

Farmington Public Schools



Educator Evaluation and Professional Development Plan

Improvement of student learning and continuous improvement of educator effectiveness through professional development and evaluation

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Introduction

The Farmington Public Schools' Educator Evaluation and Professional Development Plan (EEDP) is the system that will guide the evaluation and professional development of all educators in the Farmington Education Association (FEA). Many district and state documents guided the development of this plan. Among these are: Farmington's Core Beliefs, the Framework for Teaching and Learning, the Vision of the Graduate, the Board of Education Mission and Goals, and the Connecticut Common Core of Teaching.

Core Beliefs

The Farmington Public Schools are committed to core beliefs that guide our work. These beliefs frame our goals, program development, and support systems. These beliefs focus instruction, curriculum, and assessment to ensure that all students achieve at high levels. Farmington communicates its rigorous expectations through its programs and core content standards.

Expectations Matter: Teachers maintain high expectations for all students through continual encouragement, specific and timely feedback, tenacity in providing targeted support, and through communicating that all students have the capacity to meet district standards. We believe that maintaining high expectations leads to higher levels of student achievement.

Effort matters: Students in the Farmington Public Schools succeed at high levels through their own efforts and the collective efforts of their parents, educators, and the community. It is through students' own hard work and dedication to the pursuit of excellence that they will succeed. We believe that increasing effort leads to higher levels of student achievement.

Instruction matters: Teachers refine their teaching craft through ongoing study and action research, observation of instruction, and collaboration with colleagues. Teachers are actively engaged and committed to applying proven instructional strategies to reach every student. All educators demonstrate their commitment to instructional and curricular development for the classroom, team, school, and district through their leadership in improvement efforts. We believe that improving instruction leads to higher levels of student achievement.

Relationships matter: All staff members create and maintain an environment that promotes respect, trust, and understanding, and fosters communication and problem-solving. We nurture the whole child and ensure that each student receives a new opportunity every day to perform at his/her best. We believe that developing caring and supportive relationships between and among educators, students, and parents leads to higher levels of student achievement.

Results matter: Administrators, teachers, and students measure progress toward meeting and exceeding defined standards and goals. Through the ongoing and collaborative analysis of student work and data, we hold students and each other accountable for continuous improvement. We believe that sharing and using results to inform our decisions about instruction, resources, curriculum, and program development leads to higher levels of student achievement.

Overview

Accomplished teachers are continuous learners. They are relentless in their quest to find the right combination of instructional strategies, motivational techniques, and appropriate content to allow all students to excel. Farmington’s Educator Evaluation and Professional Development Plan (EEPD Plan) is designed to support teachers in their continuous inquiry to provide the most effective instruction in order to improve student learning.

Driven by a clearly defined standards-led framework, Farmington’s EEPD Plan connects teacher assessment to student learning and aligns professional development with the teacher evaluation process. Through a seamless continuum of collaborative inquiry, reflection and peer and administrator support and feedback, teachers work together to direct their own learning, construct knowledge, and build understanding of their practice. The ultimate goal of the EEPD Plan is to help teachers achieve high levels of professional practice and close the gap between Farmington’s standards for student learning and actual student performance.

We believe that three processes are at the heart of improving student learning:

- Setting targeted, measurable, student learning goals,
- Regular collection, analysis and interpretations of student work and student learning data, and
- Subsequent adjustments to instruction based on reflections.

Through regular reflection on subject matter, teaching practices, and student work, we can evaluate and increase our impact on student achievement.

This plan fosters a professional environment that acknowledges the individual and developmental differences of each teacher in an atmosphere that facilitates individual, school-wide, and system-wide learning that will benefit all learners in our district.

“Without dialogue, assessment is an empty and intellectually unfulfilling mechanical process removed from the profession of teaching and the process of learning. However, with dialogue – raising questions, seeking answers, interpreting evidence, implementing changes, and examining their effects – assessment becomes integral to our work. Internally driven assessment engages us in improving our students’ learning.”

Peggy Maki

Core Design Principles

The following principles guided the design of Connecticut’s System for Educator Evaluation and Development (SEED) that is aligned with the **Connecticut Guidelines for Educator Evaluation**. These principles draw on multiple sources of research about best practices for encouraging professional growth and development through the evaluation process. These same principles guided the development of the Farmington EEPD plan:

Consider multiple, standards-based measures of performance

An evaluation system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of a teacher’s performance. The new model defines four categories of teacher effectiveness: student learning (45%), teacher performance and practice (40%), stakeholder feedback (10%) and whole-school learning (5%).

Promote both professional judgment and consistency

Assessing a teacher’s professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how teachers interact with students, and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, teachers’ ratings should depend on their performance, not on their evaluators’ biases. Accordingly, the model aims to minimize the variance between school leaders’ evaluations of classroom practice and to support fairness and consistency within and across the Farmington Public Schools.

Foster dialogue about student learning

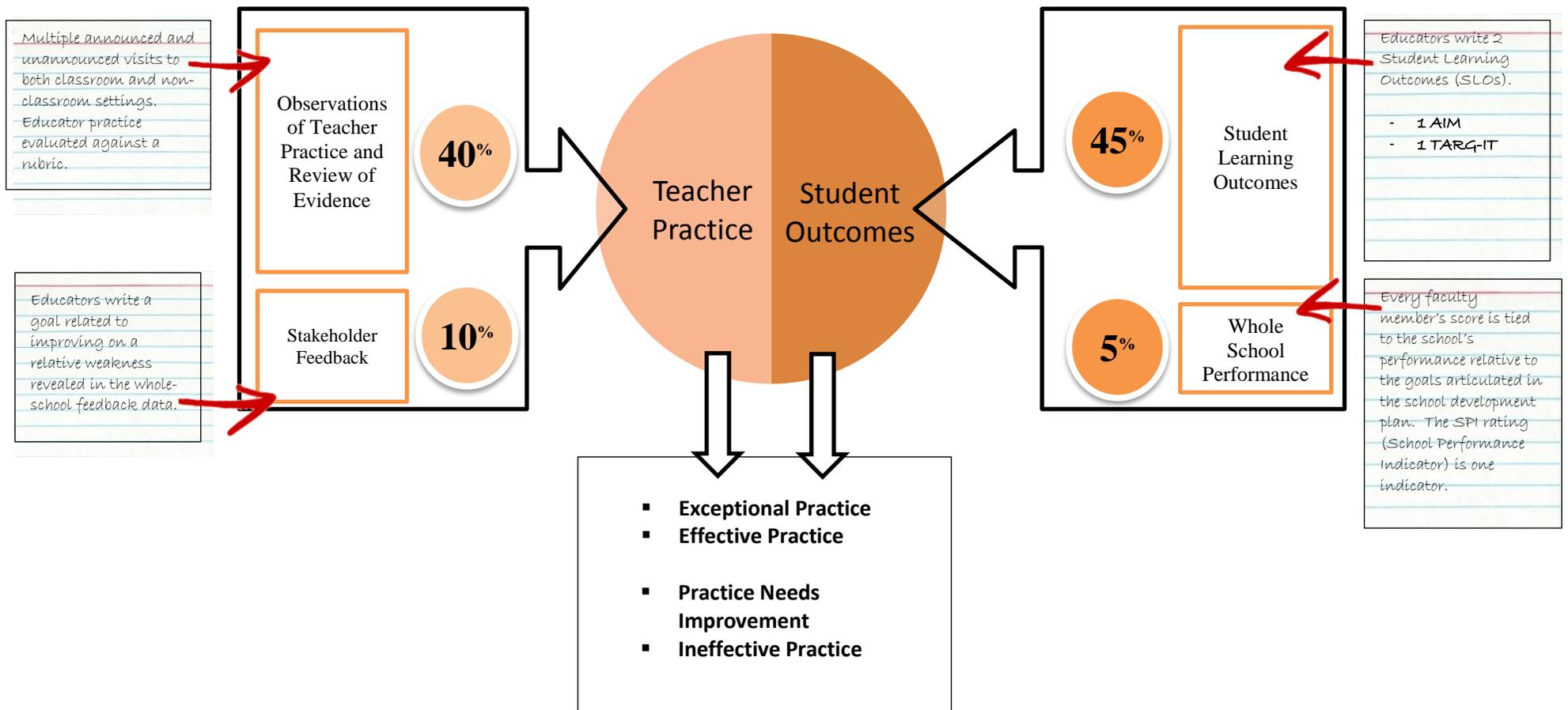
This model hinges on improving the professional conversation between and among teachers and administrators. The dialogue in the new model occurs more frequently and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.

Encourage aligned professional development, coaching, and feedback to support teacher growth

Novice and veteran teachers alike deserve detailed, constructive feedback and professional development, tailored to the individual needs of their classrooms and students. This plan promotes a shared language of excellence to which professional development, coaching, and feedback can align to improve practice.

Framework and Components

The Plan consists of multiple measures to paint an accurate and comprehensive picture of each teacher's performance. Farmington educators will be evaluated in four categories and then will be given a rating of Exceptional, Effective, Needs Improvement, or Ineffective in the "Teacher Practice" and the "Student Outcomes" categories. Evaluators and educators will meet three times a year to review the goals and progress.



Ratings and Summative Matrix

Summative ratings will be given by an evaluator to an educator in the category of “Teacher Practice” and in the category of “Student Outcomes”. Farmington will use the following definition:

Rating	Teacher Practice	Student Outcomes
Exceptional Practice	Truly outstanding instructional and professional practice, rated “Exceptional” on at least six of the standards on the rubric, no other ratings below “effective”.	All or most students exceeded achievement or performance expectations – including low achieving subgroups of students.
Effective Practice	Accomplished instructional and professional practice, rate “Effective” or higher on at least seven of the standards, no ratings of “Ineffective Practice”.	All or most students met achievement or performance expectations – including low achieving subgroups of students.
Practice Needs Improvement	Instructional and/or professional practice that does not meet Farmington standards. Practice rated “Needs Improvement” on four or more standards.	Some students demonstrated growth toward achievement or performance expectations but a notable percentage missed the target and low achieving subgroups of students made little or no gains.
Ineffective Practice	Unacceptable instructional or professional practice. Practice rated “Ineffective” on two or more standards.	A notable percentage of students missed the target and low achieving subgroups of students made little or no gains.

“**Effective Practice**” is the expected standard for Farmington teachers. Most teachers will fall within this rating. Thus, its indicators will be considered first, and the other ratings’ indicators will be scored up or down *in relationship to this expected standard*. All teachers should strive for, and some will attain, some ratings of “Exceptional Practice,” which represents the ideal – a reachable, but truly exemplary benchmark.

We recognize that early career teachers may not reach the effective practice rating on one or more of the indicators due to a lack of experience and can be considered “developing”. Evaluators do not need to place these individuals on an improvement plan because the non-tenured teacher evaluation process will provide adequate support for new teachers.

Summative Rating Matrix:

The two summative ratings will be combined into one overall rating as follows:

Teacher Practice	→	Exceptional	Effective	Needs Improvement	Ineffective
Student Outcomes	Exceptional	Exceptional	Effective	Needs Improvement	Need more Information
	Effective	Exceptional	Effective	Needs Improvement	Ineffective
	Needs Improvement	Effective	Effective	Needs Improvement	Ineffective
	Ineffective	Need More Information	Ineffective	Ineffective	Ineffective

Ensuring Fairness and Accuracy

Using Multiple Measures to Determine a Final Rating:

The EEPD model uses multiple measures to assess educator effectiveness fairly and accurately. Evaluators and support evaluators will consider multiple sources of evidence, including: Observations of classroom practice, observations of educator practice in other professional settings, artifacts produced by the educator, data related to student growth and achievement, stakeholder surveys, and dialogues with educators about their practice.

Promoting Consistency through Training and Support:

All evaluators in Farmington will complete on-going training on the evaluation system in order to ensure consistency in the evaluation process and in the scoring. This training will include professional development sessions, Rounds, and viewing of teacher teaching in live settings or on videos. The trainers may be district personnel or, occasionally, experts from outside the district. The purposes of these experiences will be to build on each evaluator's knowledge base about effective practices, to calibrate the scoring of the various parts of the evaluation system, and to enhance evaluators' ability to provide useful feedback that will encourage educator growth and development.

Primary and Support Evaluators

In Farmington, the primary evaluator for most teachers will be the school principal, assistant principal, or director who will be responsible for the overall evaluation process, including assigning summative ratings. In some cases, support evaluators will collaborate with and assist the primary evaluator(s). Support evaluators can be directors, supervisors, coordinators, or certified educators, who also have administrative certification and hold the position of department leader or coordinator.

Support evaluators, often together with primary evaluators, will conduct observations, review educators' student learning objectives and plans, collect and/or review additional evidence, participate in conferences, and provide feedback to teachers. A support evaluator will share his/her feedback related to the educator's work with the primary evaluator as it is collected and shared with teachers. The primary evaluators will have final responsibility for assigning the summative ratings.

Both the primary and support evaluators receive on-going training in order ensure common understanding and consistency of both the process and the scoring.

Farmington Public Schools has a long history of deprivatization of practice and collaborative inquiry for the purpose of improving professional practice. These visits that are typically done by peers and instructional leaders are highly encouraged but are not considered supervisory visits.

Timeline

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



	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
New Teacher Orientation to EEPD plan 2013: All teacher orientation to EEPD plan	✓										
School Faculty Meeting to present a data review and the school development plan	✓										
Teachers analyze achievement results for their own classes	✓	✓									
Teachers set goals for their practice and for student performance (SLOs). At least one goal will be a team goal		✓									
Teachers and teams collect and analyze data and student work samples		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fall Goal-Setting Conference (Teacher and Evaluator)			✓								
Teacher completes the mid-year update form for all goals						✓	✓				
Teacher meets with evaluator(s) for mid-year check-in						✓	✓				
Parent and Student Surveys administered by Principal									✓		
Teacher completes summative report on all goals and prepares data and artifacts										✓	
Teacher completes a self-evaluation using the rubrics for Domains of Teacher Practice										✓	
Teacher meets with evaluator(s) for end of year conference on goals										✓	✓
School Faculty Meeting to review progress on School Development goals and to consider school goals for the following year											By Sept. 15
Adjustment of Rating, if necessary											By Sept. 15

EEPD Plan Requirements

Professional Growth Focus Area

Stakeholder Feedback Goal

Student Learning Objectives

Observations – Minimum Requirements

Goal Setting Conference

Midyear Conference

Summative Conference

Effective and Exceptional Teachers

Informal: Use the teacher practice rubric to self-assess and discuss any areas of strength and areas for growth.

1 Stakeholder Feedback Goal

2 SLOs

- 1 Academic Improvement Measures (AIM)
- 1 Team Action Research Goal – Innovative Teaching (TARG-IT)

- 1 announced every other year
- 1 non –classroom review of practice
- Unannounced Observations
 - 2 in years of an announced
 - 4 in other years

- Review of goals and professional objectives for the year.
- Discussion and revision, if necessary, of goals and professional objectives for the year.
- Formative ratings related to teacher practice discussed.
- Educators rated “Needs Improvement” or “Ineffective” will develop an EIP and will engage in more frequent supervision and professional support.

