learning Outcomes), Theory of Action, School Improvement Plan, professional learning, stakeholder feedback, and teacher growth expectations. The mid-year conference provides for a review of progress made toward an administrator’s goals/objectives and must allow for revisions of established goals/objectives.</p>	<p>Supervisor/ Administrator</p>	<p>From A: Goal Setting and Conference Form</p>	<p>By February 15</p>

<p><i>End-of- Year Conference</i> related to principal’s goal (Student Learning Outcomes), Theory of Action, School Improvement Plan, professional learning, stakeholder feedback, and teacher growth expectations</p>	<p>Supervisor/ Administrator</p>	<p>From A: Goal Setting and Conference Form</p>	<p>By June 15</p>
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For Assistant Principals and Central Office Staff, each of the above described processes will address specific job functions.

Documentation Review

All administrators will have the opportunity to collect information relative to their practice that can be shared with an evaluator in support of their overall evaluation and across all domains of the *CT Common Core of Leading*. Artifacts are submitted as evidence of administrator effectiveness in terms of the leadership standards. For each document uploaded, administrators will be able to indicate which Domain(s)/Indicator(s) the artifact supports. **Table 2** shows how these artifacts will be organized to help evaluators and teachers engage in meaningful discussions about teacher performance and practice.

Table 2

	Current Practice by Indicator as of September:	Artifacts Presented as Evidence of Growth:
<p>I. Professional Learning Goal</p> <p>Artifacts are provided for any indicator that is directly connected to the administrator’s professional growth plan.</p>	<p>(DROP DOWN MENU TO IDENTIFY DOMAIN/INDICATOR)</p>	<p>Artifacts could include:</p> <ul style="list-style-type: none"> • Self Assessment • Goal setting form • SIP • Theory of Action • Letters/Newsletters to Parents/Staff • Samples of Effective Feedback • Professional Learning Calendar • Faculty Meeting Agendas • Student Achievement Data • Survey data • Conferences/workshops attended • PowerPoints/Presentations for in-services
<p>II. Artifacts are provided for any indicator in which there is a discrepancy between administrator’s self-assessment and supervisor’s assessment.</p>	<p>(DROP DOWN MENU TO IDENTIFY DOMAIN/INDICATOR)</p>	<p>*See above artifact list</p>

Table 3 provides a list of documents and processes that can be used to support meaningful dialogue relative to evidence and artifacts.

Table 3

Action	Person	Documents
Review of School Improvement Plan	Supervisor/ Admin	School Improvement Plan
Identification of key documents that support teaching and learning	Supervisor/ Admin	Faculty Meeting Agendas and PD plans
Review of school wide achievement data	Supervisor/ Admin	Student Achievement Results
Review of teacher summative observations/evaluations	Supervisor/ Admin	Summative Teacher Evaluation documents
Review of school climate data	Supervisor/ Admin	School Climate Survey
Review of Instructional Problem of Practice	Supervisor/ Admin	Problem of Practice – Results of School-Based Academic Walkthrough

Leadership Performance Rubric

Enfield Public Schools has, through a committee process including input from all administrative level staff in the district, reviewed and analyzed various leadership rubrics to determine the best leadership framework for analysis of administrative performance and practice. The committee has selected *the CT Common Core of Leading*. Some modifications were made to language within the indicators and performance level descriptions; however, the overall integrity of the leadership rubric has not been compromised.

Appendix B shows the full rubric to be used for all procedures associated with the 40% administrator performance and practice.

Enfield Public Schools will use the following structure to weigh the six (6) Performance Expectations of the CT Common Core of Leading **for principals**.

Performance Expectations	Score	Weight	Points (Score x Weight)
Vision, Mission, and Goals		10%	
Teaching and Learning		40%	
Organizational Systems and Safety		15%	
Families and Stakeholders		15%	
Ethics and Integrity		10%	
The Education System		10%	
Total			

e.g.

Performance Expectations	Score	Weight	Points (Score x Weight)
Vision, Mission, and Goals	2	10%	.20
Teaching and Learning	2	40%	.80
Organizational Systems and Safety	4	15%	.60
Families and Stakeholders	2	15%	.30
Ethics and Integrity	3	50%	.30
The Education System	4	10%	.40
Total			2.60

Assistant principals' rating must be based on evidence collected about leadership practice as described in the *CT Common Core of Leading*. Within the standards, evaluators may limit the

rating to those elements that are relevant to the assistant principals' job duties. The weighting of standards may be different for each assistant principal, but the evaluators must establish the weights as part of the goal setting conference at the start of the school year. Enfield will use the observation of assistant principals' practice to highlight an individual's readiness for the principalship.

Performance ratings that the superintendent or designee make based on direct observation of school-based administrator practice are based on a rubric that also meet the following criteria:

- It is aligned to the *CT Common Core of Leading*
- It distinguishes among four levels of performance, and
- It identifies administrator leadership actions related to improving teacher effectiveness, including conducting teacher evaluations.

For central office administrators, the district will generate ratings from evidence collected directly from the *CT Common Core of Leading*.

In rating administrators against the rubric, the evaluator will identify a performance rating with written evidence to support the rating for each leadership standard. The superintendent or designee shall provide timely feedback, at least but not limited to, at the mid-year and end-of-year conferences. In addition, the evaluator will identify the strengths and growth areas of the administrator.

Evaluator Training, Monitoring and Proficiency Assessment

All evaluators will be required to complete extensive training on the evaluation model. The district will provide all evaluators of administrators with training focused on the administrator evaluations system including at least, but not limited to, training on conducting effective observations and providing high quality feedback. In addition, the district will provide ongoing training and monitor implementation through their Administrative Council meetings and summer retreats. ReVision Learning Partnership, LLC, will facilitate these multi-session training sessions. These multi-session training sessions will begin with a workshop designed to familiarize administrators with the *Enfield Public Schools Educator Performance, Practice, and Professional Growth Standards* and to identify evidence aligned with each Domain. Training sessions two and three are devoted to identifying administrator growth needs in the area of supervision, evaluation, and coaching teachers.

Sessions four and five are focused on calibration, where district administrators engage in activities to view instruction, dissect the observed teacher behaviors, and align them to the district framework. Through reviews of evidence collected on sample lessons, an understanding of the proficiency and inter-rater agreement that currently exists among administrators is established and targeted growth needs are recommended. In sessions six and seven, administrators will refine the coaching approaches they take with teachers to ensure improved instruction.

Throughout the school year, evaluators will regularly revisit observations to ensure proficiency, inter-rater reliability, and coherence from school to school within the district. On a yearly basis, the district will audit the teacher evaluation summative ratings.

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the preponderance of evidence for each performance expectation in the CT Common Core of Leading Leadership Rubric. Evaluators collect written evidence about and observe the administrator's leadership practice across the six performance expectations described in the rubric and as specified in the preceding tables. Specific attention is paid to leadership performance areas identified as needing development.

Form B provides structures for on-going evidence collection and has been provided in Appendix C. Once the evidence has been reviewed and an administrator's final score has been determined based on the weighting of each Performance Expectation, the supervisor will use **Form C** to record a final rating.

e.g.

