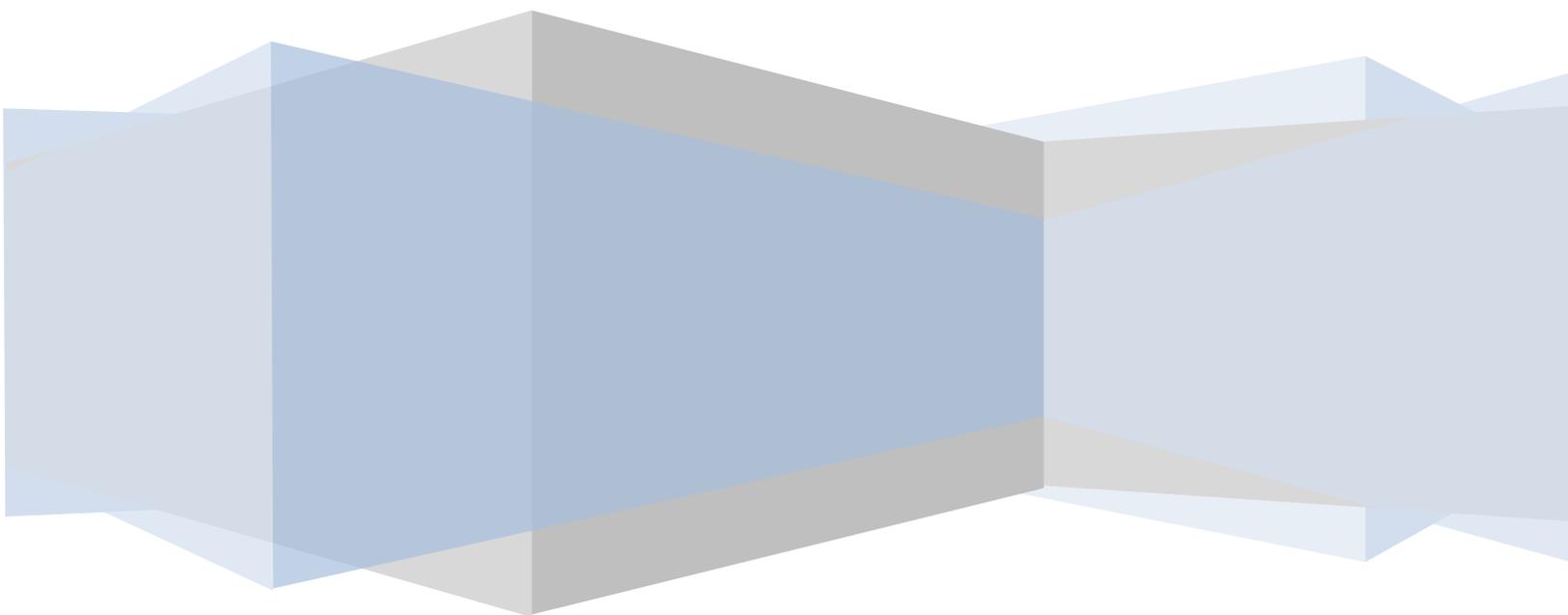

2015-2016 School Year
**PORTLAND PUBLIC
SCHOOLS**

**PROFESSIONAL
LEARNING
AND
EVALUATION PLAN**



Philosophy and Mission Statement for the Portland Public Schools

The educational philosophy of the Portland Public Schools is based on the concept of a democratic society that recognizes, respects and promotes the dignity and worth of the individual and seeks to provide an equal opportunity for each student to realize his or her fullest potential for academic and personal achievement.

Recognizing that each student is unique with individual abilities, interests, background, and heritage, the Portland Schools believe:

That each student must be given appropriate opportunity to develop the concept of self-worth, to master the basic skills in communication, numbers, the social and other sciences, and vocational endeavor, to develop skills leading toward economic independence, to understand the American heritage and ideals, to appreciate those of other cultural backgrounds, races or nationalities, to develop positive attitudes toward responsible citizenship, to explore the cultural arts, to recognize the importance of physical and mental health, to participate constructively in a changing society, to understand the relationship of man to his environment, to develop moral and ethical values based on the rights and responsibilities of the individual, and to develop a range of interests in physical, intellectual, and creative areas of endeavor.

Portland Schools provide an environment that encourages the uniqueness of each individual. All students are challenged to reach their potential and to become self-motivated, life-long learners. All schools collaborate with the community to foster the development of citizens who will be productive in a diverse global society.

PORTLAND PUBLIC SCHOOLS PROFESSIONAL LEARNING & TEACHER EVALUATION PROGRAM

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CORE VALUES AND BELIEFS ABOUT PROFESSIONAL LEARNING

Portland Public School's Professional Learning and Evaluation Program establishes high standards for the performance of teachers and administrators that ultimately lead to and are evidenced by improved student learning. Professional standards, including *Connecticut's Common Core of Teaching (2014)*, *Connecticut's Common Core of Leading-Connecticut School Leadership Standards (2012)*, the *Standards for Professional Learning (2012)*, and national standards for educational specialists provide the foundation for Portland Public School's Professional Learning and Evaluation Program.

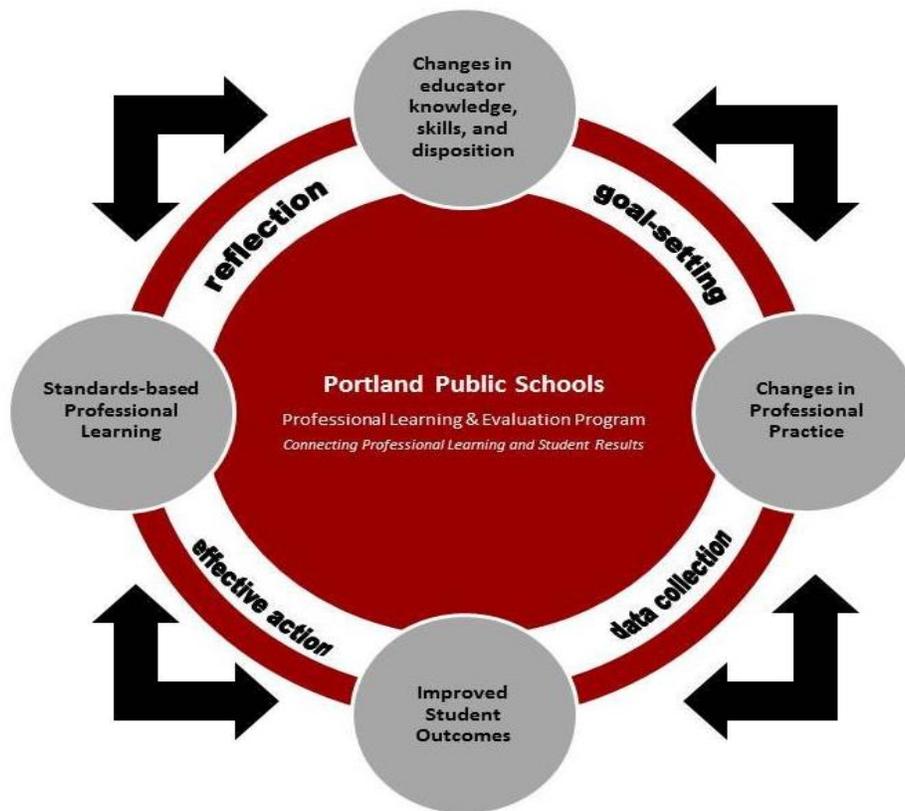
We acknowledge that deep student learning and high achievement that transfers to enrichment of future learning, career and personal experiences later in life is built by the collaborative, interdependent work of teachers and administrators, students and families, and school districts and the communities they serve. Therefore, our Program seeks to create a professional culture in our educational programs that is grounded in the following beliefs:

We believe that:

- An effective teaching and learning system must reflect and be grounded in the vision and core values of the district and its schools.
- An effective teaching and learning system creates coherence among the functions of supervision and evaluation of professional practice, professional learning and support, and curriculum and assessment development.
- A comprehensive evaluation process includes:
 - On-going inquiry into and reflection on practice;
 - Goal-setting aligned with expectations for student learning;
 - Information gathered from multiple sources of evidence;
 - Analysis of data from multiple sources of evidence;
 - Support structures for feedback, assistance, and professional collaboration;
 - Research-based professional learning opportunities aligned with the needs of teachers.
- An effective teaching and learning system that increases educator effectiveness and student outcomes is standards-based, and promotes and is sustained by a culture of collaboration and knowledge sharing.

PHILOSOPHY OF PROFESSIONAL EVALUATION

The purpose of educator evaluation is to improve student achievement outcomes through effective instruction and support for student and educator learning. A variety of factors support the improvement of learning and instruction. The Portland Public School’s Professional Learning and Evaluation Program addresses all these factors systemically. It is a comprehensive system that is based on clearly defined expectations that consist of domains of skills, knowledge, and disposition articulated in the *Common Core of Teaching (2014)* for teacher evaluation, the *Common Core of Leading-Connecticut’s Leadership Standards (2012)* for administrator evaluation, and the national standards for the evaluation of educators in pupil services, as well as what current research tells us about the relationship between teaching and learning.



The Professional Learning Program supports the development of educators at all stages of their careers, as it weaves together professional standards with expectations for student learning, and ongoing evaluation with access to professional learning and support. The

Program's teacher observation and evaluation instrument, the *Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014* is designed to align with the processes and professional performance profiles outlined in Connecticut's Teacher Education and Mentoring (TEAM) program, which provides differentiated professional learning for all beginning teachers. Such alignment promotes the establishment of common, consistent vocabulary and understandings about teacher practice at all levels, among administrators and teachers, throughout the district.

Portland Public School's professional evaluation program takes into account school improvement goals, curricular goals, student learning goals, and evidence of educators' contributions to the school as a whole. Performance expectations within our program also include those responsibilities that we believe to be the key in promoting a positive school climate and the development of a professional learning community.

PORTLAND PUBLIC SCHOOL'S PROFESSIONAL LEARNING AND EVALUATION PROGRAM GOALS

1. Professionalize the Profession

- Document and share educators' best practices that result in meaningful advancement of student learning.
- Enhance expert knowledge and collective efficacy in the field.
- Create new opportunities for educators to collaborate and develop leadership skills in their schools and disciplines.
- Recognize and reward excellence in teaching, administration, and exemplary contributions to Portland Public schools and programs.
- Ensure that only high-quality professionals are selected for tenure in Portland Public schools and programs.
- Provide a process for validating personnel decisions, including recommendations for continued employment of staff.

2. Improve the quality and focus of observation and evaluation

- Establish collaborative examinations of instructional practice among administrators and teachers to develop shared understanding of the strengths and challenges within our schools and programs to improve student learning.
- Define and clarify criteria for evaluation and measurement of student learning, using research-based models for evaluation.

- Establish multiple measures to assess professional practice, such as: teacher portfolios; teacher-designed objectives, benchmarks, and assessments of student learning; teacher contributions to school/district level research on student learning and professional resources; mentoring and peer assistance; achievement of learning objectives for student growth, as measured by appropriate standardized assessments, where applicable, or other national or locally-developed curriculum benchmarks and expectations for student learning.
 - Improve quantity and quality of feedback to those evaluated.
 - Align evaluation findings with professional learning program and support systems.
- 3. Support organizational improvement through the Professional Learning and Evaluation Program.**
- Align district- and school-level professional learning opportunities with the collective and individual needs of educators, based on data acquired through professional learning goal plans and observations of professional practice.
 - Provide educators with multiple avenues for pursuing professional learning.
 - Integrate Portland Public School's resources to support and provide professional learning opportunities.
 - Create formal and informal opportunities for educators to share professional learning with colleagues.

ROLES AND RESPONSIBILITIES FOR PROFESSIONAL LEARNING AND EVALUATION

Definition of Teacher and Evaluator

Evaluator refers to all individuals (including school and district administrators) whose job responsibilities include supervision and evaluation of other teachers. Teacher, as used in this document, shall mean all certified instructional and non-instructional persons below the rank of Administrator.

Superintendent's Role in the Evaluation Process

- Arbitrate disputes.
- Allocate and provide funds or resources to implement the plan.
- Ensure that the Professional Development & Evaluation Committee receives information regarding school and program improvement and individual professional growth goals for use in planning staff development programs.
- Serve as a liaison between Portland Public Schools and the Board of Education.

Responsibility for Evaluations

Administrators and directors will be responsible for evaluations, including, but not limited to, personnel in the following categories:

Administrators and Directors of Portland Public Schools and Programs

- Teachers
- Student Support Staff

Superintendent

- Administrators of Portland Public Schools

Roles and Responsibilities of Evaluators and Evaluatees

The primary purpose of educator evaluation is to strengthen individual and collective practices to improve student growth. Therefore, evaluators and evaluatees share responsibilities for the following:

- ***Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014***
- The review and understanding of Connecticut's Common Core of Leading (CCL) and the Connecticut State Leadership Standards.
- The review and familiarity with applicable portions of Connecticut's Common Core State Standards, Connecticut's Frameworks of K-12 Curricular Goals and Standards, the CMT/CAPT Assessments (and Smarter Balanced Assessments, when available), as well as locally-developed curriculum standards.
- Adherence to established timelines.
- Completion of required components in a timely and appropriate manner.
- Sharing of professional resources and new learnings about professional practice.

Evaluator Roles

- Review of and familiarity with evaluatees' previous evaluations.
- Participation in collaborative conferences with evaluatees.
- Assistance with assessment of goals, student-learning indicators, learning activities developed and implemented by evaluatees, and outcomes.
- Analysis and assessment of performance, making recommendations as appropriate.
- Clarification of questions, identification of resources, facilitation of peer assistance and other support as needed.

Evaluatee Roles

- Reflection on previous feedback from evaluations.
- Engagement in inquiry-based professional learning opportunities.

- Participation in collaborative conferences with evaluator.
- Development, implementation, and self-assessment of goals, student-learning indicators, learning activities, and outcomes.
- Request clarification of questions or assistance with identification of professional resources and/or peer assistance

IMPLEMENTATION OF PROFESSIONAL LEARNING AND EVALUATION PROGRAM

Training and Orientation of Teachers and Administrators

Throughout the 2015-16 school year, the district will provide to all educators several orientation and update training sessions (through in-service sessions, target group sessions, and individual conferences) that explain the processes for professional learning planning, protocol for evaluation and observation (including timelines and rubrics), and documents that will be used by all staff.

Teachers and administrators new to Portland Public Schools (employed during or after the first year of implementation) will be provided with copies of the Professional Learning and Evaluating Program and will engage in training to ensure that they understand the elements and procedures of the Program, processes, and documents. This training will take place upon employment or prior to the beginning of the school year with members of Portland Public School's Administration and/or Induction Team.

New Educator Support and Induction

In the interest of supporting all educators in the implementation of the program, each site will offer localized support to staff members new to the district or building. A variety of general topics will be addressed, including:

- School philosophy and goals
- Policies and procedures
- Assignments and responsibilities
- Facility and staffing
- Curriculum and instructional support
- Resources for professional learning
- Schedules and routines
- Support services

In addition, periodic meetings with school personnel will focus on domains of the Common Core of Teaching, Common Core of Leading, Common Core Standards in English and Language Arts, Mathematics, and the Content Areas, discipline policies, stakeholder communication, effective collaboration, classroom interventions, special education, evaluation and professional responsibilities.

Evaluator Orientation and Support

Understanding of Portland Public School's Professional Learning and Evaluation Program's features, Connecticut's Common Core of Teaching (CCT), Common Core of Leading (CCL), Common Core State Standards, Standards for Professional Learning, and the components of professional evaluation and observation is essential to facilitating the evaluation process and promoting student growth. To that end, evaluators will be provided with on-going training and support in the use and application of Portland Public School's Evaluation Program. Evaluators will review program elements and procedures prior to the beginning of each school year and at other appropriate intervals, to be determined. Plans for staff training will be coordinated annually by the Superintendent, Administrators, and TEAM members.

Resources for Program Implementation

Funds to provide material and training as well as time for Professional Learning options and collaboration necessary to support the successful achievement of the teachers' goals, objectives and implementation of the Evaluation Program will be allocated annually and determined on a program-by-program basis.

DISPUTE RESOLUTION

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

The resolution process may be implemented when there is a question as to whether or not:

1. Evaluation procedures and/or guidelines have been appropriately followed;

2. Adequate data has been gathered to support fair and accurate decisions.

The resolution process shall be conducted in accordance with the law governing confidentiality.

Procedures

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

1. Within three days of articulating the dispute in writing, the evaluatee will meet and discuss the matter with the evaluator with the objective of resolving the matter informally.
2. If there has been no resolution, the Superintendent will review information from the evaluator and evaluatee and will meet with both parties as soon as possible. Within three days of the meeting, and review of all documentation and recommendations, the Superintendent will act as arbitrator and make a final decision.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean school days. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. If an evaluatee does not initiate the appeals procedure within five (5) working days of receipt of evaluation materials, the evaluatee shall be considered to have waived the right of appeal.

Failure of the evaluatee at any level to appeal to the next level within the specified time shall be deemed to be acceptance of the decision rendered at that level.

EDUCATOR EVALUATION PLANS

TEACHER EVALUATION PLAN

OVERVIEW

Portland Public School's Professional Learning and Evaluation Program supports an environment in which educators have the opportunity to regularly employ inquiry into and reflection on practice, to give each other feedback, and to develop teaching practices that positively affect student learning.