- Summative review of goals and professional objectives for the year.
- Summative ratings discussed.

Non-Tenured Teachers

Formal: 2 Formal Professional Growth Goals: In the first two years, these may be the TEAM goals.

1 Stakeholder Feedback Goal

2 SLOs

- 1 Academic Improvement Measures (AIM)
- 1 Team Action Research Goal – Innovative Teaching (TARG-IT)

- 3 announced
- 1 non –classroom review of practice
- 3 unannounced

- Review of Professional Growth goals
- Review of SLOs and Stakeholder Feedback Goal

- Review of progress on all goals.
- Review of observations to date. At least 2 announced and 2 unannounced visits have been completed.
- Formative ratings related to teacher practice discussed. Educators rated “Needs Improvement” or “Ineffective” will develop an EIP and will engage in more frequent supervision and professional support.

- Summative review of goals and professional objectives for the year.
- Summative ratings discussed.

Teachers on an Educator Improvement Plan (EIP)

Formal: At least 2 Formal Professional Growth Goals related to the areas identified as “Needs Improvement” or “Ineffective” on the rubric.

1 Stakeholder Feedback Goal

2 SLOs:

- 1 Academic Improvement Measures (AIM)
- 1 Team Action Research Goal – Innovative Teaching (TARG-IT)

Follow EIP. No fewer than:

- 3 announced
- 1 non –classroom review of practice
- 3 unannounced

- Review of Professional Growth goals
- Review of SLOs and Stakeholder Feedback Goal

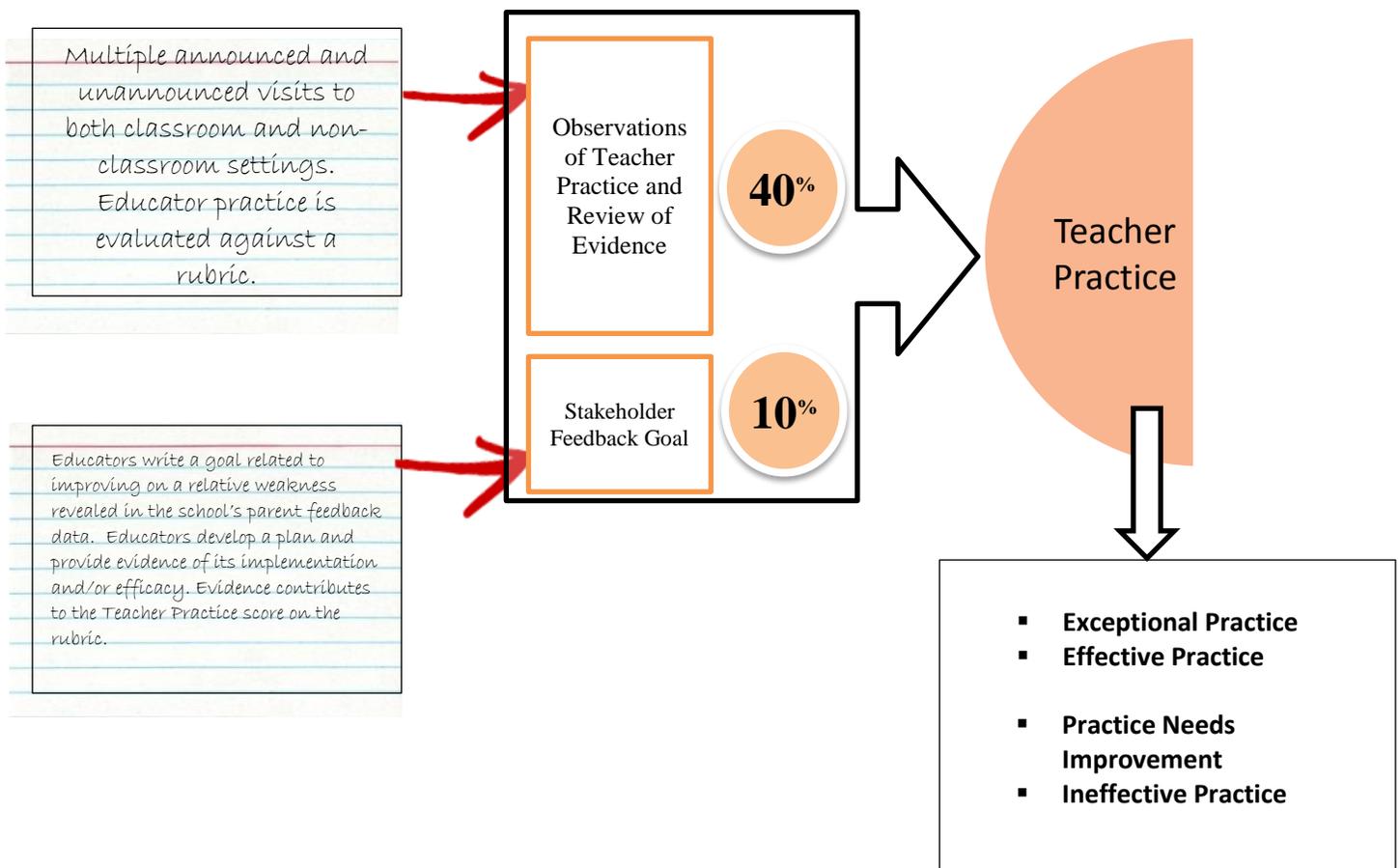
- Review of progress on all goals
- Review of Observations to date. At least 2 formal and 2 unannounced visits have been completed.
- Formative ratings related to teacher practice discussed. The EIP may be initiated, modified or successfully completed at this time.

- Summative review of goals and professional objectives for the year.
- Summative ratings discussed.

Teacher Practice

Underlying Principle: Teacher quality is the most important school-based factor influencing student achievement. Consequently, Farmington Public Schools are committed to supporting and developing all educators to reach higher levels of expertise and professional practice each year. Through a continuous cycle of observations, conversations, self-reflection, and feedback – including feedback from stakeholders – teachers will learn about their strengths and about opportunities to further refine their practice. The areas of professional practice are based on Farmington’s Framework for Teaching and Learning and Connecticut’s Common Core of Teaching (CCT). A rubric has been created to further define effective instructional practice and will be used by teachers to self-assess and by evaluators to rate teacher performance in each of the Farmington Teaching Standards. Farmington’s underlying belief in efficacy inspires all educators to relentlessly pursue higher levels of performance for ourselves and our students.

Components Overview: The Teacher Practice Related Indicators make up half (50%) of Farmington’s EEPD plan. Teacher practice is rated on a rubric.



Evaluating Teacher Practice

Teacher performance will be rated on a rubric that contains ten Farmington Teaching Standards in five domains. Evaluators will collect evidence through observations of classroom practice, observations of practice in team meetings or other settings, a review of artifacts, and through conversations at various conferences. The chart below shows **possible** sources of evidence that can be collected by the evaluator or provided by the teacher. See **Appendix** for the rubric.

Domain	Farmington Teaching Standards	Possible Sources of Evidence
Planning	<p>Meaningful Knowledge Students see content as meaningful and organized around big ideas and questions and have opportunities to transfer learning to new contexts.</p>	<ul style="list-style-type: none"> • Professional Goal (if applicable) • Classroom Observations • Lesson Plans • Teacher/Team Created Materials
	<p>Challenging Expectations Students understand performance expectations and are individually supported in meeting challenging standards.</p>	<ul style="list-style-type: none"> • Professional Goal (if applicable) • Classroom Observations/Differentiation • Teacher/Team Created Materials • Assessment Rubrics/Checklists
Teaching and Learning	<p>Active Learning Community Students have a sense of belonging to a positive learning community in which they have regular opportunities to work collaboratively.</p>	<ul style="list-style-type: none"> • Professional Goal (if applicable) • Classroom Observations • Classroom Norms
	<p>Purposeful Engagement Students are actively engaged in authentic learning tasks and given opportunities to construct meaning and develop understanding.</p>	<ul style="list-style-type: none"> • Professional Goal (if applicable) • Classroom Observations • Teacher/Team Created Materials
Assessment	<p>Individual Responsibility Students make choices about and take responsibility for their own learning goals and progress.</p>	<ul style="list-style-type: none"> • Professional Goal (if applicable) • Classroom Observations • Student Rubrics/Self-Assessments • Lesson Design
	<p>Data Analysis Teachers systematically collect and analyze assessment data and student work to understand and develop student growth over time.</p>	<ul style="list-style-type: none"> • Professional Goal (if applicable) • Team Observations • SLO goal and results • Evidence of protocols used • Samples of Student work
Collaboration	<p>Relationships Teachers develop and foster positive relationships with students and families and maintain an ongoing dialogue to support learning.</p>	<ul style="list-style-type: none"> • Stakeholder Feedback Goal • Classroom Observations • School Involvement • Logs/Teacher Provided Records or Surveys
	<p>Collaboration Teachers collaborate with colleagues and contribute to team and school improvement goals.</p>	<ul style="list-style-type: none"> • Team Observations • TARG-IT Participation • Meeting Agendas/Minutes • Collaborative Inquiry practices
Professionalism	<p>Professional Growth Teachers personalize a professional learning plan based on cycles of self-reflection and data analysis.</p>	<ul style="list-style-type: none"> • Professional Goal/Focus Area • Teacher log of Professional Development Activities (leading or participating) • Evidence of Learning through the TARG-IT
	<p>Professional Responsibility Teachers demonstrate all aspects of CT's Code of Professional Responsibility.</p>	<ul style="list-style-type: none"> • Attendance • Stakeholder Feedback Goal • Completing work in a timely manner (including student feedback)

Observations

Observations are an important part of the collection of evidence that evaluators will use to make a determination about the effectiveness of a teacher’s practice. Because this evaluation model aims to provide teachers with frequent and comprehensive feedback on all aspects of their instructional practice and professional conduct, many different types of observations will be utilized. Frequent observations of a teacher’s practice will provide a complete picture of how the teacher is meeting the teaching standards and promote collegial conversations and feedback about practice and about student learning. Therefore, this plan aims to create opportunities for frequent observations of teacher practice and for regular professional dialogue about teaching and learning.

Types and Frequency

Announced Observations

Description

Scheduled in-class observations must include a *pre-conference* and must be followed by a *post-observation conference* and written feedback from the evaluator or support evaluator.

Generally, the observations are at least 30 minutes long.

Frequency (minimum):

1 every other year = Effective, Tenured Teacher

3 = Non-Tenured or Teachers working on an EIP

Unannounced Observations

Description

Non-scheduled in-class observations. Feedback may be verbal or written.

Generally, the observation will last 10-15 minutes, but may be longer or shorter, depending on the circumstance.

Frequency (minimum):

Effective, Tenured Teacher

- **2 in years with an announced visit**
- **4 in other years**

3 = Non-Tenured or teacher on an Improvement Plan

Non-Classroom Observations

Description

Observations/discussions may be scheduled or non-scheduled in settings other than the classroom. These may include a review of lesson plans, assessment practices, observations in team meetings, data meetings, or other professional meetings that will give more information about a teacher’s professional practice.

The length of the observation will vary depending on the type of evidence the evaluator is seeking. Feedback may be verbal or written.

Frequency (minimum):

1 = Tenured/Effective Teacher

1 = Non-Tenured or teacher on an Improvement Plan

Feedback on Observations

Teachers will receive feedback from evaluators or support evaluators after each visit in which the evidence collected will be used toward the final evaluation. Over the course of a school year, teachers can expect to receive no fewer than 3 pieces of written feedback. In the case of announced visits, the feedback will be both verbal and written. In the case of unannounced visits, the feedback may be written (e.g., via email, write-up utilizing district evaluation forms, note in mailbox), verbal (e.g., a post-conference or informal conversation), or both. The feedback will be given in a timely manner.

The content of the feedback will vary depending on the type of visit but all feedback will be grounded in the language and the indicators of the Teacher Practice and Performance Rubric. Most feedback will, at the least, include prioritized commendations and recommendations related to one or more of the indicators. Feedback may also include:

- specific, observable evidence gathered on observed components of the Teacher Practice and Performance Rubric;
- next steps and supports the teacher can pursue to improve his/her practice; and
- time-frame for follow up.

Teachers will not be given a rating after each observations but the language of the recommendations and commendations will give an indication about the level of performance on the indicators that were pertinent to that particular observation or to the teacher's focus area/goals. The overall ratings on each indicator, though, will be determined by evaluators only after considering multiple sources of evidence over a longer period of time. Some preliminary, formative ratings will be shared at the mid-year conference and the summative rating for each standard will be shared at the end-of-year conference or soon thereafter.

Improving Professional Practice

Effective and exemplary teachers have a strong desire to continuously improve their practice. Setting goals related to particular teaching standards is one way to deliberately advance professional growth. In this plan, the goal setting process related to advancing professional practice will be either formal or informal, depending on the status of the teacher.

Effective, Tenured Teachers and the Performance and Practice Area of Focus

At the start of each year, each teacher will use the Teacher Practice and Performance Rubric to determine the standard(s) he or she will intentionally work to develop. Teachers will use feedback from prior years and their own self-reflection on the standards to set the focus area for the year. Progress towards focus areas and action steps for achieving progress should be referenced in feedback conversations following observations throughout the year, when appropriate. Strong goals and persuasive documentation of progress toward the goal will be considered by evaluators when assigning a rating on the Teacher Practice and Performance Rubric.

Formal Goals for Non-Tenured Teachers and Teachers on an Educator Improvement Plan (EIP)

Each non-tenured teacher **must** set two formal professional goals based on the standards in the Teacher Practice and Performance Rubric. Non-tenured teachers will use two Performance and Practice Goal forms to document their progress. In the first two years, these goals may be the same as the TEAM goals that teachers complete for their Provisional Teaching Licensure. These goals should be discussed with the evaluator during pre-observation and post-observation conferences, and during the three formal conferences. Evaluators will consider the progress on these goals when determining a summative rating on the Teacher Practice and Performance Rubric.

Similarly, teachers on EIPs will set at least two Performance and Practice Goals that will be approved and closely monitored by the evaluator. Goals will be related to the standards in which it was deemed that the teacher was in need of improvement.