Performance and Practice Rating:

Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
3.51 – 4.0	2.5 – 3.5	1.5 – 2.49	1- 1.49
Rating 2.6			
Rating Scale		Developing	

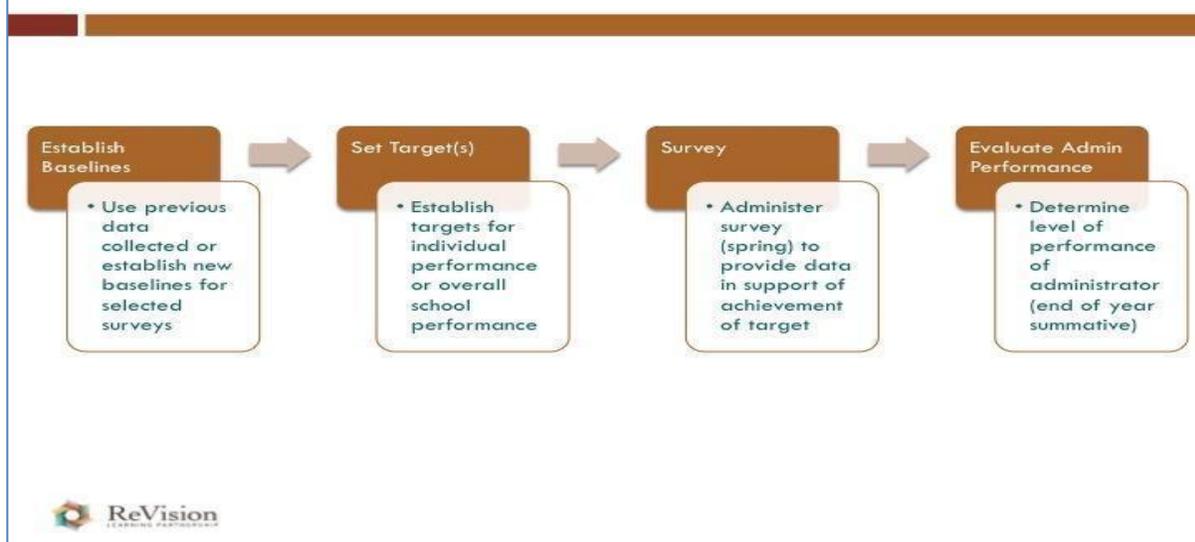
Category 2: Stakeholder Feedback (10%)

Ten percent (10%) of an administrator’s summative rating shall be based on feedback from stakeholders on areas of administrator and/or school practice as described in the Connecticut Leadership Standards. For school-based administrators, stakeholders solicited for feedback must include teachers and parents, but may include other stakeholders (other staff, community members, students, etc.). More than half of the rating of an administrator on stakeholder feedback must be based on an assessment of improvement over time. To ensure a proper baseline has been established prior to assessing improvement over time, Enfield will apply an analysis of administrator improvement to assessment of performance relative to Stakeholder Feedback in year 2 which will allow for a clear understanding of growth. Enfield will set both common targets of improvement and performance for all administrators as well as, where necessary, set specific targets for individual administrators. **For central office administrators, feedback will be collected from the stakeholders the administrator serves.**

Enfield Public Schools has selected to use the School Climate Survey. The School Climate Survey will be used to survey both parents and teachers. A separate survey has been created for students in grades K-12. Results of both surveys will establish targets for improvement in which district and school leadership can apply in practice and which evaluators can assess leadership performance. **The district may elect to include the survey response rate as an input to the rating on feedback as a way to increase the validity of survey results.**

Appendix D provides examples of survey questions from the selected Enfield Public School survey

Process (10%)



Administrators will articulate targets associated with data collected by stakeholders. When applicable, administrators will make specific connections between the Student Learning Objectives being set and the targets and associated actions in response to Stakeholder Feedback. **Form A: Administrator Goal Setting, Self-Reflection and Conference Form** is used to support the articulation of these targets.

Assessment of performance in Stakeholder Feedback will be based on review of survey data as it related to targets established during the Goal Setting Conference.

Exceeded Goal	Met Goal	Partial Improvement	No Improvement
Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
3.51 – 4.0	2.5 – 3.5	1.5 – 2.49	1- 1.49
Rating			
Rating Scale			

e.g.

Example: Target is to increase *positive* response to Parent Communication questions on Survey from 45% rating at effective to 55% rating at effective.

50% rating at effective showing a 5% change, which would constitute a *Developing* rating based on the rating scale.

For purposes of this example, it suggests that the target was met at 55% responding at “effective” on the survey question(s)

Exceeded Goal	Met Goal	Partial Improvement	No Improvement
Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
3.51 – 4.0	2.5 – 3.5	1.5 – 2.49	1- 1.49
Rating		3	
Rating Scale		Proficient	

Category 3: Student Learning Measures (45%)

Forty-five percent (45%) of an administrator’s summative rating shall be based on multiple student indicators.

- Twenty-two point five percent (22.5%) of an administrator’s rating shall be based only on student performance and/or growth on the state-administered assessments in core content areas that are part of the state’s approved accountability system. This portion must include:
 - School Performance Index (SPI) progress from year to year;
 - SPI progress for student subgroups
- Twenty-two point five percent (22.5%) of an administrator’s rating shall be based on at least two locally-determined indicators of student learning, at least one of which must include student outcomes from subjects and/or grades not assessed on state-administered assessments.

Sample Local Measures in Enfield include:

- DRA
- DRP
- DAW

- Performance Tasks (District)
- Behavioral
- Attendance
- Gates-MacGinitie
- District Literacy Assessments
- District Numeracy Assessments
- Fitness Assessment
- Attendance Data – Absence/Tardy
- ISS Data
- OSS DataDAW
- Performance Tasks (SBAC)
- Behavioral Data
- Attendance Data

For administrators in high schools, selected indicators must include:

- The cohort graduation rate and the extended graduation rate and SAT scores, AP scores or percentage of college bound students

For all school-based administrators, selected indicators must be relevant to the student population served by the administrator’s school and may include:

- 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, AP examinations).
- Students’ progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade core subjects.
- Student performance or growth on school-or classroom-developed assessments in subject areas for which there are no available state assessments.

Additional district administrators are allowed to write 2 SLO’s based on locally developed measures and that focus on a subset of staff, grade level, or content consistent with the job responsibilities.

Form A: Administrator Goal Setting, Self-Reflection and Conference Form is used to support the articulation of Student Learning Goals and associated targets.

SLO Scoring

Scoring for SLO 1 is based on the SPI and the SDE process outlined in the default model -SEED

Scoring for SLO's: SLO2 and 3 (where applicable) will receive 2 scores

- 1 Score for Whole Student Performance
- 1 Score for Subgroup Performance

Whole Group Performance

Level 4	Level 3	Level 2	Level 1
At least 100% of students met the SLO- and IAGD Targets.	At least 86-100% of students met the SLO- and IAGD Targets.	At least 50-85% of students met the SLO- and IAGD Targets.	Less than 50% of students met the SLO and IAGD Targets.

Sub Group Performance

Level 4	Level 3	Level 2	Level 1
At least 90% of students in targeted subgroups met the SLO and IAGD Targets.	At least 70% of students in targeted subgroups met the SLO and IAGD Targets.	At least 50% of students in targeted subgroups met the SLO and IAGD Targets.	Less than 50% of students in targeted subgroups met the SLO and IAGD Targets.

The two scores for SLO 2 are averaged together

The two scores for SLO 3 (where applicable) are averaged together

Example Student Learning Objectives

SLO1 has to be based on state-administered assessments.

The state's target is an SPI of 88 so if your school is at 88, the goal would be to maintain. If you're below that, your goal is the state's target.

Goal for achievement gap is less than 10.

The State Department of Education has established a school classification system to support schools is the analysis and design of performance targets related to the SPI. Schools should determine their classification and refer to resources provided by CSDE as they develop their Indicators of Academic Growth and Development around their SPI. The classifications are as follows:

- Excelling
- Progressing

- Transitioning
- Turnaround

Information on the CSDE classification system can be found in the Appendix E.