To help foster such an environment, we have created the Professional Learning and Evaluation Program as a district-wide system that provides multiple opportunities and options for teachers to engage in individual and collaborative activities in which they collect, analyze, and respond to data about student learning, within and among Portland Public Schools and programs. Teachers and administrators are expected to provide evidence related to the effectiveness of instructional practices and their impact on student learning. Teachers and administrators are also expected to take an active role in a cycle of inquiry into their practice, development, implementation and analysis of strategies employed to advance student growth, and reflection on effectiveness of their practice. The Program includes an additional component, Professional Assistance and Support System (PASS), for those teachers and administrators in need of additional support to meet performance expectations.

Standards and Indicators of Teaching Practice

The expectations for teacher practice in Portland Public School's Professional Learning and Evaluation Program are defined using the **four** domains and their indicators of the Common Core of Teaching (CCT, 2014). **The CCT** articulates components of teaching and establishes designations of levels of practice, including: *Below Standard; Developing; Proficient; Exemplary*. The CCT (2014) is provided in the appendix of this document.

Core Requirements of the Evaluation Program

Portland Public School's Professional Learning and Evaluation Program is aligned with the Core Requirements of the State Board-approved Guidelines for Educator Evaluation, as provided in subsection (a) of Sec. 10-151b (C.G.S.), as amended by Sec. 51 of P.A. 12-116. The following describes the processes and components of Portland Public School's program for teacher evaluation, through which the Core Requirements of the Guidelines shall be met.

PROCESS AND TIMELINE OF TEACHER EVALUATION

The annual evaluation process for a teacher will at least include, but not be limited to, the following steps, in order:

1. Orientation (by October 15):

- To begin the annual evaluation process, evaluators meet with teachers, in groups and/or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will review and discuss the following:
 1. *Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014*
 2. Administrator, school, and district priorities that should be reflected in teacher performance and practice goals.
 3. Development of SMART goals related to student outcomes and achievement.
 4. Data regarding whole-school indicators of student learning.
 5. Self-assessment processes and purposes.
 6. Data collection, including types of data and processes for collection and analysis.
 7. Access to the online evaluation system/data management system.

Evaluators and teachers will establish a schedule for collaboration required by the evaluation process.

2. Goal-setting Conference – by October 31:

- **Teacher Reflection**—In advance of the Goal Setting Conference, the teacher will examine data related to current students' performance (including, but not limited to: standardized tests, portfolios and other samples of student work appropriate to teacher's content area, etc.), the prior year's evaluation, and survey results, previous professional learning goals, and the *Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014*. All goal forms are adopted from the Connecticut SEED site.

The teacher will draft the following goals:

- a) **One goal with two (2) IAGDs** to address student learning and achievement objectives, which will comprise 45% of a teacher's summative evaluation;

- b) **A performance and practice goal**, based on student performance data, whole-school climate or learning data, teacher reflection and previous year’s evaluator observations and review of the *Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014*, which along with observations, will comprise 40% of the teacher’s summative evaluation.
- c) **A goal related to the parent feedback /engagement survey**; and will be held accountable to:
- d) **A whole school goal** determined by the school administrator based on data. * First-year beginning teachers may find it helpful to reflect on their practice goals with their mentor teachers, using the TEAM program’s Module Resources and Performance Profiles, to determine a baseline for establishing goals.

- **Goal-setting conference – No later than October 31 of the school year, the evaluator and teacher will meet to discuss the teacher’s proposed goals in order to arrive at mutual agreement about them.** The goals for the year must be informed by data and evidence collected by the teacher **and** evaluator about the teacher’s practice. The evaluator collects evidence about teacher practice to support the review and may request revisions to the proposed goals and objectives if they do not meet approval criteria.

Examples of data and evidence that may be included in the goal-setting conference:

<ul style="list-style-type: none"> • Lesson Plans • Formative Assessment Data • Summative Assessment Data • Student Work • Parent Communication Logs • Data Team Minutes 	<ul style="list-style-type: none"> • Class List • Standardized and Non-Standardized Data (based on the teacher’s class) • School-Level Data • Survey Data
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* In year one of the implementation of the new program, teachers will be encouraged to set one year goals related to professional learning and practice. At the end of year one, teachers may choose to set multi-year goals.

- **Observations of Practice**
Evaluators will observe teacher practice in formal and informal in-class observations and non-classroom reviews of practice throughout the school year,

with frequency based on the year of implementation of the plan and the teacher's summative evaluation rating (see schedules on pgs. 16-17.)

- **Evidence Collection and Review (throughout school year):**

Teacher uploading of required evidence (into the online data system) shall be limited to representative documents (artifacts, information & data) about his/her practice and student learning that is relevant to the agreed-upon professional goals, in order to streamline educator evaluation data reporting. Other evidence can be manually produced at teacher-evaluator meetings or evaluator request. The evaluator also collects evidence about teacher practice for discussion in the interim conference and summative review.

- **Interim Conference (by January / February):**

- a. The evaluator and teacher will hold at least one conference near the mid-point of the evaluation cycle. The discussion should focus on processes and progress toward meeting the goals and developing one's practice. Both the teacher and the evaluator will bring evidence about practice and student learning data to review. The teacher and evaluator will discuss the cause and effect relationship of practice to student learning data, i.e. – how practice positively impacts student learning. During the conference, both the teacher and evaluator will make explicit connections between the 40% and the 45% components of the evaluation program. If necessary, teachers and evaluators may mutually agree to revisions to strategies or approaches used and/or mid-year adjustment of SMART goals to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas.

2. End-of-Year Summative Review (by April 15 or last teacher day, depending on tenure status):

Teacher self-assessment – (the submission of which is due to the evaluator five (5) working days prior to the end-of-year conference). The teacher reviews and reflects on all information and data collected during the year related to the goals and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development, referencing the

Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014 and established in the goal-setting conference.

- a. *The self-assessment* should address all components of the evaluation plan and include what the teacher learned throughout the year supported by evidence and personal reflection. The self-assessment should also include a statement that identifies a possible future direction that is related to the year's outcomes.
- b. *End-of-year conference* - The evaluator and the teacher meet to discuss all evidence collected to date. The teacher and evaluator will discuss the extent to which students met the SMART goals and how the teacher's performance and practice focus contributed to student outcomes and professional growth. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year.
- c. *Summative Rating*—The evaluator reviews submitted evidence, self-assessments, and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating using the summative rating matrix. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data change the student-related indicators significantly to change the final rating. Such revisions should take place as soon as state test data are available, and before September 15.

3. Summative Rating Revisions (by September 15)

- a. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data have a significant impact on a final rating. A final rating may be revised when state test data are available, before September 15 of a school year.

**Portland Public Schools’ Educator Evaluator System
and Development Plan Outline**

	<u>EDUCATOR PRACTICE-RELATED INDICATORS</u> Accounts for 50% of Summative Rating		<u>STUDENT-RELATED INDICATORS</u> Accounts for 50% of Summative Rating	
PERCENTAGE IN THE SUMMATIVE RATING	40%	10%	45%	5%
CATEGORY	OBSERVATION OF EDUCATOR PERFORMANCE AND PRACTICE	PARENT FEEDBACK	STUDENT LEARNING OBJECTIVES	WHOLE SCHOOL MEASURE OF STUDENT LEARNING
TEACHER GOALS	Educator Performance and Practice Goal	Parent Engagement Goal	Minimum of 1 Student Learning Objective: A. State-required test scores (if in a tested subject and grade) And / Or B. Other standardized assessment or agreed-upon assessment(s)	Whole School Learning Indicator (school target)
SOURCE OF TEACHER GOALS	Based on prior observational evidence and performance	Linked to the school goals related to Parent Survey results	State-required test scores & other standardized or district-approved assessments	The SPI (School Performance Index) or Administrator’s Goal
EVIDENCE	<ul style="list-style-type: none"> • Observation by evaluator • Evidence of progress toward goal 	Evidence of progress toward goal	<ul style="list-style-type: none"> • Evidence of progress towards goals • Data from assessments 	Improvement in the SPI/growth in the goal based on pre- and post measures

**Evaluation Timelines for Novice (Year 1 & 2) Teachers
(or others rated as Developing or Below Standard the previous year)**

Novice/Developing/Below Standard Educator Evaluation Timeline		
Dates	Minimum Observations	At least 3 formal observations* and 1 review of practice
Goal Setting by October 31	1 Formal In Class Observation, with pre- and post-observation meetings	Participate in orientation meeting with evaluator
		Educator reflection & goal setting
		Goal setting conference
Nov. 15		Revisions to goals, if necessary, must be completed
Mid-Year Check-in January – February 28	1 Additional Formal Observation, with pre- and post-observation meetings	Educator & evaluator reflect on evidence/data collected to date Educator and Evaluator complete at least one conference
Summative Review by April 15	1 Additional Formal Observation with post-observation meeting will be completed by the summative review.	Educator completes self-assessment End of year conference with evaluator
Rating Adjustment By Sept. 15		Adjustment to summative scores based on district and state test data if necessary

* Additional formal and/or informal observations may be requested by teachers or evaluators at any time

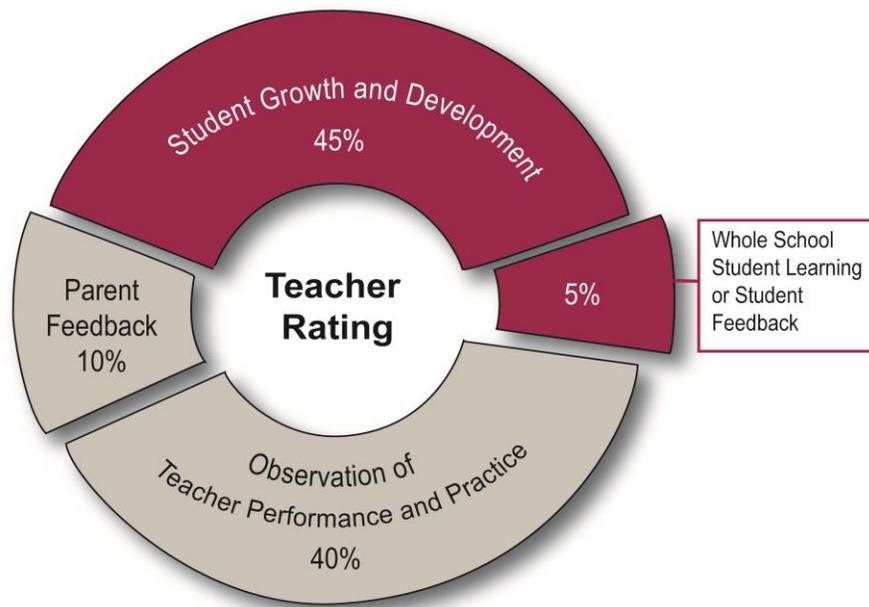
Evaluation Timelines for Teachers rated as Proficient or Exemplary the Previous Year

	Educator Rated Proficient(3) or Exemplary (4)
Dates	1 Formal Observation* and 1 Review of Practice (Done at least once every 3 years) or 3 Informal Observations* and 1 Review of Practice
Goal Setting by October 31	Participate in orientation meeting with evaluator
	Educator reflection & goal setting
	Goal setting conference
Nov. 15	Revisions to goals, if necessary, must be completed
Mid-Year Check-in January – February 28	1 Formal In-Class Observation (with pre-and post-observation meetings) or 3 Informal Observations Educator & evaluator reflect on evidence/data collected to date Educator and Evaluator complete at least one conference
End of Year Summative Review by June 30	Educator completes self-assessment End of year conference with evaluator
Rating Adjustment By Sept. 15	Adjustment to summative scores based on state test data if necessary

* Additional formal and/or informal observations may be requested by teachers or evaluators at any time.

COMPONENTS OF TEACHER EVALUATION AND RATING

The Core Requirements of the CT Guidelines for Teacher Evaluation require that districts weigh the components of teacher's annual summative evaluations and ratings as follows:



CATEGORY 1: STUDENT OUTCOMES AND ACHIEVEMENT (SLO=45%)

Forty-five percent (45%) of a teacher's evaluation will be based on achievement of student learning outcomes defined by teacher-created **Student Learning Objective (SLO)** goals that are aligned with both standardized and non-standardized measures. Teachers are required to develop at least **one SLO goal with 2 (two) Indicators of Academic Growth & Development (IAGDs)** related to student growth and development.

SLO based on Standardized Indicators (comprises 45% of a teacher's evaluation rating): For those teaching tested grades and subjects, SLOs will be developed based on an analysis of results of student achievement on the appropriate state test (CMT, CAPT, MAS, SBAC, STAR) and one other standardized assessment where available. If no other standardized assessment is available, teachers are required to develop an SLO using a non-standardized measure. **All SLOs must include two IAGDs.**

One half (or 22.5%) of the IAGDs used as evidence of whether goals/objectives are met shall not be determined by a single, isolated test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects.

-
- Teachers in non-tested grades and subjects may establish common SLOs based on student learning needs and measurable targets revealed in aggregate data from state tests or other standardized assessments where available.
- **SLO** based on Non-Standardized Indicators (comprises 45% of a teacher's evaluation rating): For those teaching in non-tested grades and subjects where no standardized assessment is available, SLOs will be developed using two non-standardized measures. **All SLOs must include two IAGDs.**

Sources for the development of SLOs based on non-standardized indicators may include:

- Benchmark assessments of student achievement of school-wide Expectations for Student Learning, measured by analytic rubrics.
- Other curricular benchmark assessments.
- Student portfolios of examples of work in content areas, collected over time and reviewed annually.
- SLOs for all personnel must demonstrate alignment with school-wide student achievement priorities (*see Appendix for examples of SLOs Goals using Standardized and Non-Standardized Indicators*).

Goal Setting

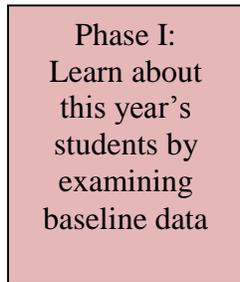
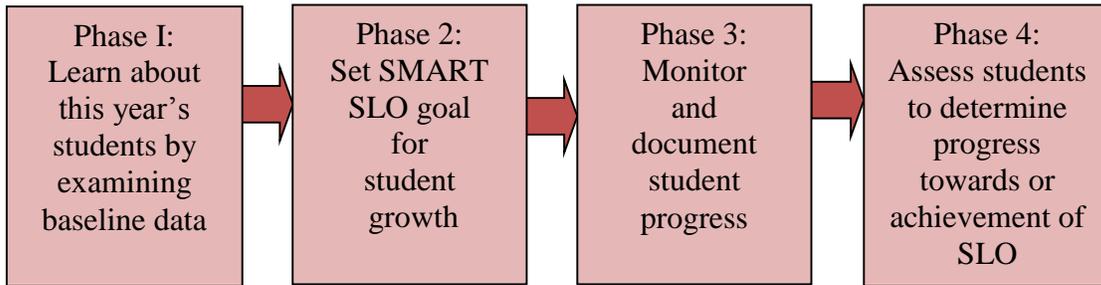
Portland Public School teachers' SLOs address the learning needs of their students and are aligned to the teacher's assignment. The SLO's student outcome related indicators (IAGDs) will be written to meet SMART goal criteria, i.e. they must be: Specific, Measurable, Attainable, Relevant, and Time-Bound. Teachers will write **one (1)** SMART SLO goal that will address targeted areas for student growth and/or achievement.

Each SMART goal will:

1. Take into account the academic record and social, emotional, and behavioral needs and strengths of the students that teacher is teaching that year/semester.
2. Address the most important purposes of a teacher’s assignment through self-reflection.
3. Align with school, district, and state student achievement objectives.
4. Take into account students’ learning needs vis-à-vis relevant baseline data.
5. Be aligned to state and national curriculum standards/frameworks.
6. Be mutually agreed upon by teacher and their evaluator.
7. Be fair, valid, reliable and useful to the greatest extent possible.

SMART Goals and Student Progress

The following diagram illustrates the processes involved in establishing and assessing **Student Learning Objectives** for student learning.



To write meaningful and relevant **Student Learning Objectives** that align to their teaching assignment and result from a thorough knowledge of their students, data analysis is required.

Examples of data that teachers will be required to analyze are:

- Student outcome data (academic)
- Behavior data (absences, referrals)
- Perceptual data (learning styles, results from interest inventories, anecdotal, etc.)

Teachers must learn as much as they can about the students they teach, be able to document baseline data that they have used to determine their instructional focus and be able to write **Student Learning Objectives** on which they will, in part, be evaluated.

Analysis of these initial pieces of data on incoming students for the year should be completed by mid-September of the academic year.

Phase 2:
Set SMART
SLO goal
for
student
growth

Each teacher will write **1 (one) Student Learning Objective**. Teachers whose students take a state assessment must create their SLO based on that. All other teachers may develop their **SLO** based on non-standardized assessment or on a standardized assessment where available and appropriate.

Each **Student Learning Objective** goal should make clear:

1. What evidence was or will be examined.
2. What level of performance is targeted.
3. Strategies used to help students to reach learning targets.
4. What assessment(s)/indicator(s) will be used to measure the targeted level of performance.
5. What proportion of students is projected to achieve the targeted performance level.

Student Learning Objectives can also address student subgroups, such as high or low-performing students or ELL students. It is through the Phase I examination of student data that teachers will determine what level of performance to target for which students.

Teachers will submit their **SLO** to their evaluator for review and approval. The review and approval process of the **SLO** will take place during the Goal-Setting conference, on or before October 15. Evaluators will review and approve the **SLO** based on the following criteria, to ensure they are as fair, reliable, valid, and useful to the greatest possible extent:

- **Priority of Content**:- The goal is deeply relevant to teacher's assignment and addresses the most important purposes of that assignment.