Stakeholder Feedback Goal

Feedback from stakeholders (students, staff, and parents/guardians) is a vital indicator of our district’s overall performance and can help us set some priorities for our improvement efforts. Each professional is responsible for contributing to this collaborative effort as outlined below:

Process Step	Description								
Administration of a Stakeholder Survey	<p>Each spring, the district will conduct a stakeholder feedback survey to parents, students, and staff through an independent company.</p> <p>Surveys will be anonymous, fair, reliable and useful.</p> <p>At this time, surveys will be conducted at the whole-school level and will only be disaggregated by school and grade level. Surveys at the teacher level will likely be conducted in future years. All teachers, however, are strongly encouraged to gather and use feedback from students to reflect on practice.</p>								
Determining School-Level Priority Areas	<p>Principals and teachers will review the survey results to identify priority areas for improvement efforts. This process occurs between the principal and teachers and/or teacher representatives. Priority areas are presented at a faculty meeting early in the school year.</p>								
Selecting a Stakeholder Engagement Goal and Improvement Targets	<p>After the school-level priority areas have been determined, teachers, in consultation with their evaluator(s), will set one related parent feedback goal they would like to pursue as part of their evaluation.</p> <p>Teachers will also set improvement targets related to the goal they select. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents or developing a new website for their classes. Part of the evaluator’s job is to ensure (1) the goal is related to the overall school improvement stakeholder priority areas, and (2) that the improvement targets are aligned and attainable.</p> <p>Teachers may work collaboratively on the goal and target, but will submit their own evidence to demonstrate progress.</p>								
Measuring Progress on Growth Targets	<p>Teachers and their evaluator(s) should use their judgment in setting growth/improvement targets for the stakeholder feedback category. There are two ways a teacher can measure and demonstrate progress on their growth targets. A teacher can (1) document steps taken to address the goal and provide examples, and/or (2) collect evidence directly from stakeholders to measure indicators they generate. For example, a teacher could conduct interviews or a brief survey to see if they improved on their growth target.</p>								
Arriving at a Stakeholder Feedback Rating	<p>Prior to the end-of-year conference, each teacher will submit evidence of his or her progress towards his/her target(s). Progress will be rated using the following chart:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td style="text-align: center;">Exemplary (4)</td> <td style="text-align: center;">Exceeded the goal</td> </tr> <tr> <td style="text-align: center;">Accomplished (3)</td> <td style="text-align: center;">Met the goal</td> </tr> <tr> <td style="text-align: center;">Developing (2)</td> <td style="text-align: center;">Partially met the goal</td> </tr> <tr> <td style="text-align: center;">Below Standard (1)</td> <td style="text-align: center;">Did not meet the goal</td> </tr> </tbody> </table> <p>This evidence will contribute to a teacher’s ratings on the Teacher Practice and Performance on the standards of <u>Relationships</u> and <u>Professional Responsibility</u>. These represent 10% of the overall plan.</p>	Exemplary (4)	Exceeded the goal	Accomplished (3)	Met the goal	Developing (2)	Partially met the goal	Below Standard (1)	Did not meet the goal
Exemplary (4)	Exceeded the goal								
Accomplished (3)	Met the goal								
Developing (2)	Partially met the goal								
Below Standard (1)	Did not meet the goal								

Teacher Practice and Performance Summative Rating

Primary evaluators, in collaboration with support evaluators, must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. The final, overall performance and practice rating will be determined in the following manner:

Steps	Description										
Collection of Evidence	Evaluators and support evaluators will collect evidence on teacher performance and practice throughout the year as described in the section entitled Evaluating Teacher Practice . Teachers may provide additional evidence to be considered in the evaluation process in advance of the End-of-Year Conference.										
Evaluators Determine a Rating for Each Indicator of the Teacher Practice and Performance Rubric	<p>Evaluators review and consider all the evidence that was either collected or provided to them to make a judgment on each of the ten (10) indicators of the Teacher Practice and Performance Rubric. In determining a rating, an evaluator will review all evidence collected and feedback given and keep the following principles in mind:</p> <ul style="list-style-type: none"> • Consistency: What have I seen and discussed throughout the year that provides a consistent pattern of evidence? Which descriptors on the rubric most consistently describe the teacher’s practice? • Trends: Have I seen improvement over time that overshadows earlier observation outcomes? Have I seen regression over time that overshadows earlier observation outcomes? • Significance: Are some data more valid than others? (Do I have notes or ratings from “comprehensive” lessons or interactions where I was able to better assess this aspect of performance?) 										
Evaluators use the following chart to determine the teacher’s overall the Teacher Practice and Performance rating	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #f2f2f2;"> <th style="width: 15%; text-align: center;">Rating</th> <th style="text-align: center;">Teacher Practice</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Exceptional Practice</td> <td>Truly outstanding instructional and professional practice, rated “Exceptional” on at least six of the standards on the rubric, no other ratings below “effective”.</td> </tr> <tr> <td style="text-align: center;">Effective Practice</td> <td>Accomplished instructional and professional practice, rate “Effective” or higher on at least seven of the standards, no ratings of “Ineffective Practice”.</td> </tr> <tr> <td style="text-align: center;">Practice Needs Improvement</td> <td>Instructional and/or professional practice that does not meet Farmington standards. Practice rated “Needs Improvement” on four or more standards.</td> </tr> <tr> <td style="text-align: center;">Ineffective Practice</td> <td>Unacceptable instructional or professional practice. Practice rated “Ineffective” on two or more standards.</td> </tr> </tbody> </table>	Rating	Teacher Practice	Exceptional Practice	Truly outstanding instructional and professional practice, rated “Exceptional” on at least six of the standards on the rubric, no other ratings below “effective”.	Effective Practice	Accomplished instructional and professional practice, rate “Effective” or higher on at least seven of the standards, no ratings of “Ineffective Practice”.	Practice Needs Improvement	Instructional and/or professional practice that does not meet Farmington standards. Practice rated “Needs Improvement” on four or more standards.	Ineffective Practice	Unacceptable instructional or professional practice. Practice rated “Ineffective” on two or more standards.
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Student Outcomes

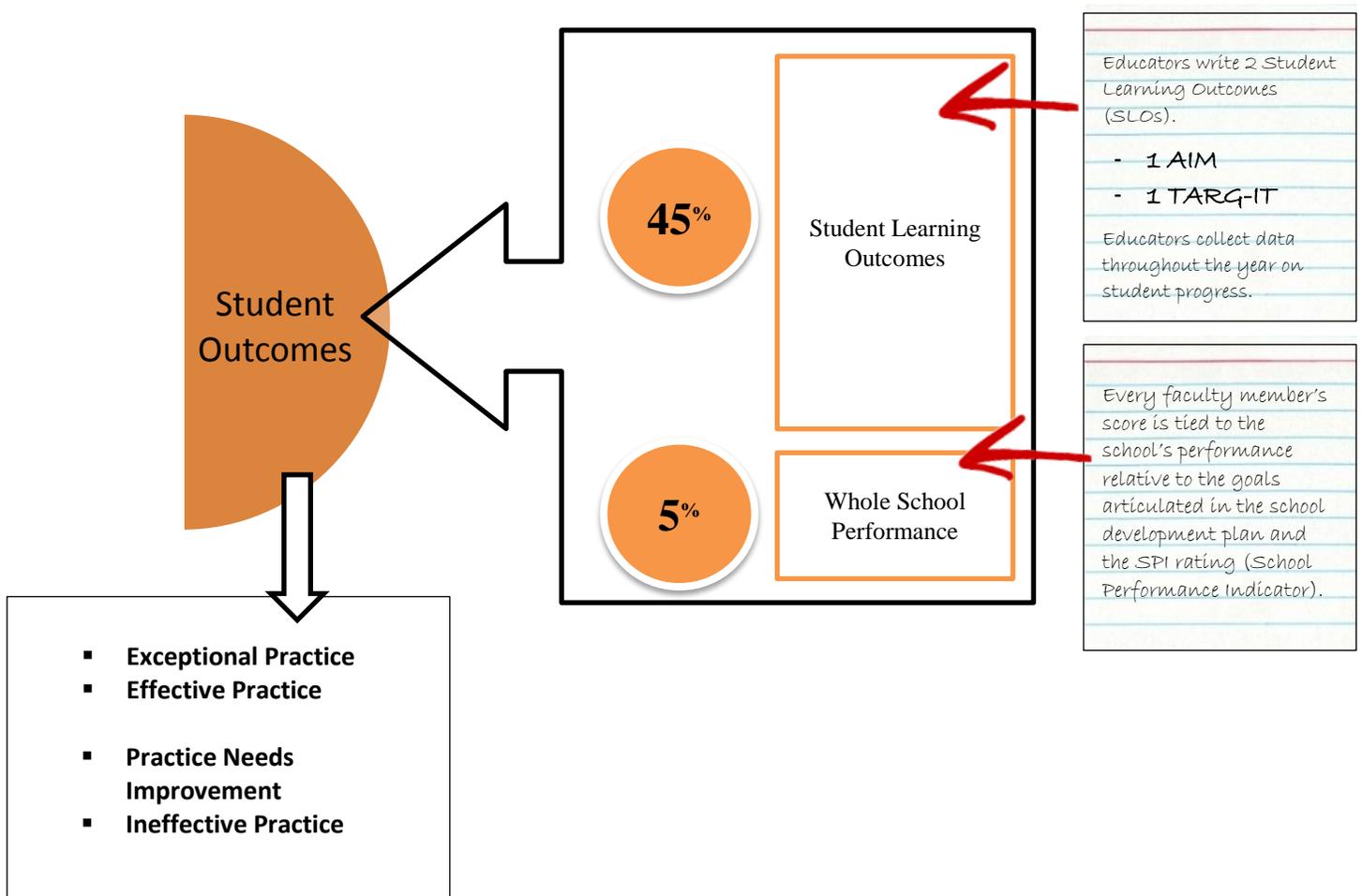
Underlying Principle: Effective teachers plan for student growth and measure progress. They set learning goals for their students and use assessments to measure their progress toward these goals, adjusting their instruction accordingly along the way as data become available. Having these goals and assessments in place ensures responsive instruction.

In the Farmington model, all teachers will demonstrate their commitment to students and their learning by setting quantifiable learning outcomes and targets for their students and documenting the growth students make on district-wide or, in some cases, state/national accountability measures.

Components Overview:

The Student Outcomes rating includes two categories:

- Student Learning Outcomes, which count for 45%;
- Whole School Indicator Rating, partially measured by the SPI, which counts for 5%.



Student Learning Outcomes

Every educator will develop goals in two areas: 1) Academic Achievement and 2) Thinking and Learning Skills. These goals will be established through collaborative conversations during which the educator and evaluator reach consensus about ambitious yet attainable goals that are aligned with school / district priorities.

Academic Achievement Goals

Each teacher will set one **Academic Improvement Measure (AIM)** that will result in improved student performance on:

- Core Content Standards
- Common Core State Standards

Teachers will then establish growth indicators that will demonstrate student progress on the AIM. In tested areas, the results of the relevant national or state assessments must be used. Counselors, social workers, or other non-classroom educators will identify AIMs for the student groups with whom they work. Though each teacher will be evaluated based on his or her individual results, teachers are encouraged to work with colleagues to maximize the growth of all students and subgroup populations. Teachers will follow the process below to demonstrate the impact their teaching has had on student learning:

STEP 1

Learn about this year's students: Student achievement and growth goal setting involves several steps, beginning with knowing where students' knowledge and skills are in relation to what is expected of them. Depending on grade level, content area, and learners' ability levels, appropriate measures of learner performance are identified to provide information on learning gains. Teachers can learn about their students through the PowerSchool/Inform data system or through agreed upon baseline assessments.

STEP 2

Set Academic Improvement Measure and growth indicators: Based on their understanding of this year's cohort, teachers set an Academic Improvement Measure that will allow them to provide their evaluators with a comprehensive review of student achievement and growth and demonstrate how they have impacted student learning. Teachers will identify the specific and measureable growth indicators they will use to determine if students are meeting the goal. The AIM should make clear (1) what evidence will be examined, (2) what level of performance is expected, and (3) what proportion of students is projected to achieve the targeted performance level or levels. For those teaching in tested grades /subjects a comparison of data across assessments administered over time, and not a single isolated test score, shall be used as evidence of whether goals are met. The state test data shall be considered as a component of a body of evidence.

STEP 3

Monitor students' progress: Through recurring and agreed upon assessments of core content knowledge and skills, educators will collect student results over time. Teachers will collect and analyze student achievement data, including data disaggregated by subgroups, over the course of the school year.

STEP 4

Assess student outcomes relative to the goal: Teachers submit an end-of-year report to the evaluator as a component of the summative evaluation conference. Although teachers may have worked together, the data presented as evidence of student growth should only be related to that teacher's current students. In tested areas, teachers will use data related to the internal assessments that were used to monitor students' progress and a tentative rating will be assigned until state test results are determined.

AIM and Growth Indicator Approval Criteria

Evaluators will approve teacher’s AIMS and related growth indicators at the “Goal Setting Conference” that takes place towards the beginning of the year. The growth indicators may be adjusted at the mid-year conference, if needed. Evaluators will use the following criteria to determine the strength of the teacher’s goal:

Priority of Content	Quality of Indicators	Rigor of Objective / Indicators
Objective is deeply relevant to teacher’s assignment and addresses a large proportion of his/her students.	Indicators provide meaningful, measurable evidence of students’ academic achievement.	Goals are attainable but ambitious, and are focused on growth over time considering each student’s beginning achievement level.

Rating the Academic Achievement Goals

Prior to the End-of-Year summative conference, a teacher will submit his/her documentation of his or her Academic Achievement Goal to his/her evaluator. The data and the process will be discussed at the summative conference and evaluators will score the efficacy of the Academic Achievement Goal according to the following rubric:

Academic Achievement Goal
AIM Academic Improvement Measures
What are we AIM-ing at? Improved student performance on... <ul style="list-style-type: none"> • Core Content Standards • Common Core State Standards
4 All or most students exceeded achievement goals including any low achieving subgroups of students
3 All or most students met achievement goals including any low achieving subgroups of students
2 Some students met achievement goals but a notable percentage missed the target and low achieving subgroups of students made little or no gains
1 A notable percentage of students missed the target and low achieving subgroups of students made little or no gains

Should state or national test results have a significant impact on the teacher’s final rating, the evaluator will revise the teacher’s final rating before September 15th.

Thinking and Learning Skills Goal

Teachers will work collaboratively to set a goal related to improving student outcomes relative to Farmington’s Vision of the Graduate skills. These are the skills that the Board of Education, the community, and educators have determined are the most important skills and dispositions for our students to acquire for a successful career and a productive citizenship.