Below is an example of SLO's and IAGD's.

SLO1: Increase current SPI of 67 to 77 in the 2013-2014 school year

IAGD1: Decrease the percent of students scoring basic by 50% across reading (From 20 students scoring basic in reading =<10 students scoring basic)

IAGD2: Increase the percentage of proficient students belonging to a subgroup from the current 25% to 45% in reading.

SLO2: Increase the percentage of students who are reading on grade level

IAGD1: 85% of students in grade 2 will meet goal on DIBELS spring assessment.

IAGD2: 50% of 5th grade African American boys will maintain proficiency or increase a minimum of one performance band on CMT reading assessment.

High School Example:

SLO1: Make progress towards state's 2018 4-year graduation rate of 94%

IAGD1: Increase percentage of subgroup students who meet 4-year graduation expectations from 45% to 65%

IAGD2: Increase percentage of subgroup students who meet extended graduation rate from 73% to 87%

SLO2: Improve student performance on AP exams.

IAGD1: Increase percentage of students scoring a 3 or better on all math AP assessments from the 2012-2013 rate of 32% to 45%

IAGD2: Increase percentage of students scoring a 3 or better on all reading AP assessments from 2012-2013 rate of 45% to 60%.

e.g.

Using the scoring structure provided on page 18, below is a sample score

	Whole Group Performance	Subgroup Performance	Average
SLO 1	3	2	2.5
SLO 2	2	3	2.5
Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
3.51 – 4.0	2.5 – 3.5	1.5 – 2.49	1- 1.49
Total Score			2.5
Rating Scale			Proficient

Category 4: Teacher Effectiveness (5%)

Five percent (5%) of an administrator’s summative rating shall be based on teacher effectiveness outcomes.

- Improving the percentage (or meeting a target of a high percentage) of teachers who meet the Student Learning Objectives (SLOs) outlined in their performance evaluations.
- Improvement of overall teacher effectiveness scores (after a baseline has been established).
- Number of teachers participating in Career Development programs offered by the District.

For Assistant Principals and Central Office Staff, measures may focus on a subset of teachers, grade level, or subjects consistent with the job responsibilities of the administrator being evaluated.

Enfield Public Schools believes that teacher effectiveness is based on not only performance outcomes as defined in SLO’s but also in the ability of Leadership to promote new and continuous learning toward teacher growth and development. Furthermore, creating sustainability for the district through participation in career development pathways provides an important context to the influence of leadership on teacher practice. Therefore, the weighting of Teacher Effectiveness will be examined in the following manner:

In Year One

Teacher Effectiveness Component	Weight
SLO's	100
Practice Ratings	0

Year 2 and Beyond

Teacher Effectiveness Component	Weight
SLO's	50
Practice Ratings	50

A Supervisors assessment of these areas is based on the following:

SLO's			
Exemplary Practice (4)	Effective Practice (3)	Developing Practice (2)	Below Standard Practice (1)
81-100% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	61-80% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	50-60% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	0-49% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation

Practice Ratings			
Exemplary Practice (4)	Effective Practice (3)	Developing Practice (2)	Below Standard Practice (1)
81-100% of teachers who received a rating of 1 or 2 during the previous year have increased practice rating by 1 level	61-80% of teachers who received a rating of 1 or 2 during the previous year have increased practice rating by 1 level	50-60% of teachers of teachers who received a rating of 1 or 2 during the previous year have increased practice rating by 1 level	0-49% of teachers of teachers who received a rating of 1 or 2 during the previous year have increased practice rating by 1 level

Specific structures for review of performance on these important Year Two Teacher Effectiveness components will be reviewed throughout the 2013-2014 school year in order to establish fair and appropriate system of analysis of administrator performance. In Year One, only SLO performance will constitute the 5% for Teacher Effectiveness

Teacher Effectiveness Component (Year 2 and beyond)	Score	Weight	Points (Score x weight)
SLO's		50%	
Practice Ratings		50%	
Total Score			

e.g.

Teacher Effectiveness Component	Score	Weight	Points (Score x weight)
SLO's	2	50%	1.0
Practice Ratings	2	50%	1.0
Total Score			2
Rating Scale			Developing

Aggregate and Summative Scoring

The process for determining summative evaluation ratings has three steps:

Step 1: Determine the **PRACTICE RATING** based on the review of practice and information gathered through on-going observation of performance and practice (as outlined in previous sections) as well as the Goal Setting Conference, Mid-Year Conference and the End-of Year Conference combined with performance towards stakeholder feedback targets

Step 2: Determine the **OUTCOMES RATINGS** based on review of the SPI and other outlined indicators of student learning

Step 3: Combine the two ratings into an overall rating using the **Summative Rating Matrix**

Step 1: PRACTICE RATING: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%

The practice rating is determined based on an administrator's performance on the six performance expectations of the leader evaluation rubric and the three stakeholder feedback targets. **Form B Observation** are provided to help support the overall assessment and rating of an administrator relative to the practice and performance expectations described in previous section. Review of administrator performance towards stakeholder targets are added to the Practice and Performance rating to arrive at an overall score for an administrator's Practice Outcome.

Step 2: OUTCOMES RATING: Student Learning (45%) + Teacher Effectiveness (5%) = 50%

The outcomes rating is based on two student learning measures as outlined in previous sections and teacher effectiveness outcomes. As shown in the **Administrator Student Learning Rating Form**, 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.

Step 3: OVERALL RATING: Practice (50%) + Outcomes (50%) = 100%

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

Summative Rating Matrix		Practice Related Indicators Rating			
		Exemplary	Proficient	Developing	Below Standard
Outcomes Related Indicators Rating	Exemplary	Exemplary	Exemplary	Proficient	<i>Gather further information</i>
	Proficient	Proficient	Proficient	Proficient	<i>Gather further information</i>
	Developing	Proficient	Developing	Developing	Below Standard
	Below Standard	<i>Gather further information</i>	Below Standard	Below Standard	Below Standard

Definition of Effectiveness and Ineffectiveness

Enfield defines effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation and support system. Enfield uses the following patterns:

Novice administrators (administrators in years 1 through 4) shall generally be deemed effective if said administrator receives at least two sequential proficient ratings, one of which must be earned in the fourth year of a novice administrator’s career. A below standard rating shall only be permitted in the first year of a novice administrator’s career, assuming a pattern of growth of developing in year two and two sequential proficient ratings in years three and four.