- **Rigor of Goal:** The goal is attainable, but ambitious, and represents at least one year's student growth (or appropriate growth for a shorter interval of instruction).
- **Analysis of Student Outcome Data:** The **SLO** provides specific, measurable evidence of student outcome data through analysis by the teacher and demonstrates knowledge about students' growth and development.

Phase 3:
Monitor and
Document
Student
Progress

Once **SLOs are mutually** approved, teachers must monitor students' progress toward achieving these goals.

Teachers may monitor and document student progress through:

- Examination of student work.
- Administration of periodic formative assessments .
- Tracking of students' accomplishments and challenges.

Teachers may choose to share their findings from formative assessments with colleagues during collaborative time. They may also wish to keep their evaluator apprised of progress. Artifacts related to the teacher's monitoring practices can be reviewed and discussed during the Mid-Year Conference.

Interim Conferences - Mid-year Check-Ins:

Evaluators and teachers will review progress toward the **SLO** at least once during the school year, using available information and data collected on student progress. This review may result in revisions to the instructional strategies or approaches teachers use. Teachers and evaluators may mutually agree to mid-year adjustments to goals for the purpose of accommodating significant changes in student population or teaching assignment. The Mid-Year Conference will take place by February 28 of the academic year.

Phase 4:
Assess students to
determine progress
towards or
achievement of
SMART goals

End-of-year review of Student Learning Objectives/ Student Outcomes and Achievement:

End of Year Conference – The teacher shall collect evidence of student progress toward meeting the student learning goals/objectives. This evidence will reflect student progress toward meeting SLOs for learning. The evidence will be submitted to the evaluator, and the teacher and evaluator will discuss the extent to which the students met the learning goals/objectives. Following the conference, the evaluator will rate the extent of student progress toward meeting the student learning goals/objectives, based on criteria for the 4 performance level designations shown in the following table. 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.

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

Exceeded (4)	Exceeded SLO/SMART goal by 10% margin or higher.
Met (3)	Met the SLO/SMART goal.
Partially Met (2)	Did not meet the SLO/SMART goal by 10% margin.
Did Not Meet (1)	Did not meet the SLO/SMART goal by 11% or greater.

To arrive at a rating for each goal, the evaluator will review the results from data collected as a body of evidence regarding the accomplishment of the goal and score the achievement of the goal holistically.

The final rating for Category 1: Student Outcomes and Achievement rating for a teacher is **the holistic rating on the SLO goal, based on the two IAGDs**. The final Student Outcomes and Achievement rating will be shared and discussed with teachers during their End-of-Year Conference.

NOTE: For SLOs that include an assessment based on state standardized tests, results may not be available in time to score the goal prior to the June 30 deadline. If this is the case, the teacher's student growth and development rating will be based on the results of the non-standardized indicators and/or other evidence to support the goal. After all data, including state test data, are available, the evaluator may adjust the final summative rating if the state test data may have significant impact on a final rating. A final rating may be revised when state test data are available **over the summer, and may be adjusted prior to September 15th**.

Training for Teachers and Evaluators

Specific training will be provided to develop evaluators' and teachers' data literacy and creation of the goals by which teachers will be evaluated. A training session will support and/or enhance the abilities and skills of each teacher to communicate their goals for student learning outcomes and achievement. The content of the training will include, but not be limited to:

Student Learning Objective Criteria: Specific, Measurable, Attainable, Relevant, Time-Bound (SMART)

- Data Literacy as it relates to: Analyzing and Interpreting Assessment Data, Understanding Root Cause, and Decision-Making based on Inferences
- Quality of measures and indicators used to determine student growth
- Alignment of SLOs to school and/or district goals
- Writing plans that articulate the strategies and progress monitoring tools teachers will implement to achieve their goals

All teachers and evaluators will be required to attend this training to ensure a standardized approach to the documentation of student learning outcomes and achievement.

CATEGORY 2: TEACHER PERFORMANCE AND PRACTICE (40%)

Forty percent (40%) of a teacher's evaluation will be based on observation of teacher practice and performance, using the *Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014*.

The CCT has defined for Connecticut's educators key aspects of effective teaching, correlated with student learning and achievement that have been evidenced in professional literature.

Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014, which observers will use in conducting teacher observations and reviews of practice, was developed by teams of educators (including teachers, building-level administrators, central office administrators, and professional staff developers.) *Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014* represents the essential elements crucial to effective practice that can be observed and applied in appraisals of teachers.

Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014 addresses several principles that are essential components of effective teacher performance and practice. These principles are explicitly embedded in the *Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014* as observable practices, and teachers and evaluators are required to reflect on these practices during pre- and post-observation conferences and self evaluations. The overarching principles of *Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014* are:

- *Diversity* as enrichment of educational opportunities for all students;
- *Differentiation* as a necessity for success and equal opportunities for all students;
- *Purposeful use of technology* as a pathway to access to learning for all students;
- *Collaboration* as essential to producing high levels of learning for all students;
- *Data collection and analysis* as essential to informing effective planning, instruction, and assessment practices that enhance student learning;
- *Professional learning* as integral to improved student outcomes.

Key attributes of teacher performance and practice are outlined in the CCT so that evaluators and teachers may understand how these attributes apply in practice, observations, and evaluation. Teacher lesson plans and associated documentation, pre-observation, post-observation, and teacher self-reflection forms and related conversations, as well as non-classroom reviews of practice, such as communication

with families, collaboration with colleagues, participation in data teams, professional learning presentations by faculty members, participation in mentoring, instructional rounds, PPTs and action research, all provide rich data related to the CCT standards and the effectiveness of teachers' performance and practice.

In adopting the *Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014* we will maintain consistency with Connecticut's TEAM program of mentorship and professional development of new teachers. TEAM's Performance Profiles, which also describe attributes of effective teaching practice along a continuum for each of its professional growth modules, apply the CCT indicators as the focus for new teacher reflection on their practice and development of differentiated professional growth plans. The *Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014* and TEAM both rely on rich professional discussion about and reflection on professional practice to advance teacher effectiveness and student learning. Therefore, consistency between these two programs makes it possible for all educators to acquire common understandings and language about teaching and learning, with the intent of enriching collaboration, communication, and community to pave the way for school improvement and success for all students.

Teacher Goal Setting for Performance and Practice

In preparation for instructional planning and Goal-Setting Conferences with evaluators, teachers will analyze their student data and use the *Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014* to reflect on their own practices and their impact on student performance. Based on that reflection, teachers will develop a performance and practice goal to guide their own professional learning and improvements in practice that will ultimately promote student growth and achievement of student outcome goals. Teacher practice goals will not be evaluated, but should result in improvements in teacher knowledge and skills, which will be evidenced in observations of teacher performance and practice.

Data Gathering Process

Evaluators will use the *Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014* to guide data collection from three sources: teacher conferences, classroom observations and reviews of practice.

Over the course of the school year, evaluators will gather evidence for all Component Indicators and Domains of the *Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014* which will allow teachers to demonstrate: the context for their work; their ability to improve student learning and performance; their ability to engage in reflective practice to improve their own knowledge and skills; how they exercise leadership skills within their classrooms, schools and district.

Observation of Teacher Practice

Observations, both formal and informal, provide valuable information to all professional staff about instructional practice. Data collected through observations allow school leaders to understand more about the nature of learning and instruction in our schools, and feedback from observation provides individual teachers with insights regarding the impact of their management, planning, instruction, and assessment practices on student growth. Annually, administrators will engage in professional learning opportunities, including online options and collaborative sessions that will

Data-Informed Observation of Teacher Performance and Practice (40%)		
SOURCES OF DATA	EXAMPLES OF DATA	IMPORTANCE OF DATA
Teacher/Evaluator Conferences	Data related to all 4 domains <ul style="list-style-type: none"> • Conversation and artifacts that reveal the teacher has an understanding of, content, students, strategies, and use of data • Teacher’s use of data to inform instruction, analyze student performance and set appropriate learning goals 	<ul style="list-style-type: none"> • Provides opportunities for teachers to demonstrate cause and effect thinking. • Provides opportunities for evaluator learning in content; systems effectiveness; priorities for professional learning • Provides context for observations and evaluation
In-class formal observations	Data related to Domains 1-3 <ul style="list-style-type: none"> • Teacher-student, student, student-student conversations, interactions, activities related to learning goals 	<ul style="list-style-type: none"> • Provides evidence of teacher’s ability to improve student learning and promote growth
Non-classroom reviews of practice	Data related to Domain 4 <ol style="list-style-type: none"> 1. Teacher reflection, as evidenced in pre- and post-conference data. 2. Engagement in professional development opportunities, involvement in action research. 3. Collaboration with colleagues 4. Teacher-family interactions 5. Ethical decisions 	<ul style="list-style-type: none"> • Provides evidence of teacher as learner, as reflective practitioner and teacher as leader.

develop their skills in effective observation, providing meaningful, useful feedback, and engaging in productive professional conversations with teachers.

Evaluators use a combination of formal and informal, announced and unannounced observations to:

1. Gather evidence of and facilitate professional conversation regarding the quality of teacher practice;
2. Provide constructive oral and written feedback of observations that is timely and useful for educators;
3. Provide information for the on-going calibration of evaluators and evaluation practices in the district.

Administrators may differentiate the number of observations based on experience, prior ratings, needs, and goals of individual teachers.

In addition to formal conferences for goal setting and performance review and formal in class observations, informal observations of teachers by evaluators will occur periodically. Observations are for the purpose of helping teachers to gain insights about their professional practice and its impact on student learning. Formal and informal observation of teachers is considered a normal part of the evaluator's job responsibilities. More importantly, observation is essential for establishing a culture of continuous learning for educators and for understanding the nature, scope, and quality of student learning in a school as a whole. In addition to in-class observations, non-classroom reviews of practice will be conducted. Examples of non-classroom observations or reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, review of lesson plans, or other teaching artifacts. The Portland Professional Learning and Evaluation Program also establishes opportunities for teachers to participate in informal, non-evaluative observations of teacher practice for the following purposes: to enhance awareness of teaching and learning practices in our schools; to create opportunities for problem-based professional learning projects and action research to improve student learning; and to enhance collaboration among teachers and administrators in advancing the vision and mission of their schools.

**PORTLAND PUBLIC SCHOOL'S PLAN OF IMPLEMENTATION
FOR TEACHER EVALUATION**

<p>YEAR 1</p>	<p>All certified staff set a minimum of 3 goals, which must include:</p> <ul style="list-style-type: none"> ➤ 1 Goal for Teacher Performance and Practice (40%) ➤ 1 SLO with 2 IAGDs (45%) ➤ 1 Parent Feedback Goal (10%) 	<p>Formal Observations</p> <p>Year 1 of the cycle: schedule 1/3 of the certified staff per year. This <u>must include</u> all Novice (year 1 & 2) teachers, <u>plus</u> any teachers rated Developing or Below Standard in the previous rating year. Two of these 3 Formal Observations must include pre-observation conferences, and all 3 observations must have post-observation conferences.</p> <p>All other teachers have 3 Informal observations in year 2 and 3 of their cycle.</p> <p>All teachers, regardless of year of the 3-year cycle, MUST have a review of Practice.</p>
<p>Years 2 and 3</p>	<p>Same as above (All Certified Staff)</p>	<p>All certified staff – see above and charts on pages 16-17</p>

Evaluation Ratings for Performance and Practice

Evaluation ratings will be assigned at the end of each school year. After gathering and analyzing evidence for all Indicators within each of the **four** domains, evaluators will use the **Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014** to assign ratings of Below Standard, Developing, Proficient or Exemplary. **Ratings will be made at the Domain level only.**

Once Domain ratings have been assigned, evaluators will use the *Rating Guidelines for Observation of Teacher Performance and Practice* to assign a rating.

Ratings Guidelines for Observation of Teacher Performance and Practice	
Rating	Criteria
Exemplary	A minimum of three exemplary ratings at the domain level and no ratings below proficient
Proficient	A minimum of three proficient ratings at the domain level and no ratings of below standard
Developing	A minimum of two proficient ratings at the domain level and not more than one rating below standard
Below Standard	Two or more ratings of below standard at the domain level

EVALUATOR TRAINING AND PROFICIENCY

Formal observations of classroom practice are guided by the Domains and indicators of the *Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014*. Evaluators participate in extensive training and are required to be proficient in the use of the *Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014* for educator evaluation. Training is conducted annually (at a minimum) to ensure consistency, compliance, and high-quality application of the *CCT Rubric* in observations and evaluation. Formal observations include pre- and post-conferences that provide opportunities for deep professional conversations that allow evaluators and teachers to set goals, allow administrators to gain insight into the teacher's progress in addressing issues and working toward their goals, and share evidence each has gathered during the year.

In each year of implementation of Portland Public School's Professional Learning and Evaluation Program, all evaluators will be required to participate in training and successfully complete proficiency activities. Evaluators will also attend two additional support sessions during the school year. To ensure consistency and fairness in the evaluation process, all evaluators must meet the proficiency standard prior to conducting teacher observations. Components will include the following:

1. Training will focus on:
 - Using the *Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014* for data collection, analysis and evaluation
 - Introducing (and later reviewing for participants) the practice and proficiency system.
2. Practice to be completed independently or as a collaborative learning activity at the school or district level
3. Proficiency comprised of two proficiency activities requiring evaluators to demonstrate their ability to: recognize bias; identify evidence from classroom observations, conferences and non-classroom reviews of practice that is appropriate to specific *Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014* Indicators and Domains; gather and analyze a comprehensive set of data to assign appropriate ratings at the Domain level.
4. Follow-up training to:
 - Enhance evaluator conferencing and feedback skills

- Debrief on proficiency, as needed

In the first year of implementation, evaluators will also participate in support sessions during the school year:

1. Facilitated conversation in preparation for Mid-Year Conferences
2. Facilitated conversation in preparation for End of Year Conferences

After the first year of implementation, all evaluators new to Portland Public Schools will be required to participate in the training, proficiency and supports sessions described above.

All evaluators will be required to demonstrate proficiency in the use of the *Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014* for educator evaluation bi-annually. Any evaluator who does not initially demonstrate proficiency will be provided with additional practice and coaching opportunities as needed and will be required to successfully complete online proficiency activities. In the second year of proficiency, evaluators will be required to calibrate their ability to appropriately apply the *Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014* by participating in district update/calibration sessions.

CATEGORY 3. PARENT FEEDBACK (10%)

Ten percent (10%) of a teacher's evaluation shall be based on parent feedback, including data from surveys, and may also include focus group data.

The Portland Public School District strives to meet the needs of all of the students all of the time. To gain insight into what parents perceive about our ability to accomplish this, a school-wide parent survey will be used. Our Parent Survey will be administered on-line and will allow for anonymous responses. The Portland Public Schools plans to collect and analyze parent feedback data that will be used for continuous improvement. Surveys will be administered **twice** per year, in **September** & May. The **September** survey data will be used by teachers as baseline data for **that** academic year. **Analysis of survey data will be conducted on a school-wide basis, with all certified staff engaged in the analysis, and result in one school-wide goal to which all certified staff will be held accountable.**

Once the school-wide parent feedback goal has been determined by the school, teachers will identify the strategies they will implement to achieve the school-wide goal.

The Parent Feedback rating shall be measured against the four performance levels.

CATEGORY 4. WHOLE-SCHOOL STUDENT LEARNING INDICATORS (5%)

Five percent (5%) of a teacher's evaluation shall be based on whole-school student learning indicators.

Schools will define and communicate a Whole School Learning Indicator that is based on the school performance index (SPI) to which all certified staff will be held accountable, **or in the absence of SPIs, to a building administrator's goal.**

Teachers' efforts and actions taken towards achievement of the Whole School Learning Indicator will be discussed during the pre-, mid-year, and post-conferences. Teachers will be expected to bring **representative** artifacts from their practice that support and provide evidence of their contributions to the attainment of this indicator.

Teachers' rating in this area will be determined by the administrator's performance rating for either the SPI or multiple student learning indicators that comprise 45% of an administrator's evaluation. **For districts using the whole-school student learning indicator(s), ratings must be represented by the aggregate rating for multiple student learning indicators (45%) established for the administrator's evaluation rating.**

SUMMATIVE TEACHER EVALUATION RATING:

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

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

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

Proficient ratings represent fully satisfactory performance. It is the rigorous standard expected for experienced teachers.

Developing ratings indicate performance that has met a level of proficiency in some indicators but not others. Improvement is necessary and expected.

Below standard ratings indicate performance that has been determined to be below proficient on all components or unacceptably low on one or more indicators.

Determining Summative Ratings

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

A. TEACHER PRACTICE RATING: Teacher Performance & Practice (40%) + Parent Feedback (10%) = 50%

The practice rating derives from a teacher's performance on the six domains of the *Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014* and the parent feedback target. Evaluators record a rating for the domains that generates an overall rating for teacher practice. The Parent Feedback rating is combined with the Teacher Practice rating and the evaluator uses the matrix to determine an overall Teacher Performance & Practice Rating.

B. TEACHER OUTCOMES RATING: Student Outcome & Achievement (45%) + Whole-School Student Learning Indicators (5%) = 50%

The outcomes' rating derives from the one student outcome & achievement measure (**the teacher's 1 SLO goal**) and whole-school learning indicators outcomes. As shown in the Summative Rating Form, evaluators record a rating for the **SLO** agreed to in the beginning of the year. The Whole-School Student Learning Indicator Rating is combined with the SLO goal rating and the evaluator uses the matrix to determine an overall Outcomes Rating.