A general outline of the TARG-IT process is described in the chart below:

Thinking and Learning Skills Goal	
TARG-IT Team Action Research Goal – Innovative Teaching	
Essential Question and Goal	<p>What is the TARG-IT of our collaborative inquiry?</p> <p>Improved student performance on...</p> <ul style="list-style-type: none"> • Farmington’s Vision of the Graduate Thinking and Learning Skills
Overview	<p><u>Team Action Research Goal – Innovative Teaching</u></p> <p>TARG-IT plans will focus on developing and assessing student growth over time relative to the selected thinking or learning skill. The district rubrics will be used to guide the development of grade-level appropriate rubrics and tasks.</p>
Process	<p>Teams of educators will identify one of the thinking or learning skills of the Vision of the Graduate upon which to focus an action-research project. The team will set a target for student learning that is measurable, collect student work and learning data over time related to the target, and make subsequent adjustments to instruction to improve student learning. The TARG-IT project will document cycles of collaborative inquiry during which teachers observe each other’s practice and co-plan innovative instruction and assessment. Together, teams will co-construct knowledge about teaching and learning through dialogue, reflection, professional reading and consultation with experts. At the end of the year, teams will submit a report highlighting relevant student learning data and a summary of the team’s collaborative inquiry processes and professional growth outcomes.</p>

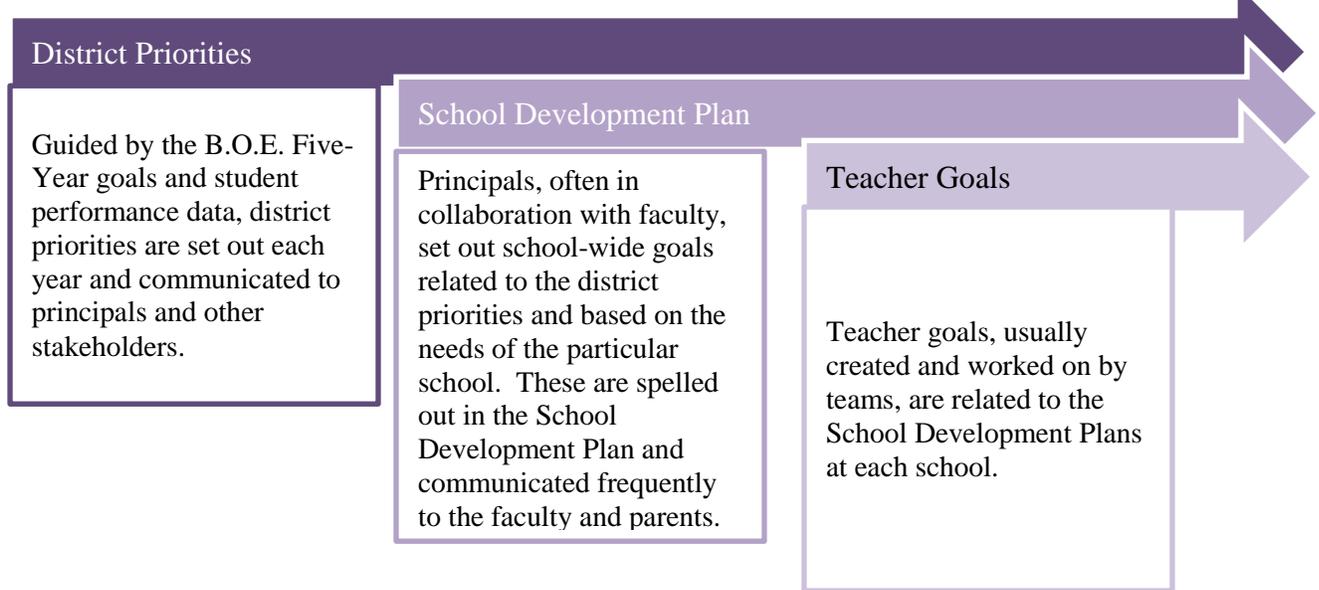
Rating the Thinking and Learning Skills Goal

Prior to the End-of-Year summative conference, a teacher will submit his/her documentation of his or her team's Thinking and Learning Skills Goal to his/her evaluator. The data and the process will be discussed at the summative conference and evaluators will score the efficacy of the action-research goal according to the following rubric:

Thinking and Learning Skills Goal
TARG-IT Team Action Research Goal – Innovative Teaching
What is the TARG-IT of our collaborative inquiry? Improved student performance on... <ul style="list-style-type: none">• Farmington's Vision of the Graduate Thinking and Learning Skills
4 A substantial and innovative action research process resulted in all or most students meeting performance expectations including any low achieving subgroups of students
3 The action research process resulted in all or most students meeting performance expectations including any low achieving subgroups of students
2 The action research process resulted in some students demonstrating growth toward performance expectations. Still, a notable percentage of students missed the target and low achieving subgroups of students made little or no gains
1 A limited action research process or inconclusive data.

Whole School Learning Indicator: 5%

The student outcomes of an entire school are the responsibility of the entire Farmington Public Schools professional community. Therefore, part of each teacher’s rating will be influenced by how the entire school is doing on school-level indicators. The graphic below illustrates how all parts of the system are linked:



Accordingly, principals will encourage teachers to set goals that will advance the school-wide goals set out in the School Development Plan (SDP). School performance on the goals set out in the SDP and State Measures of Academic Learning will be the basis of teacher performance on the Whole-School Learning Indicator.

CT’s Accountability System includes data described as the School Performance Index (SPI). The SPI is calculated by the State Department of Education. The components of the SPI that determine school performance are:

1. School Performance Index (SPI) progress—changes from baseline in student achievement on Connecticut’s standardized assessments.
2. SPI progress for student subgroups—changes from baseline in student achievement for subgroups on Connecticut’s standardized assessments.

It is the professional responsibility of all educators in the school to take an interest in how the school is performing on this measure and, especially, to pay attention to the progress and performance of the school’s subgroups. Whenever possible, teachers should set targeted performance indicators for low performing groups. Improving student learning outcomes with these populations will have a positive impact on the SPI of the school. Each year, the principal will share the SPI at a faculty meeting during a presentation on the School Development Plan.

All professional educators will receive a rating in accordance with the school’s progress or performance on the School Development Plan goals and the State Measures of Academic Learning which are the basis of 45% of the school administrator’s rating. The aggregate rating for multiple student learning indicators established for the administrator’s evaluation will determine this 5% Whole School Learning Indicator as follows:

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

Determining a Student Learning Outcome Rating

At the final end-of-year conference with teachers, or shortly thereafter, administrators will use the rubrics to determine a rating for the **Academic Achievement Goal (AIM)** and for the **Thinking and Learning Skills Goal (TARG-IT)**. The Academic Achievement Goal will be weighted twice in determining a final average for the Student Learning Outcome portion. Mathematically, this can be represented as follows:

Academic Achievement Goal (AIM)	_____ (Score) X 65%	= _____
Learning Skills Goal (TARG-IT)	_____ (Score) X 30%	= _____
Whole School Learning Indicator	_____ (Score) X 5%	= _____
		Total = _____

Determining a Summative Rating

Evaluators will determine and final summative score in each the teacher practice and the student outcomes categories as summarized in this table:

Rating	Teacher Practice	Student Outcomes
Exceptional Practice (4)	Truly outstanding instructional and professional practice, rated “Exceptional” on at least six of the standards on the rubric, no other ratings below “effective”.	All or most students exceeded achievement or performance expectations – including low achieving subgroups of students.
Effective Practice (3)	Accomplished instructional and professional practice, rate “Effective” or higher on at least seven of the standards, no ratings of “Ineffective Practice”.	All or most students met achievement or performance expectations – including low achieving subgroups of students.
Practice Needs Improvement (2)	Instructional and/or professional practice that does not meet Farmington standards. Practice rated “Needs Improvement” on four or more standards.	Some students demonstrated growth toward achievement or performance expectations but a notable percentage missed the target and low achieving subgroups of students made little or no gains.
Ineffective Practice (1)	Unacceptable instructional or professional practice. Practice rated “Ineffective” on two or more standards.	A notable percentage of students missed the target and low achieving subgroups of students made little or no gains.

Evaluators will use the matrix below to determine a teacher’s final overall summative rating.

		Teacher Practice			
		Exceptional	Effective	Needs Improvement	Ineffective
Student Outcomes	Exceptional (4)	Exceptional	Effective	Needs Improvement	Need more Information
	Effective (3)	Exceptional	Effective	Needs Improvement	Ineffective
	Needs Improvement (2)	Effective	Effective	Needs Improvement	Ineffective
	Ineffective (1)	Need More Information	Ineffective	Ineffective	Ineffective

Professional Growth and Development

Farmington’s core belief of efficacy also applies to teacher growth and development. We agree with the American Federation of Teachers position that:

“Good teachers are not born; rather, they are carefully and systematically cultivated through rigorous recruitment, preparation, induction and continuous professional development. Yes, comprehensive teacher evaluation, when done right, can weed out those who should not remain in the profession. But more important, it can take good teachers and make them great. Teaching is a profession built on the hard work, reflection, care, persistence and intellect of great teachers. We must do everything we can to ensure we protect the profession and provide our students with an education that will truly prepare them for the future”.

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

Evaluation-Based Professional Learning

In any sector, people learn and grow by candidly co-assessing current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. Throughout the Farmington Educator Evaluation and Professional Development Plan, every teacher will be identifying his/her professional learning needs in mutual agreement between the teacher and his/her evaluator. This articulation serves as the foundation for ongoing conversations about the teacher’s practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional development opportunities.

Exceptional and Effective Teachers

Exemplary and effective teachers strive to continue to learn and improve on their professional practice. In this plan, teachers will continue to build their capacity in a variety of ways and, in some cases, act as leaders and mentors for others. Some opportunities that will be available for teachers to continue to learn in the profession are:

PD Opportunity	Examples
Focused Professional Development	Professional Readings, Study Groups, embedded PD opportunities (such as rounds or coaching visits), external PD opportunities (such as a workshops or online webinars)
Collaborative Inquiry	Grade/team level collaborative work, TARG-IT Action Research, team review of student data and work samples, non-evaluative observation of peers based on an inquiry question
Mentoring	Mentoring of early-career teachers or student-teachers
Coaching	Demonstrating best practices, instructional strategies, team protocols or practices
Public Sharing of Work or Knowledge	Sharing of findings of the TARG-IT or other professional learning, presenting at faculty meetings or presenting PD workshops
District Work	Vertical Team Work, curriculum writing or other special projects, ad-hoc committee work

Educators in Need of Improvement

In Farmington, the expected standard for all teachers is “effective”. A large percentage of teachers will likely fall within this range on the summative year-end rating. This is the expected performance level even for novice and/or non-tenured teachers.

Teachers (tenured and non-tenured) whose final performance level falls below “Effective”, as outlined in the matrix, will need to complete an Educator Improvement Plan that addresses how he or she will remediate the deficits the evaluator(s) identified. This can happen at any time in the year but will most likely occur at the mid-year or end-of-the-year conference.

The Educator Improvement Plan will be developed in consultation with the evaluator and his/her union representative. The certified staff member ultimately determines the degree to which the bargaining unit representative is involved in the development of the plan. Improvement and remediation plans must:

- identify specific areas of concern as related to practice/performance areas of focus, or student learning goal;
- identify resources, support and other strategies that will be accessed/provided to address documented deficiencies;
- indicate a reasonable and specific timeline for implementing such resources, support and other strategies. A plan may not last more than 10 consecutive school months; and
- include indicators of success including indication of *effective* or better performance at the conclusion of the Educator Improvement Plan.

The purpose of this plan is to immediately correct the unsatisfactory performance and to provide the proper support to assist the teacher in doing so.

If the teacher continues to fall into the “Needs Improvement” or “Ineffective” categories at the conclusion of the agreed upon plan, or if the educator falls into this category twice over the course of three (3) years, the evaluator will likely make a recommendation for dismissal.

Procedures for Resolution of Differences

The purpose of a resolution process is to seek common understanding and a reasonable solution at the lowest possible administrative level. It is expected that most disagreements can be resolved respectfully between a supervisor / evaluator and a teacher.

Dispute Resolution Process (DRP)

When such an agreement cannot be reached during the evaluation cycle – goal setting, observations and feedback, mid-year conference formative ratings, summative conference ratings –an additional evaluator and a union representative shall participate in a meeting with the teacher and the original supervisor/evaluator in order to facilitate communication and reach a resolution to the disagreement.

The following process and guidelines will be followed:

1. The Superintendent (or designee) will appoint an additional evaluator
2. The FEA President will appoint a union representative

3. All parties will meet to discuss and resolve the dispute
4. The EEPD Core Design Principles (pg. 7) will guide the tone and purpose of the meeting and promote growth and support for the teacher
5. The resolution meeting will be scheduled within two (2) weeks.

Once the DRP has been initiated, if the process does not result in an agreed-upon solution, all parties who were part of the DRP will meet with the superintendent (or designee), discuss the issues in dispute and why they were unable to resolve them, and the superintendent (or designee) will determine the final resolution. The teacher also has the right to attach a statement to the evaluation report identifying the areas of concern and presenting a different perspective.

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Appendices

TEACHER PRACTICE AND PERFORMANCE RUBRIC

DOMAINS OF TEACHER PRACTICE					
Farmington Teaching Standards	Planning:	Teaching and Learning:	Assessment:	Collaboration:	Professionalism:
	Meaningful Knowledge Students see content as meaningful and organized around big ideas and questions and have opportunities to transfer learning to new contexts.	Active Learning Community Students have a sense of belonging to a positive learning community in which they have regular opportunities to work collaboratively.	Individual Responsibility Students make choices about and take responsibility for their own learning goals and progress.	Relationships Teachers develop and foster positive relationships with students, families and colleagues to maintain an ongoing dialogue in support of learning and continuous improvement.	Professional Growth Teachers personalize a professional learning plan based on cycles of self-reflection and data analysis.
	Challenging Expectations Students understand performance expectations and are individually supported in meeting challenging standards.	Purposeful Engagement Students are actively engaged in authentic learning tasks and given opportunities to construct meaning and develop understanding.	Data Analysis Teachers systematically collect and analyze assessment data and student work to understand and develop student growth over time.	Collaboration Teachers collaborate with colleagues and contribute to team, department and school improvement goals.	Professional Responsibility Teachers demonstrate all aspects of CT's Code of Professional Responsibility.
	Expectations Matter	Instruction Matters	Results Matter	Relationships Matter	Effort Matters