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

Example of Summative Rating Form (see Form C)

Performance and Practice Rating:

Summative evaluation of performance based on Form B Observation Protocol weighted against CT Common Core of Leading
Comments
Administrator: <i>Throughout the year I have concentrated my efforts on improvements in Performance expectation #1 Vision, Mission, and Goals. I have seen significant improvements in my communication of the vision but continue to work on building a shared understanding among my staff. I also continue to need concentrated time to explore my skills as an instructional leader as represented in my final assessments in Performance Expectation #2.</i>
Superintendent: <i>Over the course of this year we have seen some growth in the ability to establish a clear, data driven, vision for the school but continued effort needs to occur related to communication of that vision with staff. Furthermore, a clear connection needs to be made between the vision and mission and a cycle of continuous improvement for the school. Organizing to realize the vision and mission becomes a key focus for next school year.</i>

Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
Total		2.35	
Rating Scale		Developing	

Stakeholder Feedback Rating:

Summative evaluation of performance based on assessment of performance related to targets associated with Stakeholder Feedback
Comments
Administrator: <i>The school concentrated on parent communication this past year based on data showing a 60% response rate below effective practice. We established school wide goals that allowed us to concentrate our efforts on changing the level and quality of our parent outreach. As a result we met our primary target of increasing the total positive responses to the parent communication sections and we provided additional opportunities for feedback to help us understand the overall impact of our efforts.</i>
Superintendent: <i>The administrator met the target set at the beginning of the year while engaging in the right type of consistent action to ensure success in meeting those targets. The administrator sought feedback from parents throughout the year at both newly designed and introduced outreach programs as well as traditional parent-school opportunities.</i>

Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
Total		3	
Rating Scale		Proficient	

Student Learning Measure

Summative evaluation of performance based on Review of SLO's
Comments
<i>Administrator: The school has been able to increase its SPI score by two points this year and has met greater than 50% of all its whole group and subgroup performance targets. The school leadership team has worked closely with teachers to examine their student's performance in a deeper way this year and we have established a stronger school wide culture of achievement.</i>
<i>Superintendent: The administrator has been able to increase its SPI this year and has met many of the targets set at the beginning of the year. The work completed to align teacher performance across the school has created a positive environment for learning. Additional focus on specific classroom outcomes to encourage changes in performance across the school and within subgroups will be necessary to continue to move student outcomes.</i>

Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
Total SLO 1		2.5	
Total SLO 2		2.5	
TOTAL SLO SCORE		2.5	
Rating Scale		Developing	

Teacher Effectiveness

Summative evaluation of performance based on Teacher Effectiveness targets
Comments
<i>Administrator: We have continued to concentrate on creating a culture of achievement in our school that continues to create positive results for our students. As a result, 50% of the teachers have met the objectives and Indicators of Academic Growth and Development.</i>
<i>Superintendent: Continued focus on development of a culture of achievement throughout the school will help in student growth in the school.</i>

Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
		2	
Total		2	
Rating Scale		Developing	

Total Overall Rating

Practice Rating = Proficient

Outcomes Rating = Developing

Overall Summative Rating = Developing

Evaluation-Based Professional Learning

Administrators attend conferences, workshops, participate in curriculum development committees, participate in school improvement plans, and take coursework to stay up-to-date on the latest educational reforms in addition to their normal job responsibilities. Professional learning opportunities for administrators are directly linked to specific outcomes of the evaluation process as it relates to student learning results, observation of professional practice, or the outcomes of stakeholder feedback. These professional learning opportunities are based on the individual or group of individuals' needs that are identified through the evaluation process. For those administrators who consistently demonstrate the highest levels of performance, additional opportunities for professional growth are available (See Career Development and Growth)

Individual Administrator Improvement and Remediation Plans

Enfield Public Schools will create plans of individual improvement and/or remediation for principals whose performance level is **Developing or Below Standard**. These plans will be collaboratively developed with the administrator and his or her exclusive bargaining representative (see Form D). The plan must:

- Identify resources, support and other strategies to be provided to the administrator to address documented deficiencies;
- Indicate a timeline for implementing such resources, support or other strategies in the course of the same year that the plan is issued; and

- Include indicators of success, including a summative rating of Proficient or better at the conclusion of the improvement or remediation plan.

Administrator Support Plan Procedures

1. If the summative performance of an administrator is rated ineffective, the evaluator will provide the administrator with written notification that a conference is required. The Evaluator will set a date and time for this conference, which should take place within three weeks after the Ineffective rating is determined (possible June meeting for articulation of planning for following school year – this must align to district calendar and personnel schedules i.e. 10 month versus 12 month administrative staff).
2. The Evaluator and a representative from the District’s Department of Human Resources will conduct the conference with the administrator. At this meeting, the Evaluator will state the concern(s) regarding the administrator's performance and the administrator will be given the opportunity to verbally respond to the concern(s).
3. If, after this meeting, the Evaluator determines that an Administrator Support Plan is needed, he/she will notify the administrator in writing of the specific reasons for placing the administrator on an Administrator Support Plan. This notification may occur at any time within the next thirty (30) working days. A copy of the notification will be sent to Human Resources, and the Administrator Association will be notified simultaneously.
4. Once the administrator receives this notification, he/she will have ten (10) working days to respond in writing to the Evaluator. However, a response is not required.
5. At any time after notification of being placed on an Administrator Support Plan, the administrator has the option of requesting a support team. This two-person team will consist of one staff member (Central Office or School-Based) or principal/administrator selected by the administrator and one selected by the Evaluator. The nature of this team is purely supportive (not punitive). The team will assist, and not evaluate, the administrator in mutually agreed-upon ways.
6. Following the conclusion of the ten-(10) day response period, the Evaluator will schedule a meeting within the next ten (10) working days to determine the plan of action for the Administrator Support program. This meeting will include both the administrator and a representative from Human Resources.
7. This Administrator Support Plan will include a restatement of the area(s) of concern, what type/extent of improvement is needed, steps to be taken to achieve that improvement, and an estimate of the time (days/weeks) when the improvement should be observable.
8. The Administrator Support Plan will be implemented by the Evaluator working in conjunction with the administrator. Both parties are responsible for taking appropriate and

timely measures in an effort to effect an improvement in the administrator's professional practice.

9. If an improvement is not evident after stated estimation of time (see Step 7) additional action may be taken to either intensify support or begin action in support of dismissal.

Career Development and Professional Growth

Enfield will provide opportunities for administrator career development and professional growth based on the results of the evaluation. Administrators with an evaluation of Effective or Highly Effective will be able to participate in opportunities to further their professional growth, including attending state and national conferences and other professional learning opportunities.

For administrators rated Highly Effective, the following career development and professional growth opportunities would be available: observation of peers; mentoring/coaching early-career administrators or administrators new to Enfield; participating in development of administrator improvement and remediation plans for peers whose performance is developing or below standard; leading Professional Learning Communities for their peers; and, targeted professional development based on areas of need.

Career Development and Growth Options

Enfield Public Schools has established a system upon which its highest performing administrators (those administrators who consistently demonstrate Exemplary summative ratings) are provided opportunities for professional learning that replaces the standard protocols for professional learning outlined in the Enfield Public Schools Administrator evaluation program. Through their Professional Growth Planning, administrators can control their own professional development after receiving feedback and guidance from their direct supervisor.

Professional Growth Options include, but are not limited to the following:

- A. **Peer Coaching** – The peer coaching option includes the participation of two or more administrators to practice peer support through a collegial approach to the observation and review of learning situations in the classroom. This option requires participation in a training component designed to assist in observation, feedback, and communications techniques.
- B. **Reflection and Continuous Learning** – This option provides the administrator the opportunity to engage in self-evaluation of the effects of leadership practice on teacher and

student performance. Through collaboration with the designated evaluator and possibly other colleagues, the administrator will analyze school and/or district professional development needs, school and/or district student performance outcomes, and propose supports structures to improve practice and performance.

C. Independent Project – This option allows for the administrator to enrich his/her knowledge of leadership practices or related areas through an examination of professional literature, participation in professional organizations, participation in action research, attendance at seminars, workshops or related professional activities.

D. Portfolio – This option allows administrators the opportunity to develop a portfolio that focuses on a portion of one of the following. Training and technical assistance are recommended:

- Enfield Public Schools Teaching and Learning Framework
- Connecticut’s Common Core Leading
- Common Core State Standards
- Standards for School Leaders (as applies to administrators)

E. Leadership and Collaboration – This option allows for the teacher to participate in leadership activities designed to create and promote a positive, collaborative school culture. Leadership experiences can be school or community-based and involve strategies that can impact student learning. Teachers are encouraged to use this option to work collaboratively with district/school/community leaders in unique ways.