C. FINAL SUMMATIVE RATING: Teacher Practice Rating (50%) + Teacher Outcomes Rating (50%) = 100%

The Summative rating combines the practice and outcomes ratings using the matrix below.

If the two areas in any Matrix are highly discrepant (e.g., a rating of exemplary for Teacher Practice and a rating of below standard for Student Outcomes), then the evaluator and the evaluatee will re-examine the data and/or gather additional information in order to determine the rating for the Matrix.

If upon re-examination of the data, the ratings do not change, the evaluator will use his/her professional judgment and the Matrix to determine the rating.

<i>Teacher Practice Rating</i>					
		<i>Distinguished/ Exemplary</i>	<i>Proficient</i>	<i>Basic/ Developing</i>	<i>Unsatisfactory/ Below Standard</i>
<i>Teacher Outcomes Rating</i>	<i>Distinguished/ Exemplary</i>	<i>Exemplary</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Developing</i>
	<i>Proficient</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Proficient</i>	<i>Developing</i>
	<i>Basic/ Developing</i>	<i>Proficient</i>	<i>Proficient</i>	<i>Developing</i>	<i>Below Standard</i>
	<i>Unsatisfactory/ Below Standard</i>	<i>Developing</i>	<i>Developing</i>	<i>Below Standard</i>	<i>Below Standard</i>

In accordance with The Connecticut Guidelines for Educator Evaluation, Portland’s Professional Learning and Evaluation Plan employs a 4-level matrix rating system, as follows:

1. Annual summative evaluations must provide each teacher with a summative rating aligned to one of four performance evaluation designations: Exemplary, Proficient, Developing or Below Standard.
2. In order to determine summative rating designations for each teacher, evaluators will:
 - A. Rate teacher performance in each of the four Categories:
 1. Student Outcomes and Achievement; (SLOs)
 2. Observations of Teacher Performance and Practice;
 3. Parent Feedback, and
 4. Whole-School Student Learning Indicators.
 - B. Combine the Student Outcomes and Achievement (Category 1, above) and Whole-School Student Learning Indicator rating (Category 4, above) into a single rating, taking into account their relative weights. This will represent an overall “**Outcomes Rating**” of Exemplary, Proficient, Developing, or Below Standard.
 - C. Combine the Observations of Teacher Performance and Practice rating (Category 2, above) and the Parent Feedback rating (Category 3, above) into a single rating, taking into account their relative weights; this will represent an overall “**Practice Rating**” of Exemplary, Proficient, Developing, or Below Standard.
 - D. Combine the **Outcomes Rating** and **Practice Rating** into a **final rating**. In undertaking this step, teachers will be assigned a summative rating category of **Exemplary, Proficient, Developing, or Below Standard**.

EVALUATORS

The evaluator for most teachers will be the school principal or Central Office Administrator who will be responsible for the overall evaluation process, including assigning summative ratings. Primary Evaluators will have sole responsibility for assigning final summative ratings and must achieve proficiency on the training modules provided.

DEFINITION OF TEACHER EFFECTIVENESS AND INEFFECTIVENESS

Teacher effectiveness will be based upon a pattern of summative teacher ratings collected over time. In order to be deemed effective, teachers will need to have a summative rating of Proficient or Exemplary. Teachers who are not deemed effective by this criteria will be deemed ineffective. Teachers are required to be effective within two years of being evaluated using this plan.

Any teacher having a summative rating of Developing or Below Standard is deemed ineffective and may be placed on an individual improvement plan. **(See Professional Assistance and Support System, or PASS, below.)**

After one year of participating in PASS, a teacher receiving such support will be expected to have a summative rating of Proficient or Exemplary. Teachers who do not receive a summative rating of Proficient or Exemplary after one year of participation in PASS may be placed on an additional year of PASS. No teacher will be placed on PASS for more than two consecutive years.

TEACHER PROFESSIONAL ASSISTANCE AND SUPPORT SYSTEM (PASS)

Teachers who receive a summative evaluation rating of Developing or Below Standard may work with their local association president (or designee) in the development of a PASS plan, in collaboration with the evaluator (or designee). The plan can be created and implemented prior to the beginning of the next school year at any time as determined by the evaluator. The PASS process will identify areas of improvement needed and will include supports that Portland Public Schools will provide to address the performance areas identified as in need of improvement. A teacher's successful completion of participation in PASS is determined by a summative final rating of Proficient or Exemplary at the conclusion of the school year.

The plan must include the following components:

1. *Areas of Improvement*: Identify area of needed improvement
2. *Rationale for Areas of Improvement*: Evidence from observations that show an area needing improvement.
3. *Domain*: List domain rated "developing" or "below standard."
4. *Indicators for Effective Teaching*: Identify exemplary practices in the area identified as needing improvement.
5. *Improvement Strategies to be Implemented*: Provide strategies that the teacher can implement to show improvement in any domain rated "developing" or "below standard."
6. *Tasks to Complete*: Specific tasks the Teacher will complete that will improve the domain.
7. *Support and Resources*: List of supports and resources the Teacher can use to improve, e.g. professional learning opportunities, peer observation, colleague mentor, books, etc.

8. *Indicators of Progress*: How the teacher will show progress towards proficient/exemplary in identified domain(s) through observations, data, evidence, etc.

The plan will be designed and written in a collaborative manner, which focuses on the development of a professional learning community supporting colleagues within this level. The teacher, local association president or designee, and evaluator or designee will sign the plan. Copies will be distributed to all those who will be involved in the implementation of the plan as well as the Superintendent. The contents of the plan will be confidential.

PASS Improvement and Remediation Plan (30 Days)

The PASS Remediation Plan is a further step in the attempt to provide a teacher with the support, supervision, and resources needed to foster positive growth in situations when an individual is having considerable difficulty implementing the professional responsibilities of teaching. The evaluator will help the teacher outline specific goals and objectives with timelines, resources, and evaluative criteria. The evaluator and/or teacher may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. Consistent supervision and, at minimum, a weekly observation followed by timely feedback, will be provided by the evaluator. This intervention will operate for a period of time that the evaluator determines to be appropriate, but will normally conclude within 30 school days. At the end of the intervention period, the evaluator will issue a recommendation. If the teacher demonstrates that he/she is *Effective* or better, the evaluator will designate placement of that teacher to a normal plan phase. In situations when progress is unacceptable, the teacher will move into Intensive Remediation Plan. Specific written reports of the intervention plan with reports of observations and a final determination on progress will become part of the teacher's personnel file.

PASS Intensive Remediation Plan (60 Days)

The PASS Intensive Remediation Plan is the final attempt and is implemented after the Improvement and Remediation Plan if necessary, to provide the help necessary to meet the requirements of the position. The teacher, evaluator, and another appropriate administrator will develop a plan that includes specific goals, timelines, resources, and evaluative criteria. The teacher may choose to include their bargaining representative. The evaluator and/or the teacher may draw upon whatever personnel and resources are

needed to implement the plan and are deemed reasonable by the evaluator. The plan will be in operation for a period of time that the evaluator determines to be appropriate, but will normally conclude after 60 school days. Weekly observations followed by feedback will be provided during this phase. At the conclusion of this phase, the evaluator will make a recommendation as to whether the intensive supervision will be terminated or extended. If the teacher demonstrates that he/she is *Effective* or better, the evaluator will designate placement of that teacher to the normal plan phase. If the teacher's performance is below *Effective*, the evaluator will recommend termination of that teacher's employment to the superintendent.

Resolution of Differences

Should a teacher disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report, but is not obligated to do so. The teacher has the right to attach a statement to the observation report, progress report, or summative evaluation identifying the areas of concern and presenting his/her perspective. However, observation and evaluation reports are not subject to the grievance procedure. In the event that the teacher and evaluator are unable to resolve their differences, they can submit the matter to the superintendent for review and decision. Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) school days.

EVALUATION-BASED PROFESSIONAL LEARNING

As our core values indicate, Portland Public Schools believe that the primary purpose for professional learning is school improvement as measured by the success of every student. We also believe that professional learning must focus on creating meaningful experiences for all staff members. Designing evaluation-based professional learning is a dynamic process. Working with program goals and data from the educator evaluation process, professional learning is planned to strengthen instruction around identified student growth needs or other areas of identified educator needs.

We recognize that educators as well as students learn in different ways and have different learning needs at different points in their career. Effective professional learning, therefore, must be highly personalized and provide for a variety of experiences, including learning teams, study groups, individual study, etc. as well as opportunities for conducting research and collaborating with colleagues on content-based pedagogical activities.

Portland Public School's evaluation-based professional learning design has as its foundation the Standards for Professional Learning (Learning Forward, 2011). Each of the tenets of Portland Public School's Professional Learning and Evaluation Program is aligned with at least one, and often several, of the seven Standards for Professional Learning, as follows.

TENETS OF THE PORTLAND PUBLIC SCHOOL'S PLAN: ALIGNING STANDARDS AND PROCESSES:

- ***Evaluation is a teacher-centered process:*** We believe that, for evaluation to improve professional practice, it is essential to “make evaluation a task managed by a teacher, and not a thing done to a worker” (Peterson, 2000, p. 5).
 - Teacher reflection on aspects of their instructional practice and its effect on student achievement, on other facets of responsibility to the school community, and on their professional contributions to their field is critical to improved practice for both veteran and novice teachers. [*Standards: Learning Communities; Data; Outcomes*]
 - Educator self-reflection represents the initiation and culmination of the cycle of professional praxis and procedures for evaluation.
 - Teachers collect and assemble relevant data related to student outcomes and their professional contributions, and determine how their data can be used in evaluation.

- **Organizational culture matters:** The framework and outcomes of systems for the evaluation of teachers must reflect an understanding of the culture of schools as learning organizations (see Schein, 2010; Senge, 2012).

It is vitally important to examine the core beliefs that underpin organizational processes such as professional learning and evaluation, as well as teachers' and administrators' perception of their roles and effectiveness, to effect positive changes in student learning, growth, and achievement. Further, it is important to evolve the role of principals and administrators from the sole judges and evaluators of teachers and teaching to emphasize their role as instructional leaders who collaborate with teachers.

- Evaluators and teachers support each other in the pursuit of individual and collective professional growth and student success through rich professional conferences and conversations. [*Standards: Leadership; Resources*]
- Each school's core beliefs about student learning are the foundation for evaluation and support systems, and provide a focus for individual and collaborative reflections on personal practice and organizational functioning. [*Standards: Learning Communities; Implementation*]
- Teachers and administrators collaborate to observe instructional practices in their school and to analyze data on instruction and student performance. [*Standards: Data; Outcomes*]
- Teachers and administrators collaborate to plan, assess, and evaluate professional learning. [*Standards: Leadership; Learning Communities; Implementation; Learning Designs*]
- **Evaluation and professional learning must be differentiated to increase organizational effectiveness:** There is a growing research base that demonstrates that individual and collective teacher efficacy (defined by Bandura, 1997, as "the group's shared belief in its conjoint capabilities to organize and execute courses of action required to produce given levels of attainments"), is positively associated with and predictive of student achievement (Allinder, 1995; Goddard, et al., 2000; Moolenaar, et al., 2012; Tschannen-Moran and Barr, 2004)
 - The needs of veteran and novice teachers are different, and evaluation-based professional learning is be designed to meet those needs, inspire and motivate individual and collective efficacy, and build leadership capacity in schools and districts (see Peterson, 2000.) [*Standards: Learning Design; Leadership; Resources*]

- The development of such structures as career ladders, personal professional portfolios, and opportunities are provided for teachers to share their learning from professional activities, findings from their own research or from research-based practices they have applied, classroom-level and professional accomplishments and/or challenges. [*Standards: Data; Outcomes: Learning Communities; Leadership*]

CAREER DEVELOPMENT AND PROFESSIONAL GROWTH

Portland Public Schools will provide opportunities for educator career development and professional growth based on the results of the evaluation. Educators with an evaluation of Proficient or Exemplary will be able to participate in opportunities to further their professional growth, including attending state and national conferences and other professional learning opportunities.

For educators rated Exemplary, the following career development and professional growth opportunities would be available: mentoring/coaching early-career educators or educators new to Portland Public Schools; participating in development of educator Professional Assistance and Support System 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.

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Plainville Community Schools



Administrator Effectiveness, Professional Learning and Performance Evaluation Manual

REVISED: September 3, 2014

REVIEWED: April, 2015

Administrator Evaluation Manual
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PLAINVILLE COMMUNITY SCHOOLS

Educator Effectiveness, Professional Learning and Performance Evaluation: The Process for Supervising and Evaluating Plainville Educators

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Introduction

The Plainville Board of Education and Superintendent are committed to a balanced and practical approach to the supervision and evaluation of administrators in our district. This plan represents that commitment, balancing accountability for continuous improvement for our schools and student achievement with the support necessary to build leadership capacity among our administrators.

The Plainville Community Schools Administrator Evaluation Plan 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: Substantially exceeding indicators of performance
- Proficient: Meeting indicators of performance
- Developing: Meeting some indicators of performance but not others
- Below Standard: Not meeting indicators of performance

Evaluation and the District Mission, Vision, Beliefs, and Goals

As a district, we are responsible to ensure that effective teaching is supported in all classes by developing human capacity. Plainville believes that a community of learners is the foundation to continuous growth for all professionals, especially its leaders.

Mission

To provide rigorous and enriching experiences that prepare each student for success in a changing global society.

Vision

The Plainville Community Schools maintain an unwavering focus on students, teaching and learning through a commitment to continuous improvement and alignment of all our actions with the Board's mission and goals.

Beliefs

- Our public school system is the core of the community and has a fundamental responsibility to develop productive educated citizens in a democracy.
- Optimal achievement for each learner is a responsibility shared by students, home, school, and community.
- We must provide each student with a comprehensive curriculum and effective instruction to ensure meaningful engagement in the learning process.

- A safe, caring learning environment promotes the academic growth, health, and emotional wellbeing of each student.
- Communication and collaboration foster knowledge, trust, and respect and are the responsibility of everyone in the community.

District Goals:

1. Develop a comprehensive engaging curricular and instructional program aligned with the critical skills and attributes required for success in a changing global society.
2. Align teaching practices, improvement mechanisms, and evaluation systems with our goals for learning, mission, and beliefs.
3. Ensure that systems for assessing learning and measuring achievement provide data to drive our teaching practices and align with our goals for student learning and development.

School/Department Improvement Plans

Each school and department leader in Plainville is responsible for developing, implementing and monitoring a School/Department Improvement Plan (SIP) that is aligned with our district mission and goals. These plans must incorporate data on the current conditions within the school or department into goals for improvement. Each SIP also includes a Theory of Action, a plan for changes in instructional strategies designed to lead toward goal attainment, and an evaluation plan detailing how success will be measured. The SIPs will form the foundation for each Plainville administrator's yearly evaluation plan.

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

Essential to the process is the establishment of School Improvement Plans aligned to district mission and goals. Review of this and other fundamental school planning documents along with a self-reflection 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 mid-year conference to ensure administrators are tracking towards their anticipated performance and achievement outcomes. (see Form A in Appendix C).

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.

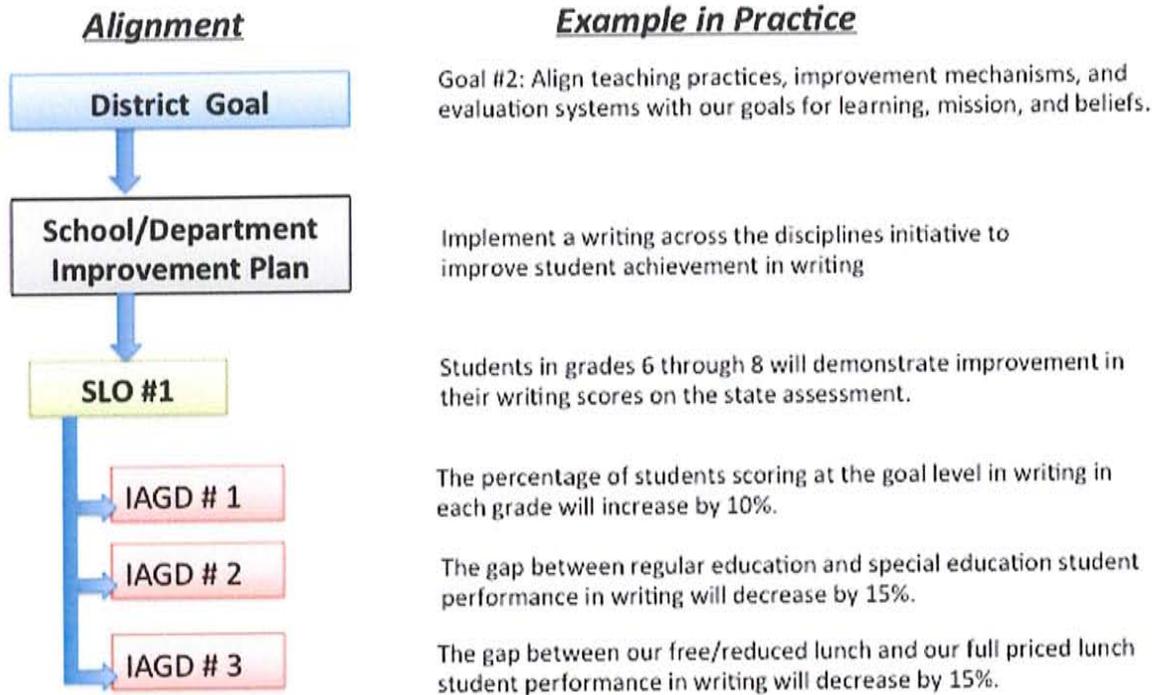
Administrators begin with the self-reflection using the Common Core of Leading (CCL). Administrators will review each section of the rubric analyzing their own practice and determining areas of strength and areas of weakness. In conjunction with this review of professional practice, administrators should consider their school's/department's performance and School/Department Improvement Plan (SIP) to establish two Student Learning Objectives (SLO), coupled with Indicators of Academic Growth and Development (IAGD), 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 15. Additional data, if not already taken into consideration during the 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 SLOs 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 final set of goals, measures and targets will be the result of an agreement reached during the administrator's "Fall Goal Setting Conference". The general structure for an administrator's goal setting for the year is outlined in Figure 2. Details to assist an administrator in design of each SLO and corresponding targets are outlined in sections that follow.