Planning					
Farmington Teaching Standards		Exceptional Practice	Effective Practice	Practice Needs Improvement	Ineffective Practice
	Meaningful Knowledge Students see content as meaningful and organized around big ideas and questions and have opportunities to transfer learning to new contexts.	<p>Students articulate the purpose and relevance of their learning</p> <p>Student inquiry is used to frame or go deeper into essential questions and to develop the skills and dispositions of the Vision of the Graduate</p> <p>Students use new knowledge and skills to develop innovative ideas and solutions</p>	<p>Purpose for learning is clear and connected to an authentic context</p> <p>Content is organized around essential questions and the skills and dispositions of the Vision of the Graduate</p> <p>Students have opportunities to transfer their skills and knowledge to new situations</p> <p>Tasks demand high levels of reasoning with evidence in written or oral communication</p>	<p>Purpose for learning is shared but does not drive the lesson</p> <p>Content is presented at the knowledge and discrete skill level and the lesson is primarily teacher-directed</p>	<p>No clear purpose is articulated and the lesson is driven by activities that may have little alignment to the district curriculum and goals</p>
	Challenging Expectations Students understand performance expectations and are individually supported in meeting challenging standards.	<p>Students make choices about content, process or product to demonstrate their learning</p> <p>Students take on rigorous learning tasks, persist to overcome challenges and act resourcefully when stuck</p>	<p>Establishes clear learning targets that are rigorous yet attainable for all students</p> <p>Regularly differentiates instruction to meet students' diverse needs</p> <p>Students understand what quality work looks like and regularly receive timely and specific feedback on their own work</p> <p>Anticipates misconceptions and plans for regular checks for understanding</p>	<p>Expectations are too low or too high to appropriately challenge all students</p> <p>Rubrics and exemplars provide limited guidance to students in producing quality work</p> <p>Few instructional adjustments are made based on student questions, confusion or evidence of misconceptions</p>	<p>Low level expectations result in disengaged students</p> <p>Individual student needs are not addressed</p> <p>Students are unclear about the learning task</p>
Expectations Matter					

Teaching and Learning

Teaching and Learning						
Farmington Teaching Standards		Exceptional Practice	Effective Practice	Practice Needs Improvement	Ineffective Practice	
		Active Learning Community Students have a sense of belonging to a positive learning community in which they have regular opportunities to work collaboratively.	<p>Students hold each other accountable for norms and respectful behavior that supports learning</p> <p>Students ask questions, lead the dialogue and manage routines to promote high levels of collaboration</p> <p>The social construction of knowledge leads to higher levels of understanding</p>	<p>Establishes and maintains norms, routines and a climate of mutual respect and support for all learners</p> <p>Maximizes learning time with effective rituals and routines</p> <p>Students participate in collaborative discourse, encouraging multiple perspectives and ideas</p> <p>Students engage with each other and at times “experts in the field” as mentors and critics</p>	<p>Routines and norms are unclear and/or inconsistently applied</p> <p>Loses instructional time due to slow pacing, interruptions, ineffective transitions</p> <p>Directs the learning providing few opportunities for students to develop independence</p> <p>OR</p> <p>Students work in groups but the task or talk does not promote higher levels of understanding</p>	<p>Has few management strategies, struggles for students’ attention</p> <p>Allows student behavior to interfere with others’ opportunity to learn</p> <p>OR</p> <p>Students rarely participate and remain mostly passive listeners</p>
		Purposeful Engagement Students are actively engaged in authentic learning tasks and given opportunities to construct meaning and develop understanding.	<p>Students take initiative to find new resources or pose new questions for the class to consider</p> <p>Students and teachers work together to seek real audiences for their work</p> <p>Tasks captivate student interest and motivate further exploration and independent learning</p> <p>Technology and multi-media tools enhance all aspects of teaching and learning</p>	<p>Engages students in thought-provoking, intriguing, complex and interesting problems or issues</p> <p>Uses technology tools to enrich the curriculum, promote curiosity and deepen understanding</p> <p>Tasks reflect the authentic work of the discipline and lead students to develop the skills and habits of mind</p>	<p>Structures learning through assignments that require primarily factual recall with limited cognitive demand</p> <p>Provides opportunities for students to acquire knowledge from textbooks and teacher explanations</p> <p>Asks most of the questions and dominates most of the talk in class</p>	<p>Expects students to listen passively, answer questions or comply with directions</p> <p>Tasks or assignments are misaligned with learning needs</p>
	Instruction Matters					

Assessment

Assessment					
Farmington Teaching Standards		Exceptional Practice	Effective Practice	Practice Needs Improvement	Ineffective Practice
	Individual Responsibility Students make choices about and take responsibility for their own learning goals and progress.	<p>Students are leaders in personalizing their learning - making choices about content, process or product to match with interests and learning goals</p> <p>Students are reflective about their strengths, needs as learners and advocate for themselves when in need of support</p> <p>Students articulate mistakes, challenges or failures as opportunities to learn</p>	<p>Tasks allow students to make choices, manage time, and be self-directed</p> <p>Expects students to reflect on their progress toward achievement goals and develop strategies for improvement</p> <p>Conveys a growth mindset that encourages resiliency and resourcefulness, articulating challenging but attainable expectations for individual learners</p>	<p>Tasks provide clear procedural steps and directions that do not require much student independence</p> <p>Students set goals infrequently and are not able to articulate their own strengths and needs as learners</p> <p>Communicates uniformly applied expectations to all students with few if any opportunities for differentiated content, process or product based on student needs or interests</p>	<p>Tasks are overly structured and scaffolded allowing few if any opportunities for self-direction</p> <p>Expects students to comply with behavioral rules and academic guidelines and admonishes students who are not achieving or misbehaving</p>
	Data Analysis Teachers systematically collect and analyze assessment data and student work to understand and develop student growth over time	<p>Systematically engages in collaborative protocols to examine student work, calibrate expectations, analyze achievement data and adjust instructional strategies responsively to maximize student growth and learning.</p> <p>High achieving and low achieving subgroups of students understand learning targets and how to make progress</p>	<p>Collects, organizes, and analyzes a variety of formative and summative assessment data to plan responsive instruction and develop interventions for low achieving students</p> <p>Works with other professionals to ensure common assessment practices and to calibrate expectations for student work</p> <p>Provides students with timely and descriptive feedback</p>	<p>Maintains minimal records on assessment data</p> <p>Uses only general patterns to target interventions for low achieving students</p> <p>Very little formative assessment data is used to plan lessons or focus intervention for low achieving students</p> <p>Provides students with limited feedback on performance, often not in a timely way</p>	<p>Achievement and assessment data is disorganized, missing or recorded too late to affect any improvement in student learning.</p> <p>Formative assessment practices are rarely used to plan lessons.</p> <p>Students are unaware of specific learning targets that will improve their overall achievement</p> <p>Feedback is ineffective</p>
Results Matter					

Collaboration

Farmington Teaching Standards		Exceptional Practice	Effective Practice	Practice Needs Improvement	Ineffective Practice
	Relationships Teachers develop and foster positive relationships with students, families and colleagues to maintain an ongoing dialogue in support of learning and continuous improvement.	<p>Shows great respect for and understanding of diverse family cultures, values and beliefs</p> <p>Develops highly collaborative relationships with parents and families that positively impact student growth</p> <p>Students regularly ask questions, accept difficult learning challenges, and seek advice and support from the teacher</p> <p>Makes substantial contributions to the professional community and develops relationships with colleagues characterized by mutual cooperation and support</p>	<p>Demonstrates respect for and cultural sensitivity toward all people in order to facilitate open productive dialogue</p> <p>Develops trusting / supportive relationships with students to promote intellectual risk-taking, independence, effort, and personal excellence in students of all performance levels</p> <p>Regularly communicates with families to ensure ongoing awareness of student progress and opportunities to support their child’s learning</p> <p>Makes an active effort to build professional relationships with new and experienced colleagues demonstrating respect, support, and open-mindedness.</p>	<p>Makes attempts to communicate with and inform parents of student progress and needs, but does not develop or maintain a productive partnership</p> <p>Students exhibit compliant behavior or overly informal behavior which inhibits intellectual risk-taking and persistent effort</p> <p>Positive collegial relationships are inconsistent and at times must be mediated by a third party to find mutual respect and/or consensus</p>	<p>Is insensitive to cultural beliefs or differences resulting in unproductive communication</p> <p>Students exhibit discomfort with or disinterest in taking risks, asking questions, or trying hard to learn</p> <p>Fails to communicate proactively with families</p> <p>Struggles to maintain positive collegial relationships</p>
	Collaboration Teachers collaborate with colleagues and contribute to team, department and school improvement goals.	<p>Resourceful, positive and enthusiastic in working with others</p> <p>Others seek out this teacher to participate in collaborative work</p> <p>Values and acknowledges the contributions of others encouraging a strong sense of team</p>	<p>Participates in collaborative settings to share best practices, align expectations and plan instruction to meet the diverse needs of all students</p> <p>Adheres to appropriate norms for productive meetings</p> <p>Contributes to a positive and professional culture</p>	<p>Attends collaborative meetings however is not always a contributing member</p> <p>Inconsistently demonstrates an understanding of productive group norms and positive collegial interaction</p>	<p>Fails to effectively collaborate with colleagues</p> <p>Make few if any contributions to team, department or school goals</p>
Relationships Matter					

Professionalism					
Farmington Teaching Standards		Exceptional Practice	Effective Practice	Practice Needs Improvement	Ineffective Practice
	Professional Growth Teachers personalize a professional learning plan based on cycles of data analysis, self-reflection and feedback.	Persistently analyzes student learning data, self-evaluates and engages in professional learning to develop expertise and skill in meeting the needs of special populations of learners Leads professional learning activities to build collective capacity for expert teaching and learning Feedback is welcome and invited from evaluators, colleagues, students and others seek feedback from this educator	Reflects on student learning data, self-evaluates and engages in professional learning to enhance instructional knowledge and skills related to teaching and meeting the needs of all students Identifies specific goals for professional learning and initiates a variety of strategies for building capacity – reading, research, collaborative inquiry, consultation with experts, etc. Feedback is welcome from evaluators and colleagues as an opportunity to grow and learn	Attends professional learning offered by the district Establishes goals and makes limited attempts to improve instructional practice	Does not exhibit a sense of efficacy Demonstrates an unwillingness to be reflective about practice and set meaningful goals
	Professional Responsibility Teachers demonstrate all aspects of CT’s Code of Professional Responsibility.	<u>Conduct is highly professional in all areas:</u> *attendance *ethical behavior *timely work completion *parent and student communication *respectful classroom environment *exceptional contributions to school community	<u>Conduct is professional:</u> *attendance *ethical behavior *timely work completion *parent and student communication *respectful classroom environment *contributions to school community	<u>Conduct is lacking professionalism</u> *attendance *ethical behavior *timely work completion *parent and student communication *respectful classroom environment *contributions to school community	<u>Conduct is unprofessional in multiple areas</u>
Effort Matters					

FARMINGTON'S TEAMWORK RUBRIC:

How will we know if our team is developing the practices that lead to improved student learning?

Purpose: Establishing the Collaborative Team				
Guiding Question: Are we organized for collaborative work? Do we have a shared commitment to each other and our students?				
<u>Level 5</u>	<u>Level 4</u>	<u>Level 3</u>	<u>Level 2</u>	<u>Level 1</u>
<ul style="list-style-type: none"> • Our team time is organized and efficient. We have established roles and responsibilities to ensure clear communication and focused agendas. • Norms are established and revisited regularly to develop trust and encourage open dialogue. • Protocols are used to balance participation and achieve intended outcomes. • We keep notes to hold ourselves accountable for commitments made at meetings. • We support each other in helping all of the students on our team achieve success. 		<ul style="list-style-type: none"> • Our team meets regularly with a structured agenda. Someone facilitates the meeting. • Norms are set at the beginning of the year, and are rarely revisited or revised to improve team interaction. • Protocols are used occasionally and are helpful in accomplishing specific tasks. • We keep notes and occasionally refer back to them to remember what we were thinking. • We enjoy sharing strategies, materials, ideas, and other resources with team members. 		<ul style="list-style-type: none"> • Our team usually meets together during established team time. The agenda is loosely created by current issues and needs. • Norms are not explicitly stated. Conflict or silence may stand in the way of meaningful dialogue. • Conversations are most often informal and unstructured. • We often leave our meetings with no clear commitments for action steps and / or no written record of next steps. • All or some team members have a “sole practitioner” mindset. Though they attend meetings and talk about students, curriculum, and teaching, some believe the meetings are a waste of precious time.

Purpose: Analyzing Student Learning / Examining Student Work

Guiding Question: **Are our students learning? Who needs help? How do we know?**

Level 5	Level 4	Level 3	Level 2	Level 1
<ul style="list-style-type: none"> • We have an established schedule for examining formative assessment data. • We all have a solid understanding of what specific assessment results mean and how to accurately and appropriately interpret the data. • We have efficient procedures to routinely revisit scoring reliability on common assessments. • We use protocols to look closely at samples of actual student work and document patterns of strength and weakness. • We intentionally move the discussion from analysis to responsive classroom instruction or intervention. • We are skillful users of technology as it relates to collecting, portraying and disaggregating assessment data. 		<ul style="list-style-type: none"> • We meet to look at and talk about assessment data when it seems needed. • We generally understand the assessment data and how to appropriately make judgments about learning. • We score our common assessments ourselves and sometimes ask for a second opinion from a colleague. • We talk about student work and general patterns of strength and weakness and make a plan for responding to instructional needs. • Students with learning needs are identified and revisited at the next assessment cycle. • We are able to use technology to input and display assessment data. 		<ul style="list-style-type: none"> • We have very few if any common assessments but we do talk about how students are doing on some tests or tasks. • Our knowledge of assessment design and data analysis is limited to the tests we give and how we choose to grade them. • We score our student work ourselves. Not all rubrics are common. • We talk about student work and general patterns of strength and weakness and make notes to save for next year. • Students with learning needs are asked to stay with one of us for extra help. • We rarely use technology to input, display, or disaggregate assessment data

Purpose: Planning the Instruction

Guiding Question: **What are the learning experiences that will lead to student understanding?**

Level 5	Level 4	Level 3	Level 2	Level 1
<ul style="list-style-type: none"> • We meet regularly to plan standards-led instruction as outlined in the district curriculum map. • We use the FTL explicitly and mindfully to create student-centered learning experiences. • We are skillful at differentiating our instruction and implementing Tier 1 intervention strategies based on evidence from formative assessments. • Small group instruction is flexibly integrated into all unit instructional plans • Team planning is a highly collaborative process in which all members contribute new and sometimes innovative ideas and resources. 		<ul style="list-style-type: none"> • We plan some units or lessons together as outlined in the curriculum map or we each plan different parts and then share. • The FTL is used as a reference or a reflective tool once in a while as we develop lessons. • We are beginning to differentiate instruction and are learning from each other as we become more skillful. Some areas of the curriculum are stronger than others in this effort. • We are gaining skill and efficiency in planning for small group instruction • Team planning is efficient and all members make a good effort to contribute ideas and accept responsibility for their fair share of the work. 		<ul style="list-style-type: none"> • We check in with each other to make sure we are generally following the sequence and pacing of the curriculum map. • We have not used the FTL with any frequency to collaboratively develop lessons. • Our team is new to the concept of differentiating instruction and not comfortable with planning multiple levels of the same lesson • We have not yet implemented small group instruction effectively • Team planning is characterized by swapping materials, resources and tips for success.