H. Other – Administrators are encouraged to creatively explore and design options which improve effectiveness, encourage professional growth and positively impact student learning. Creative options are developed in collaboration with the evaluator and other district colleagues.

Orientation and Training Programs

During the spring of 2013, Enfield will provide a series of half-day sessions for all administrators being evaluated so that they will understand the evaluation system, the processes, and the timelines for their evaluation. Special attention will be given to Enfield’s Common Core of Leading and the Leadership Performance Rubric, so that all administrators fully understand performance expectations and the requirement for being an “effective” administrator. Additional sessions will be provided throughout the academic year that will provide Enfield administrators with access to resources and to connect with colleagues to deepen their understanding of the Evaluation Program.

By July 30, Enfield will provide all evaluators of administrators with training focused on the administrator evaluation system. Training will include an in-depth overview and orientation of the 4 domains that are part of the plan, the process and timeline for plan implementation, and

the process for arriving at a summative evaluation. One full day of training will be provided on using the Leadership Practice Rubric, so that evaluators are thoroughly familiar with the language, expectations, and examples of evidence required for administrator proficiency. An additional full day of training will be provided to all evaluators in conducting effective observations and providing high-quality feedback. Two additional days of training will be provided on the other components in the plan.

Appendices

Appendix A - Enfield Supervisory Organizational Chart

Appendix B - Leadership Rubric

CT Common Core of Leading

Appendix C - Forms

Form A: Administrator Goal Setting, Self-Reflection and Conference Form

Form B: Observation Protocols

Form C: Summative Rating Form

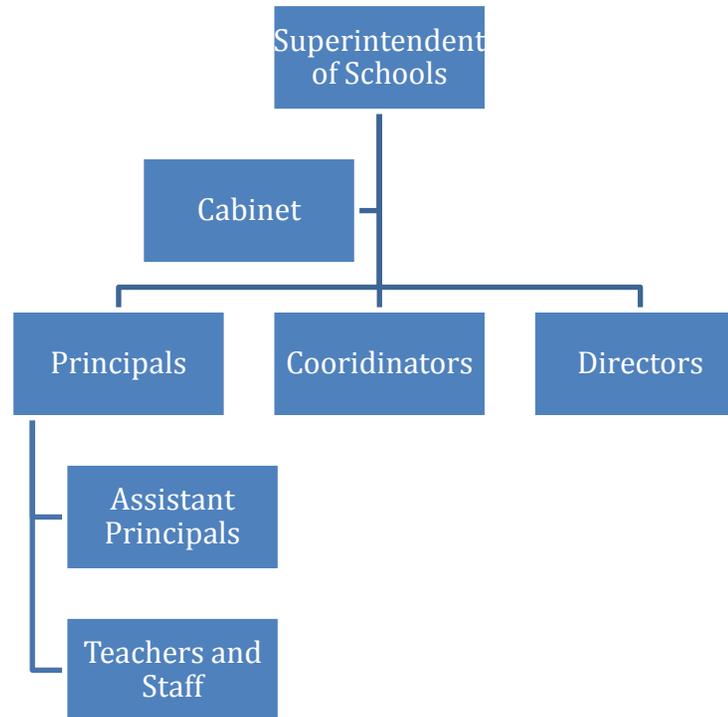
Form D: Administrator Support Plan

Appendix D – Sample Surveys

Appendix E – CSDE SPI Classification and Performance Targets

Appendix A - Enfield Supervisory Organizational Chart

Enfield Public Schools Supervision and Evaluation of Administrative Personnel



Appendix B – CT Common Core of Leading

In the [Dates], Enfield Public Schools completed a committee-based review of the CSDE Common Core of Leading. Through this committee process, the district determined that this framework would become the basis for all summative evaluations as described in the *Enfield Administrator Effectiveness and Performance Evaluation Manual*.

LEADER EVALUATION RUBRIC

Performance Expectation 1: Vision, Mission and Goals:

Education leader¹ 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 staff² 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 Practice	Developing Practice	Effective Practice	Exemplary Practice
1. <i>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.
2. <i>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.
3. <i>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 stakeholders³ 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 ³ and builds staff capacity to implement a shared vision for high student achievement.

¹**Leader:** Connecticut School leaders who are employed under their intermediate administrator 092 certificate (e.g., curriculum coordinator, principal, assistant principal, department head and other educational supervisory positions)

²**Staff:** all educators and non-certified staff

³**Stakeholders:** a person, group or organization with an interest in education

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 Practice	Developing Practice	Effective Practice	Exemplary Practice
<p>1. <i>Shared understandings guide decisions & evaluation of outcomes.</i></p>	<p>tells selected staff and stakeholders about decision-making processes related to implementing and sustaining the vision, mission and goals.</p>	<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>	<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.</p>	<p>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.</p>
<p>2. <i>Communicates vision and advocates for effective learning for all</i></p>	<p>Is unaware of the need to communicate or advocate for the school’s vision, mission and goals or for effective learning for all.</p>	<p>builds stakeholders’ understanding and support for the vision, mission and goals.</p> <p>generates some support for equitable and effective learning opportunities for all students.</p>	<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>	<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 Practice	Developing Practice	Effective Practice	Exemplary Practice
<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. 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.	uses data, research and best practice to shape programs and activities and regularly assesses their effects. analyzes 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 practices. engages all stakeholders in building and leading a school-wide continuous improvement cycle.
<i>3. 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 situational level.	identifies and addresses barriers to achieving the vision, mission and goals	focuses conversations, 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. uses challenges or barriers as opportunities to learn and to develop staff.
<i>4. Seeks and aligns resources</i>	is unaware of the need to seek or align resources necessary to sustain the school's vision, mission and goals.	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.	builds capacity of the school and its staff to provide services that sustain the school's vision, mission and goals. prioritizes the 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 Practice	Developing Practice	Effective Practice	Exemplary Practice
1. <i>Closes achievement gaps</i>	<p>is unaware of the achievement gap¹.</p> <p>is working toward improvement for only some students.</p>	<p>uses student outcome data to build their own awareness of achievement gaps.</p> <p>is developing a personal commitment to improvement for all students.</p>	<p>develops shared understanding and commitment to close achievement gaps¹ 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>
2. <i>Supports and Evaluates Professional Development</i>	<p>provides professional development that is misaligned with faculty and student needs.</p> <p>does not monitor classroom 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 faculty² 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>

¹**Achievement gap** (attainment gap) refers to the disparity on a number of educational measures between performance groups of students, especially groups defined by gender, race/ethnicity and socioeconomic status. The gap can be observed on a variety of measures, including standardized test scores, grade point average, dropout rates, and college enrollment and completion rates.