Orientation Programs

During the first year of implementation time will be designated during the summer Administrative Summit and through designated Administrative Council meetings for orientation, training and rollout of the plan for all administrators. Reflection and review of the documents strengths and challenges will be discussed regularly for modifications and adjustments during our scheduled Administrative Council meetings. As part of Plainville's efforts to establish a revised teacher evaluation plan, all administrators have already undergone a year-long training program provided through the Central Office Administration, that included outside consultants from the SDE and the Center for School Change. Following year-one, an annual training and calibration program will be developed and implemented for all PCS administrators. The annual plan will include utilizing time in monthly Administrative Council meetings, our semi-annual Summit Conferences, and the monthly "Video Visitations" towards teacher evaluation techniques and calibrating our work in observing, evaluating and supervising teachers, all designed to provide a framework for the evaluation of our administrators.

Figure 2:

Structure for Administrator Goal Setting



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 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 Plainville Public School's modified version of the CT Common Core of Leading Leadership Rubric. Supervisors will collect evidence through three distinct methodologies, meetings and school visits, formal observations of administrator practice, and on-going review of artifacts. Additionally, review of artifacts including professional development plans, teacher feedback, administrator reflections as well as planning documents, school improvement plans, and evidences of teacher development and professional relationships can also be considered in measuring administrator performance and practice. The collection of gathered evidence via meetings and school visits, formal observations of administrator practice, and ongoing review of practice may also take place

during district Instructional Rounds and administrator presentations throughout the year. *Table 1* provides an overview of the core actions to be taken by administrators and their supervisor throughout the year.

Table 1

Timeline	Actions/Events
By Oct 1 st	Administrator <ul style="list-style-type: none"> • Complete and submit Form A: “Goal Setting Self-Reflection” • Review district/and or school data • Review stakeholder feedback that is relevant to their job function • Complete and submit <i>School/Department Improve Planning Form</i>
By Nov 1 st	Beginning-of-Year Conference held (administrator with evaluator) Goal-setting completed (collaboratively)
By Jan 31 st	Evaluator: <ul style="list-style-type: none"> • Complete a minimum of 1 Formal Observation with feedback provided on Form D: “Observation Protocol” (2 for new, “Below Standard” or “Developing” administrators) • Complete a minimum of 2 Informal observation
By Feb 28 th	Mid-Year Conference Form B: “Mid-Year Conference” submitted
By June 1 st	Evaluator: <ul style="list-style-type: none"> • Complete a minimum of 1 additional Informal Observation • Complete 1 additional Formal Observation for “Below Standard” or “Developing” administrators with Form D: “Observation Protocol”
Ongoing and By June 1 st	Administrator: <ul style="list-style-type: none"> • Submit all final artifacts • Submit Form C: “Year-End Summative Conference” with reflections on goal progress
By June 30	End-of-Year Conference held Evaluator: <ul style="list-style-type: none"> • Complete, provide, and if necessary, review and explain Form E: “Summative Rating”

For the purpose of clarifying the systems of meetings and observations, the following definitions of evidence collection are provided:

Formal Observation: Formal observations will be announced visits that are focused on administrator goals and targets and will provide an opportunity for the evaluator to collect

evidence and provide feedback relative to the Plainville Performance Continuum. The evaluator will establish a time for a school based or job-specific visit that provides opportunities for written and oral feedback.

Informal Observation: Informal observations are unannounced school based or job-specific visits that allow an evaluator to see leadership practice in action. These types of visits can include but are not limited to: brief observations of leadership practice in team meetings, staff meetings, professional development, parent or student interactions, classroom visitations, school wide-functions and written feedback provided based on the Plainville Continuum.

Artifact 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 Plainville’s Common Core of Leading Leadership Continuum. 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 Performance Expectations and Elements the artifact supports.

Artifacts should be organized to help evaluators understand performance and/or progress related to goals and targets established at the beginning of the year as well as provide an opportunity for review of administrator practice associated with the how these artifacts will be organized to help evaluators and administrators engage in meaningful discussions about specific performance and practice.

Artifacts can include any of the following options:

- School Improvement Plan documentation
- Faculty Meeting agendas
- Teacher evaluation data and materials
- Faculty professional growth plans/material
- Teacher feedback
- School Climate data and Panorama Survey data
- Presentations to faculty or the Board
- Materials and notes from Instructional Rounds
- Data Team materials
- Theory of Action data and back-up information

Mid-Year Conference

The administrator and the evaluator meet during the year to discuss the progress related to the goals and targets set by the administrator. The focus of this meeting will be to examine progress and discuss potential need for refocus or change to current targets and action steps.

End-of Year Conference

The administrator and the evaluator meet prior to submission of the final summative evaluation to review and reflect upon the level of performance associated with the goals and targets set by the administrator. This provides an opportunity for final self-reflection and clarification of performance prior to the final summative evaluation being submitted by the evaluator.

Leadership Performance Rubric

Plainville Community 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 final selection is a rubric is a version of the Connecticut Common Core of Leading (CCL): Leadership Rubric, revised by other Connecticut school districts to incorporated some modifications. The rubric maintains the six (6) Performance Expectations. The Elements were used to replace the indicators and indicators were consolidated to create the continuum levels. Appendix B shows the full continuum to be used for all procedures associated with the 40% administrator performance and practice.

Plainville Community Schools will use the following structure to weigh the six (6) Performance Expectations of the CCL. According to the SDE established guidelines, Performance Expectation #2, Teaching and Learning, must weigh twice as much as any other performance expectation from the continuum.

Performance Expectations	Score	Weight	Points (Score x Weight)
Vision, Mission, and Goals		20%	
Teaching and Learning		40%	
Organizational Systems and Safety		10%	
Families and Stakeholders		20%	
Ethics and Integrity		5%	
The Education System		5%	
Total			

EXAMPLE:

Performance Expectations	Score	Weight	Points (Score x Weight)
Vision, Mission, and Goals	2	20%	.40
Teaching and Learning	2	40%	.80
Organizational Systems and Safety	4	10%	.40
Families and Stakeholders	2	20%	.40
Ethics and Integrity	3	5%	.15
The Education System	4	5%	.20
Total			2.35

For Central Office Staff (Assistant Superintendent, Director of Curriculum and Instruction, Director of Special Education, Supervisor of Special Education, Director of Business and Operations) weighting is modified to address specific job functions. For these Administrators, will use the following structure to weigh the six Performance Expectations of the Plainville Common Core of Leading.

Performance Expectations	Score	Weight	Points (Score x Weight)
Vision, Mission, and Goals		20%	
Teaching and Learning		40%	
Organizational Systems and Safety		10%	
Families and Stakeholders		10%	
Ethics and Integrity		5%	
The Education System		15%	
Total			

Additional district staff may require modifications to the weighting in alignment with their specific job functions as approved by the Superintendent.

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the preponderance of evidence for each performance expectation in the Plainville Public School’s modified version of the CT Common Core of Leading Leadership Continuum. Evaluators collect written evidence about and observe the principal’s leadership practice across the six performance expectations described in the Continuum 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.

Performance and Practice Rating Example

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		2.35	
Rating Scale		<i>Developing</i>	

Training for Supervisors of Administrators

Prior to the start of school, all evaluators of administrators will receive professional development for administrator professional growth related to the evaluation process. Plainville will work directly with the State Department of Education and other appropriate outside consultants to support the development of the Superintendent, Assistant Superintendent and any principal who will supervise administrators such as assistant principals. These trainings and support are designed to ensure a comprehensive understanding of leadership applications related to teacher evaluation and to progress towards inter-rater agreement and reliability.

Stakeholder Feedback (10%)

Ten percent (10%) of an administrator’s summative rating shall be based on feedback from stakeholders on areas of principal 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 a principal 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, Plainville will begin to apply an

analysis of administrator improvement to assessment of performance related to Stakeholder Feedback in year 2 which will allow for a clear understanding of Growth. Plainville will set both common targets of improvement and performance for all administrators, as well as, where necessary, set specific targets for individual administrators.

Plainville Community Schools has selected Panorama LLC to use collect and summarize school climate survey data for the analysis of stakeholder feedback. Appendix D provides examples of survey questions from the Panorama surveys. In 2013 surveys were completed by all students in grades 3-12, all parents in the Plainville Community Schools received a hardcopy and/or electronic version of the climate survey to complete, and all faculty and staff in the district was asked to complete an electronic survey. The 2013 survey data will serve as a baseline moving forward. The Panorama surveys will be re-administered to the same stakeholder groups in 2014. After the 2014 survey data is collected and analyzed the Board and administration will consult with Panorama and decide on future scheduling of the survey distribution, possibly adopting an every-other-year approach.

Survey Validity and Reliability

Following the 2013 administration of the Panorama survey, feedback was gathered from stakeholders in all groups (administrators, teachers, parents and students) to re-examine the individual survey questions and overall survey validity. The feedback gathered in this process will be used by the Central Office Administration to adjust the surveys for the 2014 administration. Surveys question sets will also be shared with teacher and parent focus groups prior to administration. This process for gathering feedback will be used each year the survey is given to assure stakeholders' input is accounted for in the development of survey question.

Plainville Community Schools has established a clear set of protocols for both administering stakeholder surveys and managing the resulting data (see below). Plainville will review survey and collected data to help in the process of determining validity and reliability. To be reliable, measurement must be consistent from individual to individual surveyed, across settings and at different times. Consistency of information is essential for making general statements. Analysis of surveys from year to year will allow Plainville to establish the extent to which the survey information is relevant to the conclusion being drawn and is sufficiently accurate and complete to support goals being established at a school and individual administrator level.

Protocol and Requirements:

- Surveys must be fair, reliable, valid, and useful
- Student surveys are created and administered in an age-appropriate manner
- Student and staff surveys will be administered electronically during the school/work day
- Survey results are confidential
- Responses must be anonymous
- Results align with and influence Student Learning Goals (SLOs).

- Parents surveys should be have an electronic and paper copy option and include procedures for multiple reminders to ensure a higher response rate

Administrators will articulate targets associated with data collected by stakeholders. When applicable, administrators will make specific connections between 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			

Example Target

Target is to increase *positive* response to Parent Communication questions on Survey from 45% rating at effective to 55% rating at “effective”. For purposes of our example we will suggest 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	

If review of data revealed that a positive response rate at 50% rating at “effective” during the spring administration, showing a 5% change, this would constitute a *Developing* rating based on the rating scale.

Student Learning Measures (45%)

Forty-five percent (45%) of an administrator's summative rating shall be based on multiple student indicators of student learning success and achievement.

- 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 can be found in the Plainville District Assessment Calendar and include such measures as:

- Independent Reading Level Assessment (IRLA)
- Benchmark Assessment
- Performance Tasks
- Behavioral Data
- Attendance Data
- For administrators in the high school, selected indicators must include cohort graduation rate and the extended graduation rate.

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 and IB 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.

For assistant principals, indicators may focus on a subset of teachers, grade level, or subjects consistent with the job responsibilities of the assistant principal being evaluated.

For Central Office administrators, indicators may focus on job specific responsibilities and will include district wide examination of performance relative to the District Performance Index. 22.5% will be based on an SLO outlined toward improvement in SPI for targeted job

responsibility, and 22.5% will be based on a SLO developed to support advancement of an identified subgroup, school or set of schools.

NOTE: Pending U.S. Department of Education’s approval of Connecticut’s request for flexibility on the use of state-wide standardized student test data in 2014-15, Plainville Community Schools will not require that 22.5% of an administrator’s summative rating incorporate state test data. Alternatively, the 45% student growth and development component will be composed of standardized assessments where available and appropriate, and/or other non-standardized indicators.

SLO Scoring:

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

Scoring Item	EXCEEDS Target (4)	MEETS Target (3)	APPROACHES Target (2)	DOES NOT MEET Target (1)
SPI Progress	>125% of target progress	100-125% of target progress	50-99% of target progress	>50% of target progress
SPI Progress for Subgroups	Meets performance targets for <u>all</u> subgroups that have SPI < 88 OR All Subgroups have SPI > 88 OR School has no subgroups of sufficient size	Meets performance targets for a <u>majority</u> of subgroups that have SPI < 88	Meets performance targets for <u>at least one</u> subgroups that have SPI < 88	<u>Does not</u> meet performance targets for <u>any</u> subgroups that have SPI < 88

SLO 2 (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 90% of students met the SLO- and IAGD Targets.	At least 70% of students met the SLO- and IAGD Targets.	At least 60% of students met the SLO- and IAGD Targets.	Less than 60% 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 60% of students in targeted subgroups met the SLO and IAGD Targets.	At least 60% 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

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 subgroup achievement gaps is less than 10 SPI points.

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. The classifications are as follows:

- Excelling
- Progressing
- Transitioning
- Turnaround

Information on the CSDE classification system can be found in Appendix E. Administrators can refer to resources provided by CSDE as they develop their Indicators of Academic Growth and Development around their SPI.

EXAMPLE: Student Learning Objectives

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%.

EXAMPLE: Using the scoring structure provided on page 19:

	Whole Group Performance	Subgroup Performance	Average
<i>SLO 1</i>	3	2	2.5
<i>SLO 2</i>	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

Teacher Effectiveness Outcomes (5%)

Five percent (5%) of an administrator’s summative rating shall be based on teacher effectiveness outcomes. For assistant principals, measures of teacher effectiveness shall focus only on those teachers the assistant principal is responsible for evaluating. Acceptable measures include:

- Improving the percentage (or meeting the target of a high percentage) of teachers who meet the Student Learning Objectives (SLOs) outlined in their performance evaluations.
- Improvement of overall Practice Ratings of teachers (after a baseline has been established).
- Number of teachers participating in Career Development programs that help build capacity within the district (after a baseline has been established).

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.

Plainville Community 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 Outcomes will be examined in the following manner:

In Year One

Teacher Effectiveness Outcomes Component	Weight
SLO's	100
Practice Ratings	0
Career Development	0

Year 2 and Beyond

Teacher Effectiveness Outcomes Component	Weight
SLO's	25
Practice Ratings	25
Career Development	50

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

SLO's			
Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (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	41-60% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	0-40% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation

Practice Ratings			
Exemplary Practice (4)	Proficient Practice (3)	Developing Practice (2)	Below Standard Practice (1)
81-100% of teachers have increased Practice Ratings by one performance level or maintained at level 4 within school year.	61-80% of teachers have increased Practice Ratings by one performance level within school year.	41-60% of teachers have increased Practice Ratings by one performance level within school year.	0-40% of teachers have increased Practice Ratings by one performance level within school year.

Career Development			
Exemplary Practice (4)	Proficient Practice (3)	Developing Practice (2)	Below Standard Practice (1)
Increases in teachers participating in Career Development Opportunities.	Increases in teachers participating in Career Development Opportunities.	Increase in teachers participating in Career Development Opportunities.	No increase in teachers participating in Career Development Opportunities.

Specific structures for review of performance on these important Year Two Teacher Effectiveness Outcomes components will be reviewed throughout the 2013-1014 school year in order to establish fair and appropriate system analysis of administrator performance. In year one, only SLO performance will constitute the 5% for Teacher Effectiveness.

Teacher Effectiveness Outcomes Component	Score	Weight	Points (Score x weight)
SLO's		25%	
Practice Ratings		25%	
Career Development		50%	
Total Score			

EXAMPLE:

Teacher Effectiveness Outcomes Component	Score	Weight	Points (Score x weight)
SLO's	2	25%	0.5
Practice Ratings	2	25%	0.5
Career Development	2	50%	1.0
Total Score			2
Rating Scale			<i>Developing</i>

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 continuum and the three stakeholder feedback targets. An *Administrator Practice and Performance Rating Form B* 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 superintendent should examine the data and gather additional information in order to make a final rating.

		PRACTICE Rating			
	OUTCOMES Rating	<i>Exemplary</i>	<i>Proficient</i>	<i>Developing</i>	<i>Below Standard</i>
		<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>
<i>Exemplary</i>	<i>4</i>	Exemplary	Exemplary	Proficient	Requires More Data
<i>Proficient</i>	<i>3</i>	Exemplary	Proficient	Proficient	Developing
<i>Developing</i>	<i>2</i>	Proficient	Proficient	Developing	Developing
<i>Below Standard</i>	<i>1</i>	Requires More Data	Developing	Developing	Below Standard

Example of Summative Rating *Form E*

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: <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>

Highly Effective Practice	Proficient Practice	Developing Practice	Ineffective 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>

Highly Effective Practice	Proficient Practice	Developing Practice	Ineffective 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>

Highly Effective Practice	Proficient Practice	Developing Practice	Ineffective 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
Administrator: <i>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>
Superintendent: <i>Continued focus on development of a culture of achievement throughout the school will help in student growth in the school.</i>

Highly Effective Practice	Proficient Practice	Developing Practice	Ineffective Practice
		2	
Total		2	
Rating Scale		<i>Developing</i>	

Total Overall Rating

Practice Rating = Proficient

Outcomes Rating = Developing

Overall Summative Rating = Developing

Evaluation-Based Professional Learning and Growth Options

Administrators attend conferences, workshops, participate in curriculum development committees, participate in the development of 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)

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:
 - Plainville Community Schools Teaching and Learning Continuum
 - 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 leader 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. Administrators are encouraged to use this option to work collaboratively with district/school/community leaders in unique ways.