Purpose: Reflecting on Instruction

Guiding Question: **Was the instruction effective? How do we know?**

<u>Level 5</u>	<u>Level 4</u>	<u>Level 3</u>	<u>Level 2</u>	<u>Level 1</u>
<ul style="list-style-type: none"> • We regularly debrief and discuss the effectiveness of co-planned lessons grounded in evidence of student learning. • We routinely visit each others' classrooms or watch videos of our own or others' teaching to develop ever more effective and engaging instructional strategies. • We use a disciplined collaborative inquiry process of description, analysis, and then evaluation when making judgments about teaching and learning. 		<ul style="list-style-type: none"> • We talk about how the lessons we have planned together are going and if we should do anything differently. • We have tried some classroom visitations / videos which has led to powerful conversations about teaching and learning and has resulted in improved instruction. • We are learning the discipline of collaborative inquiry to avoid vague and unsubstantiated judgments of each others' teaching and to move beyond the "land of nice" to deep reflective practice. 		<ul style="list-style-type: none"> • We ask each other how it's going and share stories about students and our teaching. • We have not found the time to do many classroom visits or watch any instructional videos, but we do like the idea of picking up some good techniques and strategies by watching our colleagues teach. • Primarily we share teaching strategies by describing our own practice and what worked with students.

Purpose: Professional Learning

Guiding Question: **What else do we need to know and do as educators? What do we need to learn more about?**

<u>Level 5</u>	<u>Level 4</u>	<u>Level 3</u>	<u>Level 2</u>	<u>Level 1</u>
<ul style="list-style-type: none"> • Working together as a team fosters our collective intellectual curiosity and results in high levels of action research. • We read articles and access other instructional resources to find answers to our questions about teaching and learning or teamwork. • Team members reach out to other teams in the district for new ideas and to align their student expectations. • Our team actively solicits support and expertise from specialists in the district. • Our belief in a “growth mindset” nurtures our commitment to continuous improvement and ongoing professional learning. 		<ul style="list-style-type: none"> • Working as a team helps us all learn to be better teachers through sharing and problem solving together. • We have found some professional readings to be useful in our work on EEPD. • We have participated in some cross-team / cross-school meetings or workshops that have been useful in aligning our work. • Our team has called upon specialists to help in problem solving a student issue. • We are interested in improving our practice through ongoing professional development. 		<ul style="list-style-type: none"> • Working as a team can be a learning opportunity but our time is often spent on paperwork and other administrative tasks. • We rarely commit to common readings or other professional resources as a team. Our PD is primarily attending district workshops. • Our team meets with other grade level or department teams close by on an ad hoc basis when something comes up. • We usually solve problems and develop new ideas without the help or support of specialists. • Our team usually picks something we want to learn more about each year.

Farmington Vision of the Graduate

K-12 Thinking and Learning Skills Rubric

CRITICAL THINKING AND REASONING	
<p>Level 4 Exceeds Performance well above what is expected for this grade level</p>	<p>This Performance demonstrates:</p> <ul style="list-style-type: none"> • thorough and well-reasoned thinking • compelling, accurate, evidence-based conclusions • clear analysis of data and relevant information • comprehensive evaluation of alternate perspectives • fair-minded and ethical judgments • deep understanding of the broader context • convincing and persuasive argumentation
<p>Level 3 Meets Performance in a range from good to very good that is expected for this grade level</p>	<p>This performance demonstrates:</p> <ul style="list-style-type: none"> • well-reasoned thinking • accurate, evidence-based conclusions • clear analysis of data and relevant information • thoughtful evaluation of alternate perspectives • fair-minded and ethical judgments • solid understanding of the broader context • persuasive argumentation
<p>Level 2 Near Performance that is close to what is expected and can meet with some minor improvements</p>	<p>This performance demonstrates:</p> <ul style="list-style-type: none"> • logical thinking • generally accurate conclusions supported with some evidence • limited analysis of data and relevant information • superficial evaluation of alternate perspectives • biased or close-minded judgments • some misunderstanding of the broader context • argumentation that needs stronger reasoning and evidence
<p>Level 1 Below Performance that is well below what is expected at this grade level and indicates a need for re-teaching</p>	<p>This performance demonstrates:</p> <ul style="list-style-type: none"> • disorganized thinking • conclusions inadequately supported by evidence • insufficient analysis of data and relevant information • fails to identify or quickly dismisses alternate perspectives • irrational or prejudicial judgments • deep misunderstanding of the broader context • inadequate argumentation

Farmington Vision of the Graduate K-12 Thinking and Learning Skills Rubric

PROBLEM SOLVING	
<p>Level 4 Exceeds Performance well above what is expected for this grade level</p>	<p>This performance demonstrates:</p> <ul style="list-style-type: none"> • strategic and flexible thinking • comprehensive problem identification • demand for accuracy when appropriate • patience and persistence throughout • strategic questioning to clarify understanding • comfort with mistakes and/or misunderstandings • thoughtful and deliberate reflection on the solution to correctly or adequately solve a problem or dramatically improve a problematic situation
<p>Level 3 Meets Performance in a range from good to very good that is expected for this grade level</p>	<p>This performance demonstrates:</p> <ul style="list-style-type: none"> • strategic thinking • clear problem identification • checking for accuracy when appropriate • generally patient and persistent approach • questioning to clarify understanding • tolerance for mistakes and/or misunderstandings • careful reflection on the solution to correctly or adequately solve a problem or improve a problematic situation
<p>Level 2 Near Performance that is close to what is expected and can meet with some minor improvements</p>	<p>This performance demonstrates:</p> <ul style="list-style-type: none"> • logical thinking • correct problem identification • inconsistent accuracy when appropriate • some impatience or impulsivity • need for better questioning to clarify understanding • frustration with mistakes • cursory reflection on the solution that may incorrectly or inadequately solve a problem or improve a problematic situation
<p>Level 1 Below Performance that is well below what is expected at this grade level and indicates a need for re-teaching</p>	<p>This performance demonstrates:</p> <ul style="list-style-type: none"> • rushed thinking or major misunderstanding • unclear problem identification • impatience or inattentiveness throughout • need for better questioning to clarify understanding • frustration with mistakes or unaware of errors • lack of reflection on the solution to incorrectly or inadequately solve a problem or improve a problematic situation

Farmington Vision of the Graduate K-12 Thinking and Learning Skills Rubric

INNOVATION	
<p>Level 4 Exceeds Performance well above what is expected for this grade level</p>	<p>This performance demonstrates:</p> <ul style="list-style-type: none"> • originality of thought and action • highly flexible and adaptable approach • openness to alternative ways of knowing / doing • comfort with risk-taking and failure • persistence use of divergent thinking • critical self-reflection <p>that results in a highly innovative idea or product</p>
<p>Level 3 Meets Performance in a range from good to very good that is expected for this grade level</p>	<p>This performance demonstrates:</p> <ul style="list-style-type: none"> • creativity of thought and action • flexible and adaptable approach • consideration of alternative ways of knowing / doing • some willingness to take risks and fail • use of divergent thinking strategies • self-reflection <p>that results in a novel or innovative idea or product</p>
<p>Level 2 Near Performance that is close to what is expected and can meet with some minor improvements</p>	<p>This performance demonstrates:</p> <ul style="list-style-type: none"> • some creativity of thought and action • flexible approach • need to consider alternative ways of knowing / doing • safe processes that avoid risk-taking and failure • some divergent thinking • prompted self-reflection <p>that results in a somewhat novel or innovative idea or product</p>
<p>Level 1 Below Performance that is well below what is expected at this grade level and indicates a need for re-teaching</p>	<p>This performance demonstrates:</p> <ul style="list-style-type: none"> • very little originality of thought and action • overly rigid or structured approach • need to discover alternative ways of knowing / doing • risk-averse behavior • conventional thinking • critical self-reflection <p>that does not result in a novel or innovative idea or product</p>

Farmington Vision of the Graduate

K-12 Thinking and Learning Skills Rubric

COMMUNICATION	
<p>Level 4 Exceeds Performance well above what is expected for this grade level</p>	<p>This performance demonstrates:</p> <ul style="list-style-type: none"> • clear and highly effective communication that is engaging throughout • tone and style show an awareness of audience and purpose • language is fluent and sophisticated • technology, if used, enhances impact in meaningful ways
<p>Level 3 Meets Performance in a range from good to very good that is expected for this grade level</p>	<p>This performance demonstrates:</p> <ul style="list-style-type: none"> • clear and effective communication that is generally engaging • tone and style show some awareness of audience and purpose • language is fluent and precise • technology, if used, supports purpose and meaning
<p>Level 2 Near Performance that is close to what is expected and can meet with some minor improvements</p>	<p>The performance demonstrates:</p> <ul style="list-style-type: none"> • somewhat confusing or unclear communication that lacks engagement with the audience • tone and style are inconsistent and show limited understanding of audience and purpose • language is too simplistic or overly wordy • technology, when used, inadequately supports purpose and meaning
<p>Level 1 Below Performance that is well below what is expected at this grade level and indicates a need for re-teaching</p>	<p>This performance demonstrates:</p> <ul style="list-style-type: none"> • ineffective, unengaging communication • lack of awareness of audience • limited use of language to enhance meaning or impact • unclear sense of purpose • technology, if used, distracts from purpose and meaning

Farmington Vision of the Graduate K-12 Thinking and Learning Skills Rubric

COLLABORATION	
<p>Level 4 Exceeds Performance well above what is expected for this grade level</p>	<p>This performance demonstrates:</p> <ul style="list-style-type: none"> • active listening • resourceful contributions to group tasks • adaptive and flexible behavior • balanced participation • monitoring and adjusting norms in order to reach successful outcomes
<p>Level 3 Meets Performance in a range from good to very good that is expected for this grade level</p>	<p>This performance demonstrates:</p> <ul style="list-style-type: none"> • active listening • productive contributions to group tasks • on task behavior • generally balanced participation • attention to group norms in order to reach successful outcomes
<p>Level 2 Near Performance that is close to what is expected and can meet with some minor improvements</p>	<p>This performance demonstrates:</p> <ul style="list-style-type: none"> • inconsistent listening • uneven participation • occasionally unproductive contributions to group tasks • norms not followed or monitored regularly which prevents the group from fully reaching successful outcomes
<p>Level 1 Below Performance that is well below what is expected at this grade level and indicates a need for re-teaching</p>	<p>This performance demonstrates:</p> <ul style="list-style-type: none"> • unproductive group behaviors some/all members • individuals dominating the conversation or passively listening without contributing • no evidence of process norms for dealing with problems which results in only marginally successful outcomes

Farmington Vision of the Graduate K-12 Thinking and Learning Skills Rubric

SELF-DIRECTION AND RESOURCEFULNESS	
<p>Level 4 Exceeds Performance well above what is expected for this grade level</p>	<p>This performance demonstrates:</p> <ul style="list-style-type: none"> • exceptionally mature levels of independence and persistence in the face of obstacles • strategic time management and organizational skills • active engagement with mentors and critics • thoughtful self-evaluation • ethical and responsible decision-making that results in the accomplishment of a goal or the development of a product
<p>Level 3 Meets Performance in a range from good to very good that is expected for this grade level</p>	<p>This performance demonstrates:</p> <ul style="list-style-type: none"> • high levels of independence and persistence in the face of obstacles, • time management and organizational skills, • some engagement with mentors and critics, • evidence of self-evaluation • ethical and responsible decision-making that results in the accomplishment of a goal or the development of a product
<p>Level 2 Near Performance that is close to what is expected and can meet with some minor improvements</p>	<p>This performance demonstrates:</p> <ul style="list-style-type: none"> • intermittent independence and effort in the face of obstacles • inconsistent time management and organizational skills • openness to feedback from mentors and critics • evidence of some self-reflection that results in the completion of a goal or the development of a product
<p>Level 1 Below Performance that is well below what is expected at this grade level and indicates a need for re-teaching</p>	<p>This performance demonstrates a need for guidance and adult support in order to:</p> <ul style="list-style-type: none"> • persist in the face of obstacles • manage time effectively • organize ideas / materials • seek feedback from mentors and critics • make responsible choices • reflect on work quality in order to complete a goal or develop a product

Framework for Teaching and Learning Teaching Strategies

Principle #1: Active Learning Community	
Strategy with Link to Information	Brief Description
Fishbowl	One small group of students interacts in a circle to accomplish a task, discuss a text, etc. They are surrounded by the rest of the class who are the observers, making note of the group's process and thinking. The teacher facilitates a follow-up debrief of inner and outer circles.
Think Aloud, Modeling	The teacher or a student performs the same task students will be expected to do and talks about his/her thinking while engaged in the work. The focus is on the thinking work students will need to do. This strategy helps student become more metacognitive about their learning.
Small Group Discussion Protocols	Students need regular opportunities to process information and ideas in order to develop deep understanding. These strategies allow students to examine their own understanding by writing about their thinking and / or talking with others about ideas before sharing with the whole class. <ul style="list-style-type: none"> • Think-Pair-Share • Turn and Talk • Numbered Heads Together • 3 Way Interview • Walk and Talk • 3 Minute Pause
Jigsaw	The teacher establishes “home groups” and “expert groups” in order to expand knowledge about a large amount of material. Expert groups meet to learn about and then plan a lesson on one topic. They return to home groups and each person teaches their topic to the other members of their group. This strategy works well with chapters of a nonfiction text or subtopics of a larger idea or concept.
Line Ups and Inside/Outside Circle	Both are variations of the same activity. Choose according to classroom set-up. Students respond to teacher's question or prompt by jotting down notes and taking notes with them to use as a reference. One line or inner circle remains still, while other line or outer circle rotates, so students talk to many others. <i>(Total Participation Techniques by Himmele & Himmele)</i>
Chalkboard Splash	Students record their responses (quick writes) to questions and post around the room. Students then analyze peer responses for three things (using a chart) - similarities, differences and surprises. This strategy allows the entire class to see the collective responses of their peers. <i>(Total Participation Techniques by Himmele & Himmele)</i>
Hold-Ups	Students think about and discuss responses to a set of questions. Before students hold up their cards, they pair-share or confer in small group. After teacher says, “Hold them up!” students hold up cards. Select students to share group's rationale. Whiteboards, true/false cards, concept cards, etc...can be used for this activity. <i>(Total Participation Techniques by Himmele & Himmele)</i>
Created by K. Wynne and B. Davis	