²**Faculty:** certified school faculty

<p>3. <i>Fosters Inquiry and Collaboration for Improvement</i></p>	<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>
<p>5. <i>Supports Teacher Reflection and Leadership</i></p>	<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 opportunities.</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.</p> <p>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>
<p>6. <i>Provides Feedback to Improve Instruction</i></p>	<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 Practice	Developing Practice	Effective Practice	Exemplary Practice
<p><i>1. Aligns Curriculum, Instruction and Assessment to Standards</i></p>	<p>is unaware of how to align curriculum with standards, instruction and assessments.</p>	<p>builds their own understanding of state and national standards.</p> <p>develops curriculum, instruction and assessment methods that are loosely aligned to standards.</p>	<p>develops a shared understanding of curriculum, instruction and alignment of standards-based instructional programs.</p> <p>ensures the development, implementation and evaluation of curriculum, instruction and assessment by aligning content standards, teaching, professional development and assessment methods.</p>	<p>builds the capacity of all staff to collaboratively develop, implement and evaluate curriculum and instruction that meet or exceed state and national standards.</p> <p>monitors and evaluates the alignment of all instructional processes.</p>
<p><i>2. Improves Instruction for the Diverse Needs of All Students</i></p>	<p>supports the use of instructional strategies that do not meet the diverse learning needs of students.</p>	<p>uses evidence-based instructional strategies and instructional practices that address the learning needs of some but not all student populations.</p>	<p>uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations¹.</p>	<p>builds the capacity of staff to collaboratively identify differentiated learning needs for student groups.</p> <p>works with staff to continuously adjust instructional practices and strategies to meet the needs of every student.</p>

¹Diverse student needs: students with disabilities, cultural and linguistic differences, characteristics of gifted and talented, varied socio-economic backgrounds, varied school readiness, or other factors affecting learning.

Indicator	Below Standard Practice	Developing Practice	Effective Practice	Exemplary Practice
3.. <i>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>
4. <i>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>
5. <i>Supports the Success of Faculty and Students as Global Citizens¹</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 skill, 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>

¹**A Global Citizen** uses 21st century knowledge, skills and dispositions to communicate effectively, think creatively, respect diversity, gain an awareness and understandings of the wider world, appreciate different cultures and points of view and work to make the world a better place.

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 Practice	Developing Practice	Effective Practice	Exemplary Practice
<p><i>1. Uses Multiple Sources of Information¹ to Improve Instruction</i></p>	<p>monitors limited sources of student information and staff evaluation data.</p> <p>does not connect information to school goals and/or instruction.</p>	<p>develops awareness and understanding among staff of a variety of assessments and sources of information on student progress and instruction.</p> <p>is learning to use multiple sources of information to identify areas for improvement.</p>	<p>uses district, state, national, and international assessments and multiple sources of information to analyze student performance, advance instructional accountability, and improve teaching and learning.</p>	<p>builds the capacity and accountability of staff to monitor multiple sources of information and a range of assessments for each student.</p> <p>empowers staff members to continuously use multiple sources of information to adjust instructional strategies and improve teaching and learning.</p>
<p><i>2. Evaluates Staff</i></p>	<p>conducts occasional classroom observations for some staff.</p> <p>does not connect evaluation results to professional development or school improvement goals.</p>	<p>completes evaluations for all staff according to stated requirements.</p> <p>uses some evaluation results to inform professional development.</p>	<p>implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement.</p>	<p>sets and monitors meaningful goals with each staff member, accurately differentiates ratings and provides additional evaluation activity and feedback for Developing or Below Standard teachers.</p> <p>develops and supports individual staff learning plans and school improvement goals based on evaluations.</p>
<p><i>3. Communicates Progress</i></p>	<p>provides limited information about student progress to faculty and families.</p>	<p>provides updates on student progress to faculty and families.</p>	<p>interprets data and communicates progress toward the vision, mission and goals for faculty and all other stakeholders.</p>	<p>builds the capacity of all staff to share ongoing progress updates with families and other staff members.</p> <p>consistently connects results to the vision, mission and goals of the school and frequently updates staff and families around progress and needs for improvement.</p>

¹**Multiple sources of information:** Including but not limited to test scores, work samples, school climate data, teacher/family conferences and observations. Multiple assessments would include local, state, national, and international assessments.

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 Practice	Developing Practice	Effective Practice	Exemplary Practice
<i>1. Develops safety and security plan</i>	insufficiently plans for school safety.	develops a safety and security plan and monitors its implementation. creates minimal engagement with the community around safety plan.	develops, implements and evaluates a comprehensive safety and security plan in collaboration with district, community and public safety responders.	continuously engages the school community in the development, implementation and evaluation of a comprehensive safety and security plan.
<i>2. Establishes 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 his/her 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 for every member of the school community.

<p>3. <i>Develops community norms for learning</i></p>	<p>uses his/her own judgment to develop norms for behavior.</p> <p>does not consistently implement or monitor norms for accountable behavior.</p>	<p>develops and informs staff about community norms for accountable behavior.</p> <p>monitors for implementation of established norms.</p>	<p>involves families and the community in developing, implementing and monitoring guidelines and community norms for accountable behavior to ensure student learning.</p>	<p>builds ownership for all staff, community and students to develop and review community norms for accountable behavior.</p> <p>students, staff and parents all hold themselves and each other accountable for following the established norms.</p>
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Element B: Operational Systems

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

The Leader...

Indicator	Below Standard Practice	Developing Practice	Effective Practice	Exemplary Practice
1. <i>Evaluates and improves 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.
2. <i>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 resolve any identified safety.
3. <i>Uses 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.
4. <i>Identifies and uses 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 Practice	Developing Practice	Effective Practice	Exemplary Practice
<p>1. <i>Aligns resources to goals</i></p>	<p>operates a budget that does not align with district or state guidelines.</p> <p>allocates resources that are not aligned to school goals.</p>	<p>develops and operates a budget within fiscal guidelines.</p> <p>aligns resources to school goals and to strengthening professional practice.</p>	<p>develops and operates a budget within fiscal guidelines that aligns resources of school, district, state and federal regulations.</p> <p>seeks, secures and aligns resources to achieve vision, mission and goals to strengthen professional practice and improve student learning.</p>	<p>works with community to secure necessary funds to support school goals.</p> <p>aligns and reviews budgets on a regular basis to meet evolving needs for professional practice and to improve student learning.</p>
<p>2.. <i>Recruits and retains staff</i></p>	<p>uses hiring processes that involve few recruiting sources.</p> <p>provides limited support for early career teachers and has few strategies to retain teachers.</p>	<p>reviews and improves processes for recruiting and selecting staff.</p> <p>provides support to early career teachers but has limited strategies to develop and retain effective teachers.</p>	<p>implements practices to recruit, support and retain highly qualified staff.</p>	<p>involves all stakeholders in processes to recruit, select and support effective new staff.</p> <p>implements strategies and practices that successfully retain and develop effective staff in the school and district.</p>
<p>3. <i>Conducts staff evaluations</i></p>	<p>does not consistently implement district/state evaluation processes.</p> <p>evaluation results are not used to improve teaching and learning.</p>	<p>prioritizes and completes staff evaluation processes.</p> <p>is beginning to connect evaluation process and results to professional learning.</p>	<p>conducts staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies.</p>	<p>coordinates staff to conduct staff evaluation processes and differentiate evaluation process based on individual teacher performance.</p> <p>works with staff to connect evaluation processes to professional learning and instructional improvement.</p>

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 Practice	Developing Practice	Effective Practice	Exemplary Practice
1. <i>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.
2. <i>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 environment.	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.
3. <i>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 Practice	Developing Practice	Effective Practice	Exemplary Practice
1. <i>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.
2. <i>Understands and accommodates diverse¹ 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.
3. <i>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.
4. <i>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.
5. <i>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.

¹Diversity: including, but not limited to cultural, ethnic, racial, economic, linguistic, generational

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 Practice	Developing Practice	Effective Practice	Exemplary Practice
<p>1. <i>Collaborates with community agencies</i></p>	<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>
<p>2. <i>Develops relationships with community agencies</i></p>	<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>
<p>3. <i>Applies resources to meet the needs of children and families</i></p>	<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 student 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	Proficient	Exemplary
1. <i>Professional Responsibility</i>	does not consistently exhibit or promote professional responsibility in accordance with the Connecticut Code of Professional Responsibility for Educators.		exhibits and promotes professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators.	continuously communicates, clarifies and collaborates to ensure professional responsibilities for all educators.
2. <i>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.
3. <i>Equity and Social Justice¹</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 for all stakeholders.	uses professional influence and authority to foster and sustain educational equity and social justice for all students and staff.	<ul style="list-style-type: none"> • 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.
4. <i>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.	<ul style="list-style-type: none"> • builds a shared commitment to protecting the rights of all students and stakeholders. • maintains confidentiality, as appropriate.