F. **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.

Administrator Professional Assistance Plans

An administrator shall generally be deemed *ineffective* if he or she receives at least two sequential *developing* ratings or one *below standard* rating at any time. If this occurs, the Superintendent will create a *Professional Assistance Plan* to help guide improvement and/or remediation for the administrators. These plans will be collaboratively developed with the administrator and an association representative, should he/she decide to include one.

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.

An Administrator receiving a Below Standard rating who, after 90 days, has not clearly demonstrated improvement on stated objectives as predetermined in the *Professional Assistance Plan*, will be moved to termination. Administrator receiving a Developing rating who, after 180 days, has not clearly demonstrated improvement on stated objectives as predetermined in the *Professional Assistance Plan* and in their overall summative rating, will be moved to termination.

Procedures for *Professional Assistance Planning*

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.
2. The Evaluator and will conduct the conference with the administrator, and if they choose, a representative from The Plainville Association of School Administrators (PASA). 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 a *Professional Assistance Plan* is needed, he/she will notify the administrator in writing of the specific reasons for placing the administrator on a *Professional Assistance Plan*. This notification may occur at any

time within the next thirty (30) 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 a *Professional Assistance 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 purpose of the Team is to assist the administrator in mutually agreed-upon and is supportive in nature, not evaluative.
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 *Professional Assistance Plan*. This meeting will include both the administrator and a representative from PASA.
7. This *Professional Assistance 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 *Professional Assistance 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 improve the administrator's professional practice.
9. If improvement is not evident after the period of time established within the plan (see Step 7) additional action may be taken to either intensify support or begin action in support of dismissal.

Dispute-Resolution Process

A panel, composed of the superintendent, the PASA president and a neutral third person, shall resolve disputes where the evaluator and administrator cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Disputes and resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the superintendent will make the final determination regarding that issue.

Career Development and Growth

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation system itself and in building the capacity of all administrators. Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career administrators; participating in development of improvement and remediation plans for peers whose performance is *developing* or *below standard*; leading Professional Learning Communities; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

Appendix

Appendix A - Plainville Supervisory Organizational Chart

Appendix B - Plainville's Approved Leadership Standards (Rubrics)

Appendix C - Forms

- Form A: Administrative Goals Setting, Self-Reflection and Conference*
- Form B: Mid-Year Conference*
- Form C: End-of-Year Summative Conference*
- Form D: Observation Protocol*
- Form E: Summative Ratings*
- Form F: Administrative Support Plan*

Appendix D - Sample Surveys

Appendix E - CSDE SPI Classification and Performance Targets

Appendix F – Plainville School/Department Improvement Forms

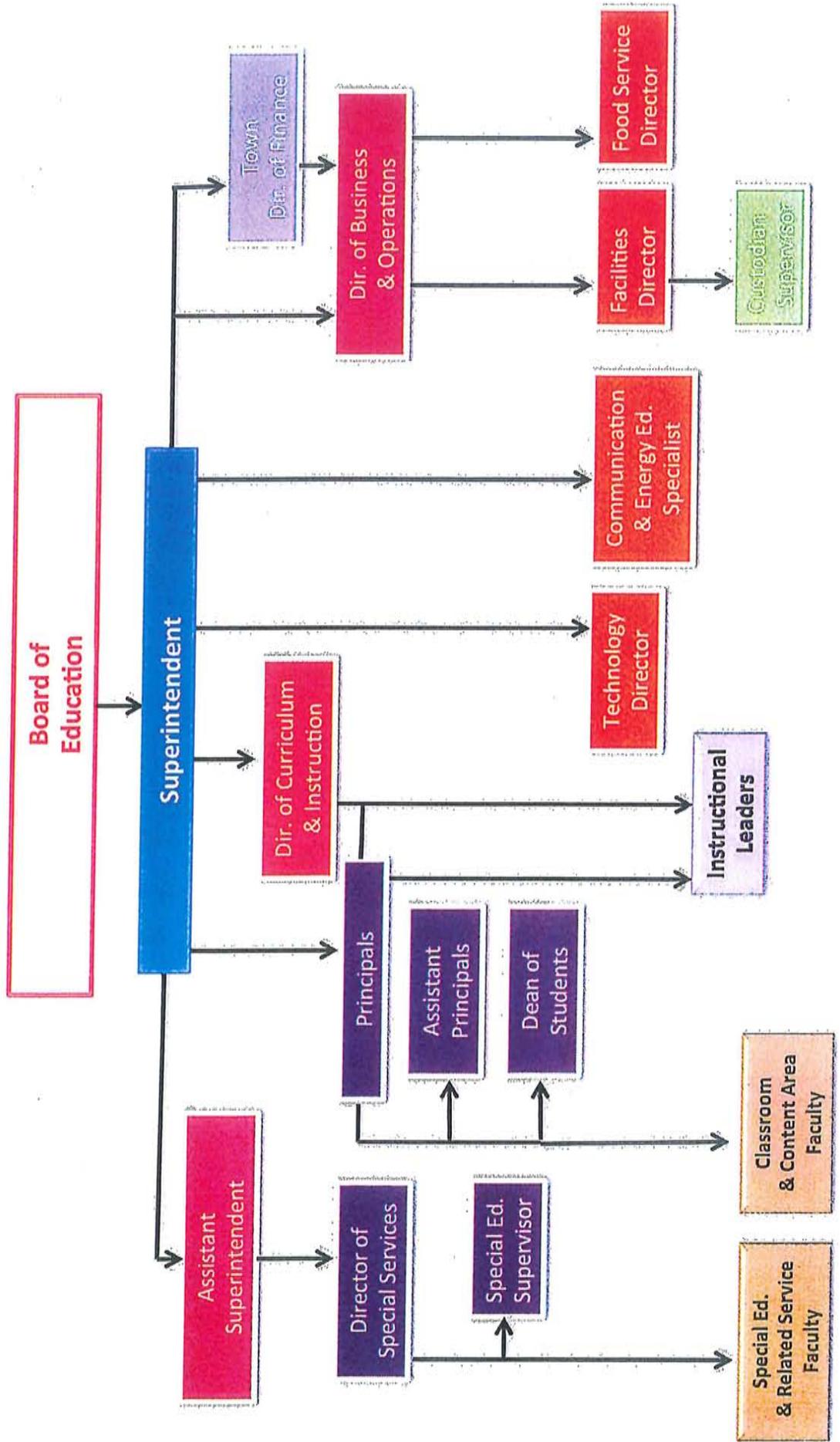
- Goal Planning Worksheet*
- School/Department Goals Form*
- Progress Monitoring Form*

Appendix G – Plainville Board of Education Strategic Plan

Appendix A – Plainville Supervisory Organizational Chart

Plainville Community School

Administrative and Professional Staff Organizational Chart



Appendix B- Plainville Framework for Leadership

During the spring of 2013, Plainville Community Schools Administrators completed a review of the CSDE Common Core of Leading. Through this process, the administrators determined that this framework would become the basis for all summative evaluations as described in the *Plainville Administrator Effectiveness, Professional Learning and Performance Evaluation Manual*.

PLAINVILLE LEADER EVALUATION CONTINUUM

Performance Expectation 1: Vision, Mission and Goals:

Education leader¹ ensures 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.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p>High Expectations for All</p> <p>Leaders ensure that the creation of the vision, mission, and goals establishes high expectations for all students and staff.</p>	<p>Uses little data and/or own assumptions to develop school goals, involves few if any stakeholder perspectives, and/or sets school goals out of alignment with the high expectations embedded in district vision, mission and goals.</p>	<p>Uses some data sources to develop goals that align largely with the district vision, mission and goals, and offers some opportunities for stakeholders to provide input into goals.</p>	<p>Uses various data and incorporates diverse perspectives to develop school goals and policies and practices that align to the district vision, mission and goals.</p>	<p>Uses a wide range of data and actively empowers staff and stakeholders to develop strategic goals, policies and practices that sustain the alignment between school and district vision, mission and goals around high expectations for all students and staff.</p>
<p>Shared Commitments to Implement and Sustain the Vision, Mission and Goals</p> <p>Leaders ensure that the process of implementing and sustaining the vision, mission and goals is inclusive, building common understandings and commitments among all stakeholders.</p>	<p>Provides limited, if any, opportunities for stakeholder involvement in implementing vision, mission and goals, and tolerates a lack of equitable opportunity for students</p>	<p>Fosters inconsistent compliance to vision, mission and goals among stakeholders and sets inconsistent expectations for students and staff.</p>	<p>Develops shared commitments among stakeholders to guide decisions, evaluate actions and outcomes, and support equitable and effective learning opportunities for all students.</p>	<p>Empowers a diverse array of stakeholders in ensuring a high degree of commitment to implementing and sustaining the vision, mission and goals, evaluating and monitoring progress and outcomes, and ensuring equitable and effective learning opportunities for all students.</p>

<p>Continuous Improvement toward the Vision, Mission and Goals</p> <p>Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.</p>	<p>Demonstrates little awareness of data related to implementation of the vision, mission and goals, and demonstrates little rationale for resources connected to vision, mission and goals.</p>	<p>Uses and analyzes some data sources to identify student needs, assess program implementation and align resources</p>	<p>Uses data systems to identify student strengths and needs, assess and modify programs address barriers to achieving the vision, mission and goals, and align resources.</p>	<p>Collaborates with stakeholders to use a wide range of data systems to consistently monitor and refine implementation of the vision, mission and goals, address areas for improvement at the school, classroom and student levels, and align and implement effective resources.</p>
<p>Evidence of Strengths:</p>				
<p>Evidence for Areas of Growth:</p>				
<p>Rating: Exemplary:</p>	<p>Proficient:</p>	<p>Developing:</p>	<p>Below Standard:</p>	

PLAINVILLE LEADER EVALUATION CONTINUUM

Performance Expectation 2: Teaching and Learning

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

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p>Strong Professional Culture</p> <p>Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.</p>	<p>Demonstrates little awareness of ways to address the achievement gap, and focuses improvement efforts on some, but not all, students.</p> <p>Demonstrates little commitment to involving staff collaboration and new ideas to resolve student learning challenges</p> <p>Provides little feedback to staff and inconsistent monitoring</p>	<p>Uses some data sources to share an understanding of the achievement gap but provides inconsistent support, time or resources to address it</p> <p>Demonstrates commitment to collaboration and models professional growth</p> <p>Provides feedback to staff inconsistently</p>	<p>Develops shared commitment to close the achievement gap and raise the achievement of all students, provides support, time and resources, and evaluates effectiveness of improvement efforts.</p> <p>Develops a culture of collaboration and models personal and professional growth among staff</p> <p>Provides timely, accurate, specific and ongoing feedback to improve teaching and learning</p>	<p>Collaborates to develop deep universal commitment among all stakeholders to close achievement gaps and raise the performance of all students, and innovates to provide effective support, adequate time and resources to implement and evaluate the effectiveness of improvement efforts</p> <p>Leads a collaborative effort to build a culture of continuous personal and professional growth of each member</p> <p>Provides regular, timely, accurate, constructive and targeted feedback to improve teaching and learning</p>

<p>Curriculum and Instruction</p> <p>Leaders understand and expect faculty to plan, implement and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.</p>	<p>Demonstrates little awareness of how to align curriculum standards, instruction and assessments.</p> <p>Demonstrates little awareness of how to align curriculum standards, instruction and assessments.</p> <p>Provides little leadership and support for collaborative teams.</p> <p>Provides little resources, training or technical support to teachers and students.</p>	<p>Demonstrates emerging understanding and facility with state and national standards.</p> <p>Promotes instruction and assessment methods that are somewhat, but not completely, aligned to standards.</p> <p>Provides time for collaborative teams to meet to analyze student work and plan instruction around student needs.</p> <p>Provides some support and resources to promote and extend learning beyond the classroom.</p>	<p>Develops a shared understanding of standards-based curriculum, instructional best practices and ongoing monitoring of student progress.</p> <p>Ensures the implementation and evaluation of curriculum, instruction and assessment by aligning content, standards, teaching and professional development.</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>Provides faculty and students with access to instructional resources, training and technical support.</p>	<p>Builds the capacity of all staff to collaboratively develop, implement and evaluate curriculum and instruction that meets or exceed state and national standards.</p> <p>Monitors and evaluates the alignment of all instructional processes.</p> <p>Empowers collaborative teams to continuously analyze student work, monitor progress, adjust instruction and meet the diverse needs of all students.</p> <p>Collaborates with faculty to acquire and use necessary resources and provides ongoing training and support to builds strong commitment to extending learning beyond classroom walls.</p>
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	<p>Provides limited support or development for staff or students around global skills or dispositions, and little focus on skills beyond academic standards solely.</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 and supports to sustain a continued focus on developing the knowledge, skills and dispositions required of global citizens.</p>
<p>Assessment and Accountability Leaders use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress and close achievement gaps.</p>	<p>Makes little connection between assessment data and school improvement strategies, inconsistently uses teacher evaluation process to improve teaching and learning</p> <p>Provides limited information about student progress to faculty and stakeholders</p>	<p>Demonstrates emerging capacity to use multiple data sources to identify areas for improvement, and uses teacher evaluation processes to improve teaching</p> <p>Provides updates to some stakeholders when required on student progress toward the vision, mission and goals.</p>	<p>Uses multiple assessments and teacher evaluation to improve teaching and learning</p> <p>Communicates progress toward the vision, mission and goals to vital stakeholders</p>	<p>Effectively uses multiple assessments and evaluation processes to build staff understanding and capacity to use assessment data and systems to create, align and address goals focused on improved achievement for all students</p> <p>Effectively and frequently celebrates results showing progress toward the vision, mission and goals as well as communicates needs for improvement with a variety of stakeholders</p>
<p>Evidence of Strengths: Evidence for Areas of Growth:</p> <p>Rating: Exemplary: _____ Proficient: _____ Developing: _____ Below Standard: _____</p>				

PLAINVILLE LEADER EVALUATION CONTINUUM

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.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p>Welfare and Safety of Students, Faculty and Staff</p> <p>Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.</p>	<p>Insufficiently plans for school safety, demonstrates little awareness of the connections between climate and safety, and acts alone in addressing school climate issues.</p>	<p>Involves some stakeholders in creating and monitoring a school climate and safety plan</p>	<p>Collaborates with a variety of stakeholders in creating a positive school climate and developing, implementing and monitoring a comprehensive school safety plan.</p>	<p>Actively and regularly engages multiple stakeholders in creating, monitoring, refining a positive school climate that supports and sustains the whole child and continually engages the school community in the development, implementation and evaluation of a comprehensive safety plan</p>
<p>Operational Systems</p> <p>Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.</p>	<p>Oversees a physical plant out of compliance with legal guidelines and safety requirements.</p> <p>Uses data systems inadequately to inform instructional practice and school operations.</p>	<p>Maintains minimum safety requirements and provides inconsistent evaluation of current and future safety concerns.</p> <p>Uses some communication and data systems to support instructional practices and school operations.</p>	<p>Plans for and ensures safe operations of the physical plant that supports a positive learning environment.</p> <p>Facilitates the use of communication and data systems that ensure the accurate and timely exchange of information to inform practice.</p>	<p>Develops systems to maintain and improve the physical plant and rapidly resolve any identified safety issues and concerns.</p> <p>Routinely seeks input from staff and external experts on updated resources and data systems to improve practices</p>

	<p>Demonstrates inconsistent and ineffective use and support of technology that supports teaching and learning</p>	<p>Maintains existing technology and identifies some new technologies that support learning</p>	<p>Oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment.</p>	<p>Develops capacity among community members to acquire, maintain and secure equipment and technology to improve the teaching and learning environment</p>
<p>Fiscal and Human Resources Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.</p>	<p>Submits a budget out of alignment with district guidelines and school improvement goals. Uses hiring practices involving few recruiting resources and provides limited support through evaluation processes for teachers for improvement and retention.</p>	<p>Develops and operates a budget within fiscal guidelines. Recruits, supports and makes efforts to retain highly qualified staff, and conducts staff evaluation processes inconsistently</p>	<p>Develops and implements a budget aligned to the school and district improvement plans that is fiscally responsible Implements practices to recruit support and retain highly qualified staff and conducts staff evaluation processes to support teaching and learning.</p>	<p>Collaborates with stakeholders to develop innovative and fiscally responsible budget and secure necessary resources to support school and district improvement goals. Involves vital stakeholders in practices to successfully recruit, support, and retain highly qualified staff, and effectively and successfully focuses staff evaluation process to support improved teaching and learning.</p>

Evidence of Strengths:

Evidence for Areas of Growth:

Rating: Exemplary:

Proficient:

Developing:

Below Standard:

PLAINVILLE LEADER EVALUATION CONTINUUM

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.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p>Collaboration with Families and Community Members</p> <p>Leaders ensure the success of all students by collaborating with families and stakeholders.</p>	<p>Provides limited opportunities for families to engage in educational decision making and</p>	<p>Attempts to involve families in some decisions about their children's education</p>	<p>Uses a variety of strategies to involve family members in decision making to improve student achievement</p>	<p>Consistently and effectively uses a variety of strategies to engage families in decisions about improving school-wide and student-specific learning</p>
<p>Community Interests and Needs</p> <p>Leaders respond and contribute to community interests and needs to provide the best possible education for students and their families.</p>	<p>Communicates inconsistently, unclearly and ineffectively and/or with only few stakeholders</p> <p>Uses limited resources to understand the diverse needs of students and demonstrates limited understanding of community needs and dynamics.</p> <p>Demonstrates little awareness of</p>	<p>Communicates regularly with stakeholders</p> <p>Collects some information to understand and provide for diverse student and community needs.</p>	<p>Communicates regularly and effectively with all stakeholders.</p> <p>Uses assessment strategies and research methods to understand and address the diverse needs of students and community.</p>	<p>Uses a variety of strategies to engage in open, responsive and regular communication with staff, families and community members and actively seeks and values alternative viewpoints</p> <p>Uses a variety of assessment strategies and research methods to understand, address and build shared commitment around the diverse needs of students and the community.</p>
		<p>Transmits a general sense of commitment to</p>	<p>Capitalizes on the diversity of the community</p>	<p>Integrates community diversity into multiple</p>

<p>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.</p>	<p>community diversity as an educational asset</p>	<p>meet diverse needs of the community's students</p>	<p>as an asset to strengthen education.</p>	<p>aspects of the educational program to meet the learning needs of all students</p>
<p>Evidence of Strengths: Evidence for Areas of Growth:</p>	<p>Develops limited relationships or collaborative opportunities with community agencies and provides limited access to community resources for children and families</p>	<p>Develops some relationships with community organizations and agencies and provides some access to services for families</p>	<p>Collaborates with community organizations and agencies to provide essential resources to support the educational needs of all children and families.</p>	<p>Proactively collaborates with a variety of vital community organizations and agencies to provide and monitor essential resources supporting the ongoing improvement and support of learning for all children and families.</p>
<p>Rating: Exemplary: _____ Proficient: _____ Developing: _____ Below Standard: _____</p>				

PLAINVILLE LEADER EVALUATION CONTINUUM

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.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p>Ethical and Legal Standards of the Profession</p> <p>Leaders demonstrate ethical and legal behavior.</p>	<p>Demonstrates limited or inconsistent ethics in personal and professional practice</p>	<p>n/a</p>	<p>Models, promotes and holds self and others accountable for professional conduct, ethics, student equity and rights and confidentiality of students.</p>	<p>Continuously demonstrates and holds others accountable for the highest standards of professional and ethical conduct, student equity, confidentiality and trust.</p>
<p>Personal Values and Beliefs</p> <p>Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission and goals for student learning.</p>	<p>Demonstrates limited respect for diversity and equitable practices or commitment to vision, mission and goals</p>	<p>Advocates for the vision, mission and goals.</p>	<p>Demonstrates respect for the individual and advocates for and acts on commitments to equitable practices stated in the vision, mission, goals and learning principles.</p>	<p>Consistently models and builds shared commitment around respect for diversity and equitable practices for all stakeholders stated in vision, mission, goals and learning principles.</p>
<p>High Standards for Self and Others</p> <p>Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.</p>	<p>Demonstrates little commitment to reflective practice and ongoing improvement in self and others.</p> <p>Demonstrates little or inconsistent use of professional</p>	<p>Recognizes the importance of personal learning needs of self and others</p> <p>Supports professional learning related to curriculum and</p>	<p>Models and reflects on lifelong learning of effective practices.</p> <p>Supports and allocates resources for ongoing professional learning to</p>	<p>Consistently models reflection and continuous growth by publically sharing learning processes related to improvement</p> <p>Collaborates to foster a professional learning culture through ongoing,</p>

	<p>development and resources to strengthen teaching and learning</p> <p>Demonstrates limited understanding of the legal, social and ethical implications of technology</p> <p>Ineffectively builds trust and respect necessary to achieve expected student performance levels</p>	<p>instruction and allocates resources to address some needs</p> <p>Demonstrates emerging but inconsistent understanding of the legal, social and ethical implications of technology</p> <p>Works to establish positive collegial relationships with stakeholders</p>	<p>strengthen curriculum, instruction and assessment.</p> <p>Promotes legal, social and ethical use of technology</p> <p>Inspires trust and respect to achieve student success.</p>	<p>differentiated and job-embedded professional development to strengthen teaching and learning and actively seeks and allocates resources to build and sustain improvement</p> <p>Demonstrates skill, understanding and modeling to guide the legal, social and ethical use of technology among all members of the school community</p> <p>Creates a collaborative professional learning community that inspires mutual trust, respect and honesty to sustain optimal ongoing improvement focused on student success</p>
Evidence of Strengths:				
Evidence for Areas of Growth:				
Rating:	Exemplary:	Proficient:	Developing:	Below Standard:

PLAINVILLE LEADER EVALUATION CONTINUUM

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.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p>Professional Influence</p> <p>Leaders improve the broader, social, cultural, economic, legal and political contexts of education for all students and families.</p>	<p>Takes few opportunities to build relationships with community and policy-making stakeholders regarding educational issues</p> <p>Demonstrates limited understanding and ineffective use of resources to promote equity</p>	<p>Maintains professional and cordial relationships with some stakeholders and policy makers</p> <p>Demonstrates emerging understanding of how to locate, acquire and access services and resources to promote equity and achieve school goals.</p>	<p>Develops and maintains relationships to engage a range of stakeholders in discussing, responding to, and influencing educational issues.</p> <p>Advocates for equity, access and adequacy in meeting the needs of students and families.</p>	<p>Uses a variety of communication strategies to actively engage local, regional and/or national stakeholders and policy makers through community meetings, national organizations</p> <p>Actively engages the school community to successfully advocate for equal access to services and resources for all.</p>
<p>The Educational Policy Environment</p> <p>Leaders uphold and contribute to policies and political support for excellence and equity in education.</p>	<p>Demonstrates little understanding and ineffective communication of student performance data</p>	<p>Reviews school and student growth data.</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 data analysis to identify important progress indicators and growth needs</p>

	<p>Demonstrates ineffective communication with members of the school and community on policies</p>	<p>Provides information to decision makers and stakeholders about policies and regulations</p>	<p>Communicates effectively with the community on policy and upholds policy and regulations in support of education</p>	<p>Actively communicates and clarifies federal, state and local policies with vital stakeholders to improve understanding</p>
<p>Element C: Policy Engagement Leaders engage policymakers to inform and improve education policy.</p>	<p>Demonstrates little understanding of or advocacy of policies promoting equity.</p> <p>Demonstrates little understanding of or involvement with others to influence decisions affecting student learning within and/or outside of own school or district.</p>	<p>Identifies some policies and procedures supporting equity and seeks opportunities to communicate about them.</p> <p>Demonstrates emerging ability to analyze and share data related to policies and decisions related to student learning.</p>	<p>Advocates for public policies and ensures adequate resources that provide for present and future needs of to improve equity and excellence in education.</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 stakeholders to advocate for and influence policies to improve education.</p> <p>Proactively collaborates with all stakeholders to change local, district, state and national decisions impacting the improvement of teaching and learning, and maintains involvement with local, state and national professional organizations to improve education.</p>
<p>Evidence of Strengths:</p> <p>Evidence for Areas of Growth:</p> <p>Rating: Exemplary: Proficient: Developing: Below Standard:</p>				

Appendix C – Forms

Form A: Administrative Goals Setting, Self-Reflection and Conference

Form B: Mid-Year Conference

Form C: End-of-Year Summative Conference

Form D: Observation Protocol

Form E: Summative Ratings

Form F: Administrative Support Plan

Plainville Community Schools

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):

Plainville Community Schools

Form B: Mid-Year Conference (completed by February 28):

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:	

Plainville Community Schools

Form C: End of Year Summative Conference (completed by June 1):

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:

Rating:

Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
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Plainville Community Schools

Form D 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;

- 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
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	

Plainville Community Schools

Form E: 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:

Highly Effective Practice	Proficient Practice	Developing Practice	Ineffective 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:

Highly Effective Practice	Proficient Practice	Developing Practice	Ineffective Practice
Total			
Rating Scale			

Student Learning Measure

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

Highly Effective Practice	Proficient Practice	Developing Practice	Ineffective 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:

Highly Effective Practice	Proficient Practice	Developing Practice	Ineffective Practice
Total			
Rating Scale			

Total Overall Rating

Practice Rating = _____

Outcomes Rating = _____

Overall Summative Rating = _____

Plainville Community Schools

Form F – Professional Assistance Planning Form

Principal/Administrator:

Superintendent/Evaluator:

The Professional Assistance 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.
Area(s) of Concern or Performance Standard(s) Not Effectively Addressed:
Statement of Concern: (cite evidence from on-going evaluation of performance as appropriate)
Strategies/Activities to Be Implemented to Address the Concern:
System of Support to Promote the Administrator’s Success:
Timeline (length of plan in weeks, plus schedule for monitoring implementation/progress and the measurable outcomes expected):

Signatures:

Superintendent/Evaluator

Date:

Administrator

Date:

Plainville Administrator Association

Date:

Copy to administrator, copy to Superintendent’s working file, original to Human Resources/personnel file

Appendix D - Sample Panorama Climate Surveys

Student Survey

Page 3

	Strongly Agree	Agree	Disagree	Strongly Disagree	IDon't Know
21. We learn a lot in this class.	<input type="radio"/>				
22. I am often confused in this class.	<input type="radio"/>				
23. My teacher knows me well.	<input type="radio"/>				
24. My teacher makes me want to do my best.	<input type="radio"/>				
25. I enjoy the discussions we have in this class.	<input type="radio"/>				
26. My classmates find this class too easy.	<input type="radio"/>				
27. My teacher knows when we're confused about something he/she is trying to teach us.	<input type="radio"/>				
28. My teacher grades fairly.	<input type="radio"/>				
29. I'm afraid to speak up in this class.	<input type="radio"/>				
30. My teacher believes in me.	<input type="radio"/>				
31. Students talk to each other while the teacher is talking.	<input type="radio"/>				
32. My teacher makes what we're learning interesting.	<input type="radio"/>				
33. I don't work as hard as I could in this class.	<input type="radio"/>				
34. If students in this class need help, they will ask the teacher for help.	<input type="radio"/>				
35. My teacher gives us work to do in class that helps us learn.	<input type="radio"/>				
36. My teacher has trouble controlling the class.	<input type="radio"/>				
37. My teacher shows us how what we're learning is important outside of the classroom.	<input type="radio"/>				
38. This class moves too quickly.	<input type="radio"/>				
39. Students in this class respect the teacher.	<input type="radio"/>				

Climate Survey

40. I look forward to going to school each day.	<input type="radio"/>				
41. Students at school are treated fairly regardless of race, culture, religion, sexual orientation, gender, or disability.	<input type="radio"/>				
42. My school is clean and well maintained.	<input type="radio"/>				
43. I feel safe when I am at school.	<input type="radio"/>				

Student Survey, Grades 6-12

State Model for Teacher Evaluation



PLAINVILLE Community Schools

PANORAMA

Instructions

Thank you for taking this survey. When you answer these questions, think about your experiences in this classroom in particular. Please answer honestly. No one at your school will see your answers. Your teacher will not see what you write.

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
1. My teacher knows this subject well.	<input type="radio"/>				
2. My teacher is willing to give us extra help on our schoolwork if we need it.	<input type="radio"/>				
3. My classmates find this class too hard.	<input type="radio"/>				
4. I look forward to going to this class.	<input type="radio"/>				
5. My teacher cares about me.	<input type="radio"/>				
6. The teacher treats students with respect.	<input type="radio"/>				
7. My teacher explains things clearly.	<input type="radio"/>				
8. Doing well in school is important to me.	<input type="radio"/>				
9. Students are often confused in this class.	<input type="radio"/>				
10. My teacher talks to my parents about how I am doing in school.	<input type="radio"/>				
11. I know what I need to do to improve my work in this class.	<input type="radio"/>				
12. My teacher pushes me to do my best.	<input type="radio"/>				
13. The homework in this class helps me learn the material.	<input type="radio"/>				
14. My teacher makes me like this subject more than I did before.	<input type="radio"/>				
15. My teacher knows my name.	<input type="radio"/>				
16. The teacher treats me with respect.	<input type="radio"/>				
17. A lot of time is wasted in this class.	<input type="radio"/>				
18. My teacher challenges me to think.	<input type="radio"/>				
19. I enjoy learning this subject	<input type="radio"/>				
20. I feel comfortable asking my teacher for extra help.	<input type="radio"/>				

Student Survey

Page 3

	Strongly Agree	Agree	Disagree	Strongly Disagree	IDon't Know
44. At my school, bullying is not acceptable.	<input type="radio"/>				
45. I have been the target of hurtful communications through social media.	<input type="radio"/>				
46. I have participated in hurtful communications through social media.	<input type="radio"/>				
47. I feel comfortable going to my counselor with a question or problem.	<input type="radio"/>				
48. There is an adult at school I can go to who will listen if I have a problem or concern.	<input type="radio"/>				
49. Students at my school treat each other with respect.	<input type="radio"/>				
50. The Principal is visible.	<input type="radio"/>				
51. The Principal seeks input from a variety of constituents when making decisions.	<input type="radio"/>				
52. The Principal strives to help parents/students understand and support the school's basic mission.	<input type="radio"/>				
53. The Principal actively promotes a safe and orderly environment.	<input type="radio"/>				
54. I am involved in extra-curricular activities such as athletics, clubs, activities, school committees.	<input type="radio"/>				
55. I feel safe on my trip to and from school.	<input type="radio"/>				
56. I feel there are trusted adults in the school who I can go to for help.	<input type="radio"/>				
57. I have been treated unfairly at school because of my: (check all that apply)					

Race	Gender	Sexual orientation	Religion	Academic Achievement	Ethnicity	Disability	Physical Appearance	Other	Has Not Happened
<input type="radio"/>									

58. I have seen or heard others being treated unfairly at school because of their: (check all that apply)

Race	Gender	Sexual orientation	Religion	Academic Achievement	Ethnicity	Disability	Physical Appearance	Other	Has Not Happened
<input type="radio"/>									

Student Survey

Page 3

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
21. We learn a lot in this class.	<input type="radio"/>				
22. I am often confused in this class.	<input type="radio"/>				
23. My teacher knows me well.	<input type="radio"/>				
24. My teacher makes me want to do my best.	<input type="radio"/>				
25. I enjoy the discussions we have in this class.	<input type="radio"/>				
26. My classmates find this class too easy.	<input type="radio"/>				
27. My teacher knows when we're confused about something he/she is trying to teach us.	<input type="radio"/>				
28. My teacher grades fairly.	<input type="radio"/>				
29. I'm afraid to speak up in this class.	<input type="radio"/>				
30. My teacher believes in me.	<input type="radio"/>				
31. Students talk to each other while the teacher is talking.	<input type="radio"/>				
32. My teacher makes what we're learning interesting.	<input type="radio"/>				
33. I don't work as hard as I could in this class.	<input type="radio"/>				
34. If students in this class need help, they will ask the teacher for help.	<input type="radio"/>				
35. My teacher gives us work to do in class that helps us learn.	<input type="radio"/>				
36. My teacher has trouble controlling the class.	<input type="radio"/>				
37. My teacher shows us how what we're learning is important outside of the classroom.	<input type="radio"/>				
38. This class moves too quickly.	<input type="radio"/>				
39. Students in this class respect the teacher.	<input type="radio"/>				

Climate Survey

40. I look forward to going to school each day.	<input type="radio"/>				
41. Students at school are treated fairly regardless of race, culture, religion, sexual orientation, gender, or disability.	<input type="radio"/>				
42. My school is clean and well maintained.	<input type="radio"/>				
43. I feel safe when I am at school.	<input type="radio"/>				

Student Survey, Grades 6-12

State Model for Teacher Evaluation



PLAINVILLE Community Schools

PANORAMA

Instructions

Thank you for taking this survey. When you answer these questions, think about your experiences in this classroom in particular. Please answer honestly. No one at your school will see your answers. Your teacher will not see what you write.

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
1. My teacher knows this subject well.	<input type="radio"/>				
2. My teacher is willing to give us extra help on our schoolwork if we need it.	<input type="radio"/>				
3. My classmates find this class too hard.	<input type="radio"/>				
4. I look forward to going to this class.	<input type="radio"/>				
5. My teacher cares about me.	<input type="radio"/>				
6. The teacher treats students with respect.	<input type="radio"/>				
7. My teacher explains things clearly.	<input type="radio"/>				
8. Doing well in school is important to me.	<input type="radio"/>				
9. Students are often confused in this class.	<input type="radio"/>				
10. My teacher talks to my parents about how I am doing in school.	<input type="radio"/>				
11. I know what I need to do to improve my work in this class.	<input type="radio"/>				
12. My teacher pushes me to do my best.	<input type="radio"/>				
13. The homework in this class helps me learn the material.	<input type="radio"/>				
14. My teacher makes me like this subject more than I did before.	<input type="radio"/>				
15. My teacher knows my name.	<input type="radio"/>				
16. The teacher treats me with respect.	<input type="radio"/>				
17. A lot of time is wasted in this class.	<input type="radio"/>				
18. My teacher challenges me to think.	<input type="radio"/>				
19. I enjoy learning this subject	<input type="radio"/>				
20. I feel comfortable asking my teacher for extra help.	<input type="radio"/>				

Student Survey

Page 3

Strongly
Agree Agree Disagree Strongly
Disagree I Don't
Know

22. My teacher shows us how what we're learning is important, even outside of school.

23. Students treat each other with respect in this class.

24. If I don't understand something, my teacher will help me.

25. Students in this class treat the teacher with respect.

26. I am proud of the work I do in this class.

27. Students are nice to each other in this class.

28. My teacher thinks I can do well in school.

29. I like coming to school.

30. The teacher treats me with respect.

31. My teacher makes learning fun.

Climate Survey

1. I look forward to going to school each day.

2. My school is clean and well maintained.

3. I feel safe when I am at school.

4. At my school, bullying is not acceptable.

5. I have been the target of hurtful communications through social media.

6. I feel safe on my trip to and from school.

7. There is an adult at school I can go to who will listen if I have a problem or concern.

8. Students at my school treat each other with respect.

9. The Principal is visible.

10. The Principal seeks input from a variety of constituents when making decisions.

11. The Principal strives to help parents/students understand and support the school's basic mission.

12. The Principal actively promotes a safe and orderly environment.

Student Survey, Elementary

State Model for Teacher Evaluation



Instructions

Thank you for taking this survey. When you answer these questions, think about your experiences in this classroom in particular. Please answer honestly. No one at your school will see your answers. Your teacher will not see what you write.