Principle #2: Challenging Expectations

Strategy with Link to Information	Brief Description
Formative Assessment	Assessments “along the way” provide students with opportunities to rehearse and revise their understanding before the exam or performance. To use an athletic analogy, they are the “practice game” or scrimmage to allow the players and the coach to determine strengths and needs for more instruction.
Anticipation Guides (A bank of effective teaching strategies)	These are statements or questions the teacher poses related to the content to be taught but with the intent of connecting to students’ background knowledge or experience. Students respond prior to instruction which activates greater interest in the learning. <ul style="list-style-type: none"> • Agree / Disagree • True / False • Have you Ever...
Feedback to the Teacher	These quick strategies allow teachers to collect learning feedback from students in order to plan responsive follow-up instruction. Teachers probe student understanding at that last few minutes of a class asking students to respond to a prompt or question. Student responses uncover misunderstandings, need for differentiated instruction, and ideas for alternate teaching methods. <ul style="list-style-type: none"> • Exit Cards • One-Minute Essay • Rate the Class
Self-Assessment	Students study and analyze what good work looks like and use the criteria and descriptors on a rubric to self-assess their own performances and products before they submit work. <ul style="list-style-type: none"> • Rubrics • Exemplars • Mentor Texts <i>(Effective Feedback by Brookhart)</i>
Maintaining High Academic Expectations	High expectations are the most reliable driver of high academic achievement. <ul style="list-style-type: none"> • <i>No Opt Out</i>: a sequence that begins with student unable to answer question should end with the student answering question correctly, often • <i>Right is Right</i>: the difference between partially right and all-the-way right; between pretty good and 100 percent • <i>Stretch It</i>: asks students to be on their toes, to explain their thinking or apply knowledge in new ways <i>(Teach Like a Champ by Lemov)</i>
Use of Various Technology Tools within the Classroom	There are many handheld devices and digital "gadgets" available to support all types of new teaching and learning initiatives. This website will provide links to some of the resource pages specifically designed to enhance the use of these devices in the K-12 classroom.
Created by K. Wynne and B. Davis	

Principle #3: Meaningful Knowledge

Strategy with Link to Information	Brief Description
Interest Inventory, Pre-Assessment	These strategies allow teachers to determine students' prior knowledge and interests and to assess skill levels before teaching a new unit of study.
Graphic Tools for Learning.	<p>There are a variety of ways to visually represent the relationship between and among ideas or the process by which decisions are made or problems are solved. These visual representations help students to make meaning of “big ideas” and think through complex processes.</p> <ul style="list-style-type: none"> • Concept Attainment • Fishbone Map • Cluster Brainstorm / Web • Sequence Chain • Compare / Contrast • 3-2-1 Summarize
Frontloading Strategies (Strategies are effective for <u>all</u> students)	<p>There are a variety of strategies for introducing concepts and content in a way that hooks students in, activates background knowledge, and previews vocabulary</p> <ul style="list-style-type: none"> • Word Splash • Interest Inventory • Pre-Assessment • K-W-L • Storytelling
Analogies	Students are asked to deepen their understanding of a “big idea” or concept by explaining how it is like / unlike something totally unrelated.
Write-To-Learn Strategies	<p>Students use writing as a way to explore new ideas and concepts, summarize, analyze and evaluate ideas and dialogue with others.</p> <ul style="list-style-type: none"> • Response Notebooks • Journaling • Write Around • Blogs • Silent Debate <p>(The Writing Across the Curriculum Clearinghouse website)</p>
Project-based Learning	This is a dynamic approach to teaching where students explore real-world problems and challenges, develop integrated-curriculum skills while working in small cooperative groups. Research indicates students obtain deeper understanding of subject(s) and will more readily retain knowledge gained through this approach. Students also develop confidence and self-direction as they move through both team-based and independent work.
Concept Mapping	Use this strategy with abstract “big ideas” that are fundamental to deep understanding. Students write and draw visual representations of words and phrases and how they are connected to the main concept
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Created by K. Wynne and B. Davis </div>	

Principle #4: Purposeful Engagement

Strategy with Link to Information	Brief Description
Inquiry Circles	Students actively seek answers to their own questions and explore interests in small groups. They may research, read, interview, etc. to bring new and interesting ideas into the classroom. Often there is a presentation component to share ideas with others. (<i>Inquiry Circles in Action</i> by Harvey and Daniels)
Debate	Students prepare to argue or defend a particular position or point of view. The class follows a structured protocol for examining and hearing all sides and evidence. Often students complete an individual writing task to summarize and synthesize their opinions as a result. <ul style="list-style-type: none"> • 4 Corners • “I used to think, but now I know...”
Simulations, Role Play	Students take on the persona of individuals and groups in a dramatic staging of an event or time period to better understand the critical issues and concepts. <ul style="list-style-type: none"> • Meet the Press • Tableau • Reader’s Theater • Mock Trial
Classroom Exercise Techniques	Teachers using movement in the classroom have discovered it doesn't just get the jitters out, but actually makes for better learning as well, because engaging students’ bodies in turn activates their minds and improves mental clarity.
Interactive Lectures	The teacher incorporates “engagement triggers” and breaks the lecture at least once per class to have students participate in an activity that lets them work directly with the material. The engagement triggers capture student attention and the “interactive lecture techniques” allow students to apply what they have learned. The link provided explains “engagement triggers” and “interactive lecture techniques” and how to apply them to instruction.
Game-like Activities	These activities have the potential to capture and hold students’ attention. Game-like activities help trigger situational interest and provide a foundation for maintained situational interest because they tap into the psychological principle of <i>clozentrrophy</i> . (<i>The Highly Engaged Classroom</i> by Marzano & Pickering)
Differentiated Instruction (through use of technology)	Though more schools possess the technological tools, too few use them to personalize the learning process... “Differentiated Instruction Ignites Student Learning”-this video demonstrates meeting students where they are and moving them forward through purposeful engagement.
Note taking	Research tells us students’ performance can improve with effective note taking, which is a learned skill, and it is important enough for us to take time to support students in developing it. <i>Confer, Compare and Clarify</i> : student pairs share one sentence summary of notes, then they read each other’s notes and finally write questions to clarify learning. <i>Graphic Organizers</i> : guide students to record information that visually supports their understanding. (<i>Total Participation Techniques</i> by Himmele)
Created by K. Wynne and B. Davis	

Principle #5: Individual Responsibility

Strategy with Link to Information	Brief Description
Student-led conference	The student meets with the teacher to reflect on strengths and challenges and is prepared with a folder of work to exemplify these discussion points. The conference culminates in some form of goal setting.
Portfolios	Students collect, organize and regularly reflect on key characteristics of their work in order to set goals, access new resources, and consider new directions for their learning.
Cooperative Learning	This complex method of organizing students into smaller groups for learning together depends upon high levels of individual accountability balance with group interdependence. Students must be taught the skills of collaboration and be given ongoing feedback on process and content. <i>(Productive Group Work by Fisher and Frey)</i>
Student Goal Setting	When students set goals for themselves they are forced to take a more active role in their learning process. They will also develop a continuous interest in and concern about the world around them, which is important in developing lifelong learners.
Technology Inspires Self-directed Learning	Technology Integration: Technology tools can extend learning in powerful ways when effectively integrated into the curriculum. View these documentaries to learn how educators and students are employing technology to enrich learning.
Project-based Learning	This is a dynamic approach to teaching where students explore real-world problems and challenges, develop integrated-curriculum skills while working in small cooperative groups. Research indicates students obtain deeper understanding of subject(s) and will more readily retain knowledge gained through this approach. Students also develop confidence and self-direction as they move through both team-based and independent work.
Providing Choice of Stations 1,2,or 3	This strategy allows students to direct themselves to the station providing the level of support for their instructional need. After teacher directions, students move to area of the room which best meets their individual needs for that particular assignment. Teacher moves between stations providing the level of support students need depending upon where they are with understanding of material being taught and group placement.
<div style="border: 1px solid black; padding: 5px; display: inline-block;">Created by K. Wynne and B. Davis</div>	



Goal Forms

Farmington Public Schools – EEPD Plan – Academic Improvement Measures

AIM #1 GOAL

School Year:	Teacher:	Evaluator:
Goal Statement: (include the population of students and the focus of the academic improvement)	Success Criteria: (include the assessment learning targets for all or subgroups of students)	What data prompted you to focus on this goal?
Mid-Year Progress Check		
Student Learning Data: What evidence do you have that students are making progress?	Instructional Strategies: What instructional strategies or interventions have been most effective?	
End of Year Results		
<p>Did students achieve the goal? How do you know? Summarize your results here. Bring data and /or artifacts of student work to your EOY evaluation conference.</p>		

TARG-IT GOAL

School Year:	Teacher:	Evaluator:
Action-Research Team Members:	What is the TARG-IT of your research? ___ Critical Thinking / Reasoning ___ Communication ___ Collaboration ___ Problem Solving ___ Innovation ___ Self-Direction/Resourcefulness	Goal Statement: Our goal is to...
How did you identify the need? Do you have data to support this?	What is your working Theory of Action? "If..... Then....."	How will you measure student growth?

Action-Research Log

Month	What did you do?	What did you learn?

End of Year Results

June	Student Learning Outcomes: Each member of the team must report results / data on his/her own students.	Professional Learning Outcomes: Reflect on your Theory of Action. As a result of your collaboration and action-research, what insights have you gained?
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PARENT FEEDBACK GOAL

School Year:	Teacher:	Evaluator:
Goal Statement: My goal is to...	What data prompted you to focus on this goal?	How will you measure success?
Action Steps: What specific actions did you take to make a positive impact?		
End of Year Results		
How do you know you were successful? You may bring artifacts of your work to your EOY evaluation conference.		

Farmington Public Schools – EEPD Plan – Non-Tenured Teacher

PROFESSIONAL GROWTH GOALS

School Year:	Teacher:	Evaluator:
Farmington Teaching Standards: <ol style="list-style-type: none"> 1. Meaningful Knowledge 2. Challenging Expectations 3. Active Learning Community 4. Purposeful Engagement 5. Individual Responsibility 6. Data Analysis 7. Relationships 8. Collaboration 9. Professional Responsibility 10. Professional Growth 	Goal Area #1 – What will you work on this year?	Goal Area #2 – What will you work on this year?
Mid-Year Progress Check		
Goal Area #1: In what ways are you making progress and improving your practice?	Goal Area #2: In what ways are you making progress and improving your practice?	
End of Year Results		
How would you describe your professional growth this year relative to your goals?		

Farmington Public Schools
Teacher Evaluation – Summative Rating Form

Evaluatee Name: _____ **Year:** _____
Evaluator Name: _____
Support Evaluator: _____
School, Department: _____

Indicator	Except- ional	Effective	Needs Improve- ment	Ineffect- ive
Meaningful Knowledge Students see content as meaningful and organized around big ideas and questions and have opportunities to transfer learning to new contexts.				
Challenging Expectations Students understand performance expectations and are individually supported in meeting challenging standards.				
Active Learning Community Students have a sense of belonging to a positive learning community in which they have regular opportunities to work collaboratively.				
Purposeful Engagement Students are actively engaged in authentic learning tasks and given opportunities to construct meaning and develop understanding.				
Individual Responsibility Students make choices about and take responsibility for their own learning goals and progress.				
Data Analysis Teachers systematically collect and analyze assessment data and student work to understand and develop student growth over time				
Relationships Teachers develop and foster positive relationships with students, families and colleagues to maintain an ongoing dialogue in support of learning and continuous improvement. *				
Collaboration Teachers collaborate with colleagues and contribute to team, department and school improvement goals.				
Professional Growth Teachers personalize a professional learning plan based on cycles of data analysis, self-reflection and feedback.				
Professional Responsibility Teachers demonstrate all aspects of CT’s Code of Professional Responsibility. *				
Total				

Circle the Teacher Practice Level of Performance:

Exceptional	Effective	Needs Improvement	Ineffective
Truly outstanding instructional and professional practice, rated “Exceptional” on at least six of the standards on the rubric, no other ratings below “effective”.	Accomplished instructional and professional practice, rate “Effective” or higher on at least seven of the standards, no ratings of “Ineffective Practice”.	Instructional and/or professional practice that does not meet Farmington standards. Practice rated “Needs Improvement” on four or more standards.	Unacceptable instructional or professional practice. Practice rated “Ineffective” on two or more standards

* Progress on the parent/stakeholder feedback goal should be considered in these two categories.

Student Outcomes:

AIM:

Exceptional	Effective	Needs Improvement	Ineffective	Score	Total
4 -All or most students exceeded achievement goals/performance expectations including low achieving subgroups of students.	3 - All or most students met achievement goals/performance expectations including low achieving subgroups of students.	2 -Some students met achievement goals/performance expectations but a notable percentage missed the target and low achieving subgroups of students made little or no gains.	1 -A notable percentage of students missed the target and low achieving subgroups of students made little or no gains. Inconclusive data or incomplete project.	Score ___ * 65%	

TARG-IT

Exceptional	Effective	Needs Improvement	Ineffective	Score	Total
4 - A substantial and innovative action research process resulted in all or most students meeting performance expectations including any low achieving subgroups of students.	3 - The action research process resulted in all or most students meeting performance expectations including any low achieving subgroups of students.	2 -The action research process resulted in some students demonstrating growth toward performance expectations. Still, a notable percentage of students missed the target and low achieving subgroups of students made little or no gains.	1 - A limited action research process or inconclusive data.	Score ___ * 30%	

WHOLE SCHOOL LEARNING INDICATOR

				Score	Total
The Whole School Learning Indicator represents a 5% total score. (Circle Below)					
Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)	Score ___ * 5%	

Student Outcomes Final Score¹	
---	--

¹ In extreme cases, the Whole School Learning Indicator Rating can impact teachers' performance level on the student outcome measure. Please note if the performance subscore is being impacted by the whole school rating.

Use the matrix to determine a final performance level:

Commendations:

Recommendations:

Evaluator _____ Date _____

Evaluatee _____ Date _____

Support Evaluator (if applicable) _____ Position _____ Date _____

Evaluatee's signature signifies that the evaluatee has seen and discussed this evaluation report.
Teacher comments may be attached.

Revised 5/13/15

To be completed by the evaluator no later than June 15.

Property of the Farmington Public Schools.

APPENDIX G

EDUCATOR IMPROVEMENT PLAN (Completed by Evaluator)

Evaluatee:	School: Position/Subject:	Date:
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You are assigned to the Professional Intervention Phase to correct identified performance problems.

1. Identify the specific areas of concern related to the Teaching Standard(s), or student learning goal.

2. Identify the data sources which indicate deficiency of Teaching Standard(s):

Evaluator _____

Date _____

Evaluatee _____

Date _____

Support Evaluator (if applicable) _____ Position _____ Date _____

PROFESSIONAL INTERVENTION PHASE
(Completed by Evaluatee)

Evaluatee:	School: Position/Subject:	Date:
-------------------	--	--------------

Goal for improvement (please refer to the Teaching Standards):

Action steps and timeline for implementation	Resources, support and other strategies I will use to improve my practice or performance	Evidence of achievement will include:

Please complete the above chart for each goal you have identified for improvement.