¹**Social Justice:** recognizing the potential of all students and providing them with the opportunity to reach that potential regardless of ethnic origin, economic level, gender, sexual orientation, race, religion, etc. to ensure fairness and equity for all students.

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	Proficient	Exemplary
1. <i>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.
2. <i>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.
3. <i>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.
4. <i>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	Proficient	Exemplary
1. <i>Lifelong Learning</i>	does not consistently engage in or seek personal professional learning 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 an increased understanding of research and best practices.	models reflection and continuous growth by publicly sharing their own learning process based on research and best practices and its relationship to organizational improvement.
2. <i>Support of Professional Learning</i>	does not consistently support and 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.
3. <i>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.
4. <i>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.
5. <i>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 student, 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	Proficient	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 proactive change within and beyond his/her 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 modes of communication.

<p>3. <i>Advocates for equity, access and adequacy of student and family resources</i></p>	<p>has limited understanding and/or ineffectively uses resources for family services and support through community agencies.</p>	<p>is learning how to help students and families locate, acquire and access programs, services or resources to create equity.</p>	<p>advocates for equity, access and adequacy in providing for student and family needs using a variety of strategies to meet educational expectations.</p>	<p>empowers the school community to successfully and appropriately advocate for equal and adequate access to services and resources for all.</p>
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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	Proficient	Exemplary
1. <i>Accurately communicates educational performance</i>	<p>ineffectively communicates with members of the school community.</p> <p>does not fully understand growth, trends and implications for improvement.</p>	<p>reviews school growth measures and student data.</p> <p>conducts basic data analyses and communicates data about educational performance.</p>	<p>collects, analyzes, evaluates and accurately communicates data about educational performance in a clear and timely way.</p>	<p>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.</p>
2. <i>Improves public understanding of legislation, policy and laws</i>	<p>provides incomplete information to the public to understand school or student results, legal issues, practices and implications.</p>	<p>shares information about federal, state and local laws, policies and regulations.</p> <p>provides information to decision-makers and the community.</p>	<p>communicates effectively with decision-makers and the community to improve public understanding of federal, state and local laws, policies and regulations.</p>	<p>actively communicates and clarifies federal, state and local laws, policies and regulations with stakeholders and decision makers to improve public understanding and input.</p>
3. <i>Upholds laws and influences educational policies and regulations</i>	<p>does not consistently uphold laws, regulations.</p>	<p>upholds federal, state and local laws and seeks to engage in public discourse about policies and regulations to support education.</p>	<p>upholds federal, state and local laws and influences policies and regulations in support of education.</p>	<p>works with district, state and/or national leaders to advocate for/or provide feedback about the implementation effectiveness of policies or regulations.</p>

Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

The leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p>1. <i>Advocates for public policies to support the present and future needs of children and families</i></p>	<p>does not advocate for policies and procedures to meet the needs of all students and their families.</p>	<p>identifies some policies and procedures that can support equity and seeks to communicate with the community about these policies.</p>	<p>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</p>	<p>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.</p>
<p>2. <i>Promotes public policies to ensure appropriate, adequate and equitable human and fiscal resources</i></p>	<p>is unaware of policies that result in equitable resources to meets the needs of all students. does not allocate resources appropriately, adequately or equitably.</p>	<p>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</p>	<p>promotes public policies that ensure appropriate, adequate and equitable human and fiscal resources to improve student learning.</p>	<p>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.</p>
<p>3. <i>Collaborates with leaders to inform planning, policies and programs</i></p>	<p>demonstrates limited understanding or involvement with others to influence decisions affecting student learning inside or outside of own school or district.</p>	<p>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.</p>	<p>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.</p>	<p>actively engages all stakeholders through conversations and collaboration to proactively change local, district, 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.</p>

Appendix C – Forms

Form A: Administrator Goal Setting, Self-Reflection and Conference Form

Name:

Date:

School:

Position:

Common Core of Leading Performance Expectations and Elements:

#1 -Vision Mission and Goals: based on SLO, student data and stakeholder feedback, use of analytic rubric to self-assess;

- A. High Performance for All
- B. Shared Commitments to Implement the Vision, Mission and Goals
- C. Continuous Improvement toward the Vision, Mission and Goals

Areas of Strength	Areas of Development

#2 - Teaching and Learning:

- A. Strong Professional Culture
- B. Curriculum and Instruction
- C. Assessment and Accountability

Areas of Strength	Areas of Development

#3- Organizational Systems and Safety:

- A. Welfare and Safety of Students, Faculty and Staff
- B. Operational Systems
- C. Fiscal and Human Resources

Areas of Strength	Areas of Development

#4- Families and Stakeholders:

- A. Collaboration with Families and Community Members
- B. Community Interests and Needs
- C. Community Resources

Areas of Strength	Areas of Development

#5-Ethics and Integrity:

- A. Ethical and Legal Standards of the Profession
- B. Personal Values and Beliefs
- C. High Standards for Self and Others:

Areas of Strength	Areas of Development

#6 - The Educational System:

- A. Professional Influence
- B. The Educational Policy Environment
- C. Policy Engagement

Areas of Strength	Areas of Development

Goal Setting Conference, to be completed by November 1 (see pp. 17 – 21 of Administrator Evaluation Manual)

2 Goals: two goals around student learning and student outcomes:

SLO Goal #1(SPI-based):

Target #1 related to professional learning (Measurable with evidence - observation, conversation or documents)

Target #2 related to stakeholder feedback (Measurable with evidence)

Target #3 – related to teacher effectiveness (Measurable with evidence)

SLO goal #2(locally determined measures-based):

Target #1 related to professional learning (Measurable with evidence)

Target #2 related to stakeholder feedback (Measurable with evidence)

Target #3 – related to teacher effectiveness (Measurable with evidence)

Optional Goal (to align with key elements that have not been addressed through first two SLO's):

Mid-Year Conference, completed by February 15:

Evidence (observation, documents, conversations) of Progress Toward Goal#1:	Mid-Year adjustment of Goal #1 (if needed):
Administrator:	
Superintendent:	

Evidence(observation, documents, conversations) of Progress Toward Goal#2:	Mid-Year adjustment of Goal #2 (if needed):
Administrator:	
Superintendent:	

Evidence(observation, documents, conversations) of Progress Toward Optional Goal:	Mid-Year adjustment of Optional Goal (if needed):
Administrator:	
Superintendent:	

End of Year Summative Conference, completed by June 15

End of Year Conference, Goal#1: Evidence (observation, documents, conversations)	End of Year Conference, Goal#1: Comments
Administrator:	Administrator:
Superintendent:	Superintendent:

Rating:

Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
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End of Year Conference, Goal#2: Evidence (observation, documents, conversations)	End of Year Conference, Goal#2: Comments
Administrator:	Administrator:
Superintendent:	Superintendent:

Rating:

Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
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End of Year Conference, Optional Goal #3: Evidence	End of Year Conference, Optional Goal#2: Comments
Administrator:	Administrator:

Superintendent:	Superintendent:
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Rating:

Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
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Form B Observation Protocols