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
1. Students feel comfortable asking my teacher for help.	<input type="radio"/>				
2. My teacher goes too fast when we are learning new things.	<input type="radio"/>				
3. The other students in this class are well-behaved.	<input type="radio"/>				
4. My teacher is happy to answer questions.	<input type="radio"/>				
5. A lot of time is wasted in this class.	<input type="radio"/>				
6. My teacher explains things clearly.	<input type="radio"/>				
7. My teacher knows my name.	<input type="radio"/>				
8. Students are often confused in this class.	<input type="radio"/>				
9. The teacher treats students with respect.	<input type="radio"/>				
10. I feel comfortable asking my teacher for help.	<input type="radio"/>				
11. My teacher encourages me to ask questions if I don't understand something.	<input type="radio"/>				
12. My teacher goes too slow when we are learning new things.	<input type="radio"/>				
13. My teacher cares about me.	<input type="radio"/>				
14. I am often confused in this class.	<input type="radio"/>				
15. Students talk to each other while the teacher is talking.	<input type="radio"/>				
16. Doing well in school is important to me.	<input type="radio"/>				
17. If students don't understand something, my teacher will help them.	<input type="radio"/>				
18. My teacher enforces the rules.	<input type="radio"/>				
19. When my teacher teaches us something, he/she knows it well.	<input type="radio"/>				
20. My teacher knows me well.	<input type="radio"/>				
21. My teacher talks to my parents about how I am doing in school.	<input type="radio"/>				

Staff Survey

Page 2

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
18. I often communicate with parents about their child's progress in class.	<input type="radio"/>				
19. In this school, there is honest communication on important school issues.	<input type="radio"/>				
20. I hear students speaking inappropriately (e.g., about/to peers and/or students, using profanity, yelling, etc.).	<input type="radio"/>				
21. I hear colleagues speaking inappropriately (e.g., about/to peers and/or students, using profanity, yelling, etc.).	<input type="radio"/>				
22. I receive timely feedback on my performance and progress toward goals.	<input type="radio"/>				
23. School leaders communicate a clear vision for this school.	<input type="radio"/>				
24. School leaders value teacher feedback.	<input type="radio"/>				
25. The central office administration is responsive to my needs.	<input type="radio"/>				
26. Teachers at this school are given opportunities for professional development.	<input type="radio"/>				
27. I have received the support that I need to use our district's online tools and resources, such as PowerSchool.	<input type="radio"/>				
28. Teachers at this school work together to improve their instructional practice.	<input type="radio"/>				
29. New teachers receive the support they need to be successful.	<input type="radio"/>				
30. I feel respected by the school leadership team.	<input type="radio"/>				
31. The superintendent acts with professionalism.	<input type="radio"/>				
32. The superintendent has a good rapport with the staff.	<input type="radio"/>				
33. The superintendent is an inspiring leader.	<input type="radio"/>				
34. The principal is an inspiring leader.	<input type="radio"/>				
35. The principal has a good rapport with the staff.	<input type="radio"/>				

Staff Survey



Instructions
 Thank you for taking this survey. Please answer the following questions about your experience at your school.
 Please answer honestly. No one at your school will see your answers.

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
1. Staff morale is high at this school.	<input type="radio"/>				
2. I feel like I am a part of this school's community.	<input type="radio"/>				
3. The culture and emotion climate of this school is supportive.	<input type="radio"/>				
4. I feel respected by students at this school.	<input type="radio"/>				
5. I believe students are getting a high-quality education at this school.	<input type="radio"/>				
6. I regularly collaborate with other teachers at this school	<input type="radio"/>				
7. I feel comfortable going to at least one member of this school's administrative team if I have a problem.	<input type="radio"/>				
8. This school's discipline program is effective.	<input type="radio"/>				
9. I have access to the technology that I need at this school.	<input type="radio"/>				
10. Staff members at this school treat students with respect	<input type="radio"/>				
11. Staff members at this school treat me with respect	<input type="radio"/>				
12. This school's facilities are clean and well-maintained.	<input type="radio"/>				
13. This school is sensitive to issues regarding race, gender, sexual orientation and disabilities.	<input type="radio"/>				
14. Parents are given the opportunity to be involved at this school.	<input type="radio"/>				
15. There is a clear academic vision for this school.	<input type="radio"/>				
16. I am able to have conversations with parents when necessary.	<input type="radio"/>				
17. I often communicate with students about their academic progress in class.	<input type="radio"/>				

Parent Survey

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16. My child's teacher(s) treat me with respect.
17. I am aware of my child's progress or problems before progress reports are sent home.
18. I feel that Plainville adequately funds our schools.
19. The Principal is visible.
20. The Principal seeks input from a variety of constituents when making decisions.
21. The Principal strives to help parents/students understand and support the school's basic mission.
22. The Principal actively promotes a safe and orderly environment.
23. In school, my child's grades are...

- Mostly A's Mostly B's Mostly C's Mostly D's Mostly F's I don't know

24. What is your child's gender?

- Male Female

25. What is your child's race or ethnicity? (Pick only one answer, please.)

- White Black or African American Asian Hispanic or Latino
- American Indian or Alaska Native Native Hawaiian or Other Pacific Islander Two or More Races/Ethnicities

26. What grade is your child in?

- Pre-K K 1st 2nd 3rd 4th 5th 6th
- 7th 8th 9th 10th 11th 12th Other

27. What is your gender?

- Male Female

Parent Survey, All Grades
State Model for Teacher Evaluation



PLAINVILLE Community Schools

PANORAMA

Instructions

Thank you for taking this survey. Please answer honestly. No one at your child's school will see your answers.

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
1. My child is learning a lot in school this year.	<input type="radio"/>				
2. My child's teacher(s) treat my child with respect.	<input type="radio"/>				
3. I know how my child is doing in school before I get my child's report card.	<input type="radio"/>				
4. The school does a good job of preparing my child to be college and career ready.	<input type="radio"/>				
5. I talk with my child's teacher(s) about my child's schoolwork.	<input type="radio"/>				
6. My child's teacher(s) have high expectations for my child.	<input type="radio"/>				
7. I feel welcome at this school.	<input type="radio"/>				
8. I feel well-informed about what is going on at the school.	<input type="radio"/>				
9. My child's teacher(s) are knowledgeable about the subjects they teach.	<input type="radio"/>				
10. My child's teacher(s) help make my child excited about school.	<input type="radio"/>				
11. At least one adult at school knows my child well.	<input type="radio"/>				
12. My child's teacher(s) notice when my child is good at something.	<input type="radio"/>				
13. I talk with my child's teacher(s) about what I can do to help my child learn.	<input type="radio"/>				
14. Parents feel comfortable talking to teachers at this school.	<input type="radio"/>				
15. My child's teacher(s) motivate my child to do well in school.	<input type="radio"/>				

Continued on the back

Student Survey

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	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
44. At my school, bullying is not acceptable.	<input type="radio"/>				
45. I have been the target of hurtful communications through social media.	<input type="radio"/>				
46. I have participated in hurtful communications through social media.	<input type="radio"/>				
47. I feel comfortable going to my counselor with a question or problem.	<input type="radio"/>				
48. There is an adult at school I can go to who will listen if I have a problem or concern.	<input type="radio"/>				
49. Students at my school treat each other with respect.	<input type="radio"/>				
50. The Principal is visible.	<input type="radio"/>				
51. The Principal seeks input from a variety of constituents when making decisions.	<input type="radio"/>				
52. The Principal strives to help parents/students understand and support the school's basic mission.	<input type="radio"/>				
53. The Principal actively promotes a safe and orderly environment.	<input type="radio"/>				
54. I am involved in extra-curricular activities such as athletics, clubs, activities, school committees.	<input type="radio"/>				
55. I feel safe on my trip to and from school.	<input type="radio"/>				
56. I feel there are trusted adults in the school who I can go to for help.	<input type="radio"/>				

57. I have been treated unfairly at school because of my: (check all that apply)

Race	Gender	Sexual orientation	Religion	Academic Achievement	Ethnicity	Disability	Physical Appearance	Other	Has Not Happened
<input type="radio"/>									

58. I have seen or heard others being treated unfairly at school because of their: (check all that apply)

Race	Gender	Sexual orientation	Religion	Academic Achievement	Ethnicity	Disability	Physical Appearance	Other	Has Not Happened
<input type="radio"/>									

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
<p>Meet state targets:</p> <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% <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ▶ 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

Appendix F: Plainville School/Department Improvement Plan Forms

- *Goal Planning Worksheet*
- *School/Department Goals Form*
- *Progress Monitoring Form*

Plainville Community Schools

School/Department Improvement Plan: Goal Planning Form

School _____ Department or Grade Level: _____

IL or Grade Level SLP Representative: _____

1. Goal: (What do you want to improve?)

2. Current Status: (What does data reveal currently? How are we doing now? How do we know?)

3. Theory of Action: (Stated in an IF THEN format)

4. Instructional Strategy Plan: (What specific instructional changes will be made to get better results?)

5. Evaluation:
 - a. (How will you evaluate the progress? What measures will you use?)

 - b. (How much progress would indicate success?)

Revised: August 2013

Plainville Community Schools
School/Department Improvement Plan

School/Department:	Date:		
Grade/Department:			
Strategic Plan Goal:			
Level of Performance (Baseline): CMT/CAPT/SAT	Long-Range Target:		
Theory of Action:			
Specific Instructional Strategies:			
Action Steps/Strategies Include any strategies to engage students, parents, and the community	Monitoring/Assessment (What will we use to assess?)	Results Indicator (What will success look like?)	Person(s) Responsible
Interim Assessments w/dates:			
Standard/Final Assessment:			

Plainville Community Schools

School/Department Improvement Plan: Assessment of Progress

Date: _____

School/Department: _____

Department or Grade Level: _____

Subject: _____

Goal Statement (from SLP):

Theory of Action (from SLP):

1. Implementation Summary: Compared to what you planned, what did you implement? What strategies were used and to what degree?

2. Assessment Summary: How successful was your goal? What was successful and what was not? What evidence can you cite? (cite actual data as needed) What do the assessments show?

3. Analysis Summary: What, do you believe, can be attributed to any of your successes or lack of successes. Why, do you believe, did you get the results you got? How did your results compare with your expectations? What did you learn from this goal that can be generalized to another group? And finally, what implications will last year's goal have on this year's instruction?

Appendix G: Plainville BOE Strategic Plan

Plainville Board of Education and Plainville Community Schools

Strategic Plan

Approved:
February 11, 2013

Our Mission

To provide rigorous and enriching experiences that prepare each student for success in a changing global society.

Belief Statements:

- *Our public school system is the core of the community and has a fundamental responsibility to develop productive educated citizens in a democracy.*
- *Optimal achievement for each learner is a responsibility shared by students, home, school, and community.*
- *We must provide each student with a comprehensive curriculum and effective instruction to ensure meaningful engagement in the learning process.*
- *A safe, caring learning environment promotes the academic growth, health, and emotional wellbeing of each student.*
- *Communication and collaboration foster knowledge, trust, and respect and are the responsibility of everyone in the community.*

Goal One

Develop a comprehensive engaging curricular and instructional program aligned with the critical skills and attributes required for success in a changing global society.

Indicators of Success:

Five years from now we will see ...

- A clearly articulated philosophy, understood by all stakeholders, on the importance of the Common Core State Standards (CCSS) and the Plainville Community Schools set of 21st Century Skills
- A common lesson design template that is aligned with the CCSS and incorporates 21st Century Skills
- Comprehensive curriculum documents that are aligned with the CCSS and 21st Century Skills while integrating the arts, technology and wellness
- A process for continuously updating and revising curricula to incorporate best practices into instruction and assessment
- A scope and sequence of 21st Century Skills that indicates when each skill is introduced, reinforced, and mastered **and** teachers that demonstrate high levels of knowledge and understanding of the 21st Century Skills and the CCSS as acquired through an on-going, job-embedded program of professional development
- Digital resources that are accessible to everyone

Step	Action	Outcome
1.1	Create a district-wide committee on 21st Century Skills (consisting of teachers, administrators, students, and community members)	Create a well-defined list and a scope and sequence of 21st century skills
1.2	Continue our focus on lesson planning that specifically includes Common Core State Standards and 21st Century Skills	CCSS and 21st Century Skills embedded in all lesson plans K-12
1.3	Develop K-10 curriculum documents for math, English, and social studies	Clear and comprehensive curriculum documents for math, English, and social studies in grades K through 10 (including recommended resources)
1.4	Define and communicate direction and philosophy for district technology, one-to-one computing, and bring your own devices	Policies, procedures, and implementation plan for Bring Your Own technology Device (BYOD)
1.5	Develop a community-wide Technology Committee	Begin the process of developing a town-wide (school and community) technology plan



Goal Two

Align teaching practices, improvement mechanisms, and evaluation systems with our goals for learning, mission, and beliefs.

Indicators of Success

Five years from now we will see ...

- A system where there is a dialogue, exploration, and consensus built around an instructional vision (specific to teaching behaviors) that places a priority on best educational practices, student engagement, rigorous student work, and the challenges of 21st century learning
- A teacher evaluation system aligned with the new Connecticut Framework, the new Guidelines for Teacher Evaluation, and best practices in education
- Teacher evaluation/observation practices that enable the district to measure the quality and frequency of student engagement in rigorous and meaningful work
- Coherent and aligned mechanisms that connect the major instructional improvement processes to professional evaluation and performance data, and a professional development process that delivers on that promise
- A coherent philosophy, plan, or strategy for shifting the center of instructional gravity from print to digital resources for learning
- BOE policies that have been created, reviewed, and revised in consideration of digital teaching and learning implications

Step	Action	Outcome
2.1	Form a district-wide committee that will integrate digital learning, Common Core State Standards, 21 st Century Skills, Smarter Balanced Assessment best practices, and teacher evaluation, into a comprehensive plan for professional growth and support	A renewable two-year plan that will include input from all stakeholders and timelines for this process
2.2	Implement a new Teacher Evaluation System in accordance with State Department of Education requirements for SEED (System for Educator Evaluation and Development), local values, and best practices	A State approved Teacher Evaluation Plan for the PCS
2.3	Develop a communications plan to inform and engage all stakeholders in the elements of the Strategic Plan, CCSS, 21st Century Skills, and the instructional purposes for our assessment systems	Multiyear plan for insuring all stakeholders are aware of strategic planning process outcomes
2.4	Implement a plan and process for gathering district, school, and classroom climate data from students, parents, and staff	Surveys and a method to administer
2.5	Develop and implement a plan for assessing progress toward Strategic Plan goals, then reporting progress to the Board of Education and community	Regular progress reporting system on Strategic Plan goals.
2.6	Expand role of language arts and math resource teachers at elementary level	Funding or reallocation for additional resource teachers



Goal Three

Ensure that systems for assessing learning and measuring achievement provide data to drive our teaching practices and align with our goals for student learning and development.

Indicators of Success:

Five years from now we will see ...

- Common Formative Assessments (CFA) are in place at each grade level, across all subject areas, and are used to ensure consistent, high quality instruction by all teachers
- A district wide calendar for administration of CFAs at each grade level and across all subject areas
- A consistent district wide process for collecting, storing, and analyzing student data
- Administrators and faculty effectively use the assessment system to track and analyze data
- Faculty use assessment data to drive instruction
- An awareness and understanding by faculty, parents, and the community of the instructional purpose of assessment data
- A Student Success Plan in place for every student grades 6-12
- Consistent improvement in student achievement

Step	Action	Outcome
3.1	Develop and maintain a plan to fund curriculum writing and assessments by teachers to align with the Common Core and 21st Century Skills	Adequate funding for curricula writing is included in the BOE Budget
3.2	Develop and implement a District Assessment Plan that includes. Creation of CFAs and CSAs, digital assessments, and establishment of a district assessment calendar for K-12, in all curricular areas	Assessments with rubrics and a yearly District Assessment Calendar
3.3	Develop K-12 teacher and administrator proficiency in all aspects of Performance Tracker	Differentiated training for all staff
3.4	Commit appropriate funding to maintain the Technology Equipment and Infrastructure Replacement Plan and the software, application and service licensing upgrades necessary for digital teaching and learning	Funding in the BOE Budget
3.5	Provide increased scheduled time for teachers to meet consistently in Data Teams	Additional time for data teams
3.6	Develop a method of sharing individual and school-wide progress on identified expectations for learning with parents and the community (NEASC requirement)	A data collection, analysis and communication plan
3.7	Establish Student Success Plans (SSP) for all students 6-12 and a plan for communicating SSP information to parents	SSPs created and implemented