Common Core of Leading Performance Expectations and Elements:

#1 -Vision Mission and Goals: based on SLO, student data and stakeholder feedback, use of analytic rubric to self-assess;

- D. High Performance for All
- E. Shared Commitments to Implement the Vision, Mission and Goals
- F. Continuous Improvement toward the Vision, Mission and Goals

Areas of Strength	Areas of Development
Performance Expectation Rating	

#2 - Teaching and Learning:

- D. Strong Professional Culture
- E. Curriculum and Instruction
- F. Assessment and Accountability

Areas of Strength	Areas of Development
Performance Expectation Rating	

#3- Organizational Systems and Safety:

- D. Welfare and Safety of Students, Faculty and Staff
- E. Operational Systems
- F. Fiscal and Human Resources

Areas of Strength	Areas of Development
Performance Expectation Rating	

#4- Families and Stakeholders:

- D. Collaboration with Families and Community Members
- E. Community Interests and Needs

F. Community Resources

Areas of Strength	Areas of Development
Performance Expectation Rating	

#5-Ethics and Integrity:

D. Ethical and Legal Standards of the Profession

E. Personal Values and Beliefs

F. High Standards for Self and Others:

Areas of Strength	Areas of Development
Performance Expectation Rating	

#6 - The Educational System:

D. Professional Influence

E. The Educational Policy Environment

F. Policy Engagement

Areas of Strength	Areas of Development
Performance Expectation Rating	

Form C: Summative Rating Form

Performance and Practice Rating:

Summative evaluation of performance based on Form B Observation Protocol weighted against <i>CT Common Core of Leading</i>
Comments
Administrator:
Superintendent:

Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
Total			
Rating Scale			

Stakeholder Feedback Rating:

Summative evaluation of performance based on assessment of performance related to targets associated with Stakeholder Feedback
Comments
Administrator:
Superintendent:

Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
Total			
Rating Scale			

Student Learning Measure

Summative evaluation of performance based on Review of SLO's
Comments
Administrator:
Superintendent:

Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
Total SLO 1			
Total SLO 2			
TOTAL SLO SCORE			
Rating Scale			

Student Learning Measure

Summative evaluation of performance based on Teacher Effectiveness targets
Comments
Administrator:
Superintendent:

Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
Total			
Rating Scale			

Total Overall Rating

Practice Rating = _____

Outcomes Rating = _____

Overall Summative Rating = _____

Form D – Administrator Support Plan Form

Principal/Administrator: _____

Superintendent/Evaluator: _____

The Intensive Support Plan is initiated as a result of one or more evaluations that did not reflect effective leadership or professional growth. The evaluator, sometimes with help from the Department of Human Resources, develops the specific plan, with input from the administrator and the Local Administrator Association. All parties in attendance complete this form jointly.

1. Area(s) of Concern or Performance Standard(s) Not Effectively Addressed:

2. Statement of Concern: (cite evidence from on-going evaluation of performance as appropriate)

3. Strategies/Activities to Be Implemented to Address the Concern:

4. System of Support to Promote the Administrator's Success:

5. Timeline (length of plan in weeks, plus schedule for monitoring implementation/progress and the measurable outcomes expected):

Superintendent/Evaluator

Administrator

Date

Rep from Human Resources

Rep from Enfield Education
Association

Date

Copy to administrator, copy to local school working file, original to Human Resources/personnel file

Appendix D - Sample Surveys

[Survey Type] will be used by the district to cull important leadership goals and establish targets for improvement in which district and school leadership can apply in practice and which evaluators can assess leadership performance.

Below is a subset of questions from a sample student [Survey Type] for Grades 3-5:

Below is a subset of questions from a sample parent [Survey Type] for Grades 3-5:

Appendix E – CSDE SPI Classification and Performance Targets

School Classification:

- ▶ **Excelling** —————> Met all state targets

- ▶ **Progressing** —————> Meeting annual targets

- ▶ **Transition** —————> Not meeting annual targets

- ▶ **Review (inc. Focus)** } Need the most support: eligible for Commissioner's Network; otherwise, district-led interventions and redesign
- ▶ **Turnaround** }

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Excelling Schools

Description	Performance Targets	Interventions
Meet state targets: <ul style="list-style-type: none"> ▶ SPI > 88 ▶ 4yr grad > 94% ▶ Ext. grad > 96% ▶ Maj. of subgp. gaps < 10 and ▶ > 25% Adv. In three of four subjects 	<ul style="list-style-type: none"> ▶ Maintain SPI > 88 ▶ Maintain 4yr grad > 94% ▶ Maintain Ext. grad > 96% ▶ If subgp. SPI < 88, increase so that ½ way to 88 by 2018 	<ul style="list-style-type: none"> ▶ Drive own improvement

Progressing Schools

Description	Performance Targets	Interventions
<ul style="list-style-type: none"> ▶ SPI > 88 and miss one of: ▶ Maj. of subgp. gaps < 10 ▶ 4yr grad > 94% ▶ Ext. grad > 96% OR ▶ 64 < SPI < 88 and meet all of: ▶ Performance target for SPI ▶ 4yr grad > 90% ▶ Ext. grad > 93% ▶ Maj. of subgp. gaps < 10 	<ul style="list-style-type: none"> ▶ Increase SPI so ½ way to 88 by 2018 ▶ Increase subgroup SPIs so ½ way to 88 by 2018 ▶ Increase 4yr grad so ½ way to 94% by 2018 ▶ Increase Ext grad so ½ way to 96% by 2018 	<ul style="list-style-type: none"> ▶ Self-review

Transition Schools

Description	Performance Targets	Interventions
<ul style="list-style-type: none"> ▶ 64 < SPI < 88 and miss one of: ▶ Performance target for SPI ▶ 4yr grad > 90% ▶ Ext. grad > 93% ▶ Maj. of subgp. gaps < 10 	<ul style="list-style-type: none"> ▶ Increase SPI so ½ way to 88 by 2018 ▶ Increase subgroup SPIs so ½ way to 88 by 2018 ▶ Increase 4yr grad so ½ way to 94% by 2018 ▶ Increase Ext grad so ½ way to 96% by 2018 	<ul style="list-style-type: none"> ▶ District-led review

Schools in need of the greatest support

Description	Performance Targets	Interventions
<ul style="list-style-type: none"> ▶ SPI < 64 OR ▶ 4yr grad < 60 OR ▶ Part. rate < 95% OR ▶ Subgroups among lowest performing in state (Focus Schools) 	<ul style="list-style-type: none"> ▶ Increase SPI so ½ way to 88 by 2018 or 3 pts. ▶ Increase subgroup SPIs so ½ way to 88 by 2018 ▶ Increase 4yr grad so ½ way to 94% by 2018 ▶ Increase Ext grad so ½ way to 96% by 2018 	<ul style="list-style-type: none"> ▶ Eligible for Commissioner's Network ▶ Otherwise, district-led focused and/or comprehensive School Redesign Plans and interventions

Schools in need of the greatest support

Turnaround	Focus	Review
<ul style="list-style-type: none"> ▶ SIG Schools ▶ Lowest 5% of Title I Schools ▶ CSDE will be involved in interventions in these schools 	<ul style="list-style-type: none"> ▶ Lowest performing subgroups: eligible for F/R lunch, SWD, ELL, Black, Hispanic ▶ 4-yr grad rate < 60% ▶ Interventions must occur in 2012-13; identified based on 2011 data 	<ul style="list-style-type: none"> ▶ School Performance Index lower than 64 for "all students" ▶ Interventions occur in 2013-14 and 2014-15