Evaluator _____

Date _____

Evaluatee _____

Date _____

Support Evaluator (if applicable) _____ Position _____ Date _____

EDUCATOR IMPROVEMENT PLAN SUMMARY

(Completed by Evaluatee and Evaluator no later than 10 months from the start of the plan)

Evaluatee:	School: Position/Subject:	Date:
-------------------	--	--------------

Improvement Plan Summary:

Evaluatee – Please describe how your practice or performance has improved through your completion of the Educator Improvement Plan:

Goal #1:

(Please complete the above chart for each goal)

(Evaluator) This Educator Improvement Plan has been:

- Fully addressed
- Partially addressed
- Little or no improvement

COMMENTS: (Evaluator comments on teacher’s practice/performance or student performance related to the targeted goals)

RECOMMENDATION (Evaluator):

- Teacher is exhibiting “effective” practice and should follow the “effective” educator EEPD.
- Teacher’s practice has improved but teacher is not “effective” and will develop a new Educator Improvement Plan to address deficiencies.
- Teacher practice/performance is “ineffective” or continues to “need improvement”. Teacher is recommended for dismissal.

Evaluator_____

Date_____

Evaluatee_____

Date_____

Support Evaluator (if applicable)_____Position _____Date_____

Evaluatee's signature signifies that the evaluatee has seen and discussed this evaluation report.

Academic Improvement Measure (AIM) – Quality Review Tool



GOAL STATEMENT

Identifies what students will be expected to know and be able to do
Describes the population of students (all or a large proportion of students for this teacher)
Aligns to Farmington Core Content Standards or Common Core State Standards and is clearly connected to school and district priorities
Focuses on critical skills / knowledge of the discipline that are taught throughout the course or year

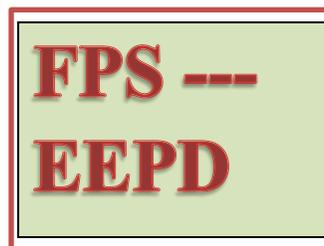
SUCCESS CRITERIA

Identifies the specific assessment(s) or performance measures that will be used to document growth
Addresses the needs of all students including low and high achieving subgroups
Differentiates specific goals or growth targets for individuals or groups of students so that expected learning outcomes are ambitious but attainable, recognizing students' differing starting points and focusing on growth over time
Assessments or performance measures are recognized as high quality and used commonly in the department / school to ensure consistent scoring

RATIONALE / BASELINE DATA

Includes a summary of baseline data used
Explains how the success criteria were determined in connection with baseline / historical data
Summarizes the teacher's analysis of the baseline data including specific strengths and weaknesses that provide a clear focus for instructional improvement and relate to the goal statement

**Team Action-Research Goal on
Innovative Teaching (TARG-IT)
Quality Review Tool**



GOAL STATEMENT – *What are you going to focus on this year?*

Aligns to one or more of Farmington’s Vision of the Graduate thinking and learning skills
Focuses on thinking and learning skills essential to the work of the discipline that are taught throughout the course or year
Describes the population of students (strategies will be used with all or a large proportion of students however action-research data/evidence may be collected and closely studied on a representative portion of those students that includes all subgroups)

RATIONALE / BASELINE DATA – *Why did you choose this focus?*

Includes a summary of baseline data (if available for this cohort of students) or historical information (trends, patterns observed over time) that was used to identify the focus of the action-research

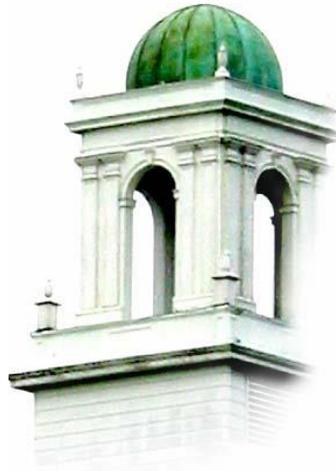
WORKING THEORY OF ACTION – *How do you think this work will positively affect student learning?*

States a reasonable hypothesis that will drive the action-research process

STUDENT GROWTH MEASURES – *How will you know?*

Growth measures are clearly connected to the one or more of the indicators on the Vision of the Graduate district rubrics
Indicates the sources of evidence that will be used to determine student growth over time (assessments, portfolios, anecdotal records, observational protocols, and other qualitative and quantitative data may be considered as sources of evidence)
Data sources may be developed by the team as the action-research process begins and the team learns more about the focus of the goal

Farmington Public Schools



Administrator Evaluation and Leadership Development Plan

*Improvement of student learning and continuous improvement of
administrator effectiveness through professional development and evaluation*

**Approved by the Farmington Board of Education: June, 2013
Revised August 2014/June 2015**

Core Beliefs

The Farmington Public Schools are committed to core beliefs that guide our work. These beliefs frame our goals, program development, and support systems. These beliefs focus instruction, curriculum, and assessment to ensure that all students achieve at high levels. Farmington communicates its rigorous expectations through its programs and core content standards.

Expectations Matter: Teachers maintain high expectations for all students through continual encouragement, specific and timely feedback, tenacity in providing targeted support, and through communicating that all students have the capacity to meet district standards. We believe that maintaining high expectations leads to higher levels of student achievement.

Effort matters: Students in the Farmington Public Schools succeed at high levels through their own efforts and the collective efforts of their parents, educators, and the community. It is through students' own hard work and dedication to the pursuit of excellence that they will succeed. We believe that increasing effort leads to higher levels of student achievement.

Instruction matters: Teachers refine their teaching craft through ongoing study and action research, observation of instruction, and collaboration with colleagues. Teachers are actively engaged and committed to applying proven instructional strategies to reach every student. All educators demonstrate their commitment to instructional and curricular development for the classroom, team, school, and district through their leadership in improvement efforts. We believe that improving instruction leads to higher levels of student achievement.

Relationships matter: All staff members create and maintain an environment that promotes respect, trust, and understanding, and fosters communication and problem-solving. We nurture the whole child and ensure that each student receives a new opportunity every day to perform at his/her best. We believe that developing caring and supportive relationships between and among educators, students, and parents leads to higher levels of student achievement.

Results matter: Administrators, teachers, and students measure progress toward meeting and exceeding defined standards and goals. Through the ongoing and collaborative analysis of student work and data, we hold students and each other accountable for continuous improvement. We believe that sharing and using results to inform our decisions about instruction, resources, curriculum, and program development leads to higher levels of student achievement.

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Core Design Principles

Farmington’s model for the evaluation of principals and other administrators is based on four core design principles aimed at ensuring student learning and designed to promote data-driven decision making.

- 1. Focus on what matters most:** The State Board guidelines for evaluation specifies four areas of administrator performance as important to evaluation – student learning (45%), administrator practice (40%), stakeholder feedback (10%), and teacher effectiveness (5%). Since the first two categories make up 85% of an administrator’s evaluation, we focus the bulk of our model design on specifying these two categories. In addition, we take the view that some aspects of administrator practice – most notably instructional leadership – have a bigger influence on student success and therefore demand increased focus and weight in the evaluation model.
- 2. Emphasize growth overtime:** The evaluation of an individual’s performance should primarily be about their improvement from an established starting point. This applies to their professional practice focus areas and the outcomes they are striving to reach. Attaining high levels of performance matters – and for some administrators, maintaining high results is a critical aspect of their work – but the model should encourage administrators to pay attention to continually improving their practice. Through the goal-setting processes described below, this model does that.
- 3. Leave room for judgment:** In the quest for accuracy of ratings, there is a tendency to focus exclusively on the numbers. We believe that of equal importance to getting better results is the professional conversation between an administrator and his/her supervisor that can be accomplished through a well-designed and well-executed evaluation system. So, the model requires evaluators to observe the practice of administrators enough to make informed judgments about the quality and efficacy of practice.
- 4. Consider implementation at least as much as design:** The plan should not be so difficult or time-consuming to implement as to create excessive demands on those doing the evaluation or being evaluated. Sensitive to the tremendous responsibilities and limited resources that administrators have, we designed the model to align with other responsibilities and to highlight the need for evaluators to build important skills in setting goals, observing practice, and providing high quality feedback.

Overview

Administrator Evaluation and Support Framework

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of administrator performance. All administrators will be evaluated in four components, grouped into two major categories: Leadership Practice and Student Outcomes.

1. **Leadership Practice Related Indicators:** An evaluation of the core leadership practices and skills that positively affect student learning. This category is comprised of two components:
 - a) **Observation of Leadership Performance and Practice (40%)** as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards.
 - b) **Stakeholder Feedback (10%)** on leadership practice through surveys.

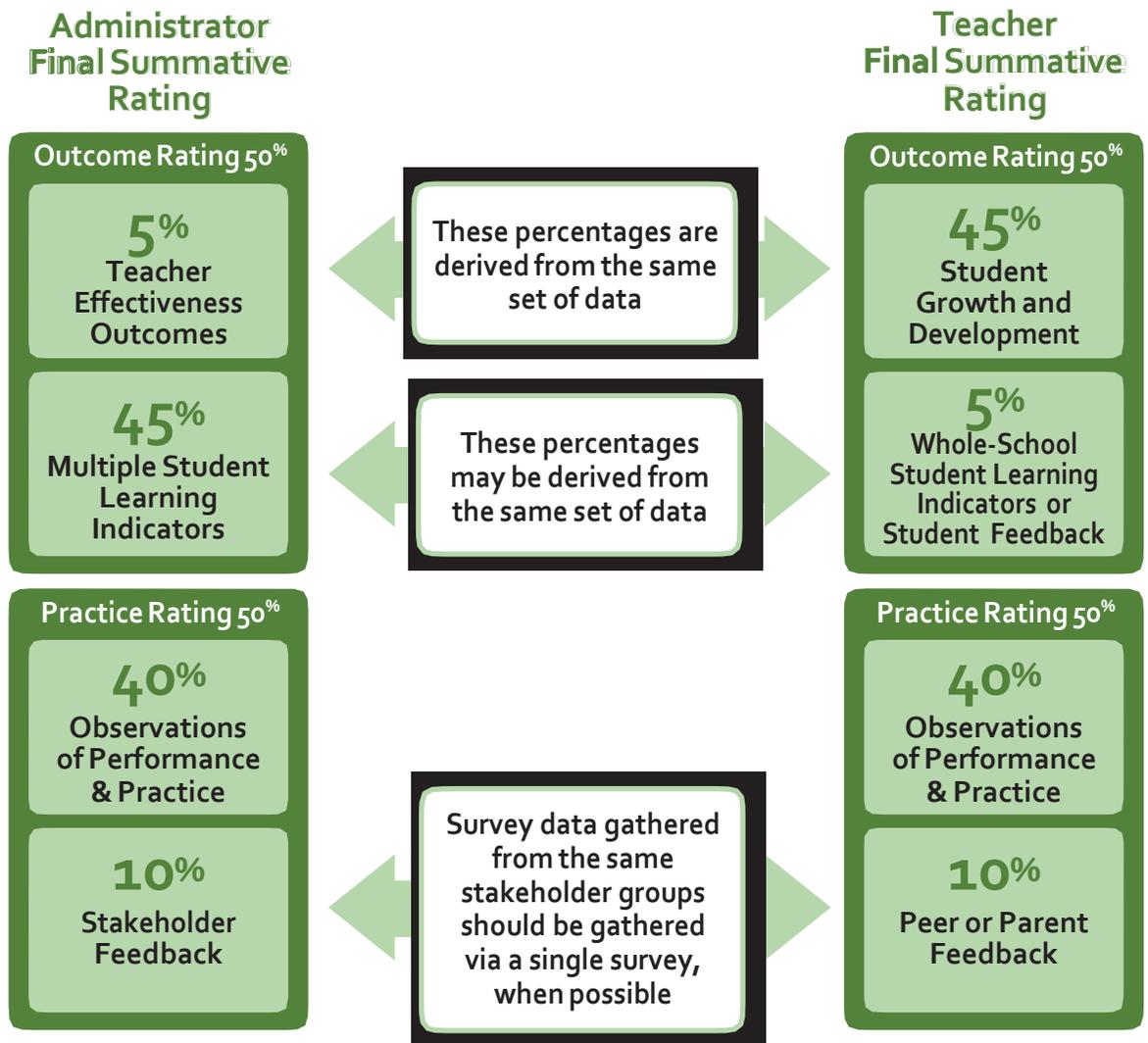
2. **Student Outcomes Related Indicators:** An evaluation of an administrator's contribution to student academic progress, at the school and classroom level. This category is comprised of two components:
 - a) **Student Learning (45%)** assessed in equal weight by: (a) progress on the academic learning measures in the state's accountability system for schools and (b) performance and growth on locally-determined measures.
 - b) **Teacher Effectiveness Outcomes (5%)** as determined by an aggregation of teachers' success with respect to Student Learning Objectives (SLOs)

Scores from each of the four components will be combined to produce a summative performance rating of *Exceptional Practice*, *Effective Practice*, *Practice Needs Improvement*, and *Ineffective Practice*. The performance levels are defined as:

- **Exceptional** – Substantially exceeding indicators of performance
- **Effective** – Meeting indicators of performance
- **Practice Needs Improvement** – Meeting some indicators of performance but not others
- **Ineffective** – Not meeting indicators of performance

Shared Responsibility

Improving student achievement sits at the center of the work for all educators. Student learning is a shared responsibility between teachers, administrators and district leaders. When teachers and administrators develop goals and objectives in a way that supports overall school improvement, opportunities for success have no boundaries. Therefore, by design, this model creates a relationship between component ratings for teachers and administrators as depicted in the diagram below.



Process and Timeline

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. The annual cycle (see **Figure 1** below) allows for flexibility in implementation and lends itself well to a meaningful and doable process. The model encourages two things:

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

Each administrator participates in the evaluation process as a cycle of continuous improvement. The cycle is designed to have all educators play a more active, engaged role in their professional growth and development. For every administrator, evaluation begins with goal-setting for the school year, setting the stage for implementation of a goal-driven School Development Plan. The cycle continues with a Mid-Year Formative Review, followed by continued implementation. The latter part of the process offers administrators a chance to self-assess and reflect on progress to date, a step that informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the administrator's subsequent goal setting, as the cycle continues into the subsequent year.

Figure 1: This is a typical timeframe:



* Summative assessment to be finalized in August.

Evaluation Process - Timeline

Due Date	Activity
August	<p>DLC Data Wise Process - determine district learning priorities and core improvement goals and strategies</p> <p>Orientation to Evaluation Process and Leadership Standards, including training focused on conducting effective observations and providing high-quality feedback</p>
Before October 15 th	<p>School or Program Development Plans Finalized</p> <p>Goal Setting Conference Meeting</p>
Before January 1 st	Observations of practice and evidence collection
	Developing Administrators: Minimum of 2 observations with feedback.
	Experienced Administrators: Minimum of 1 observation with feedback.
Before February 28 th	Mid-Year Reflection Meeting
Before June 15 th	Observations of practice and evidence collection
	Developing Administrators: Minimum of 2 observations with feedback.
	Experienced Administrators: Minimum of 1 observation with feedback.
Before June 30 th	Summative Evaluation Meeting
Before August 1 st	Summative Evaluation Adjustments: After all data (including state test data) is available, the evaluator may adjust the summative rating if the state data impacts the student related indicators enough to change the final rating. Such revisions should take place as soon as the state test data are available and before August 1 st .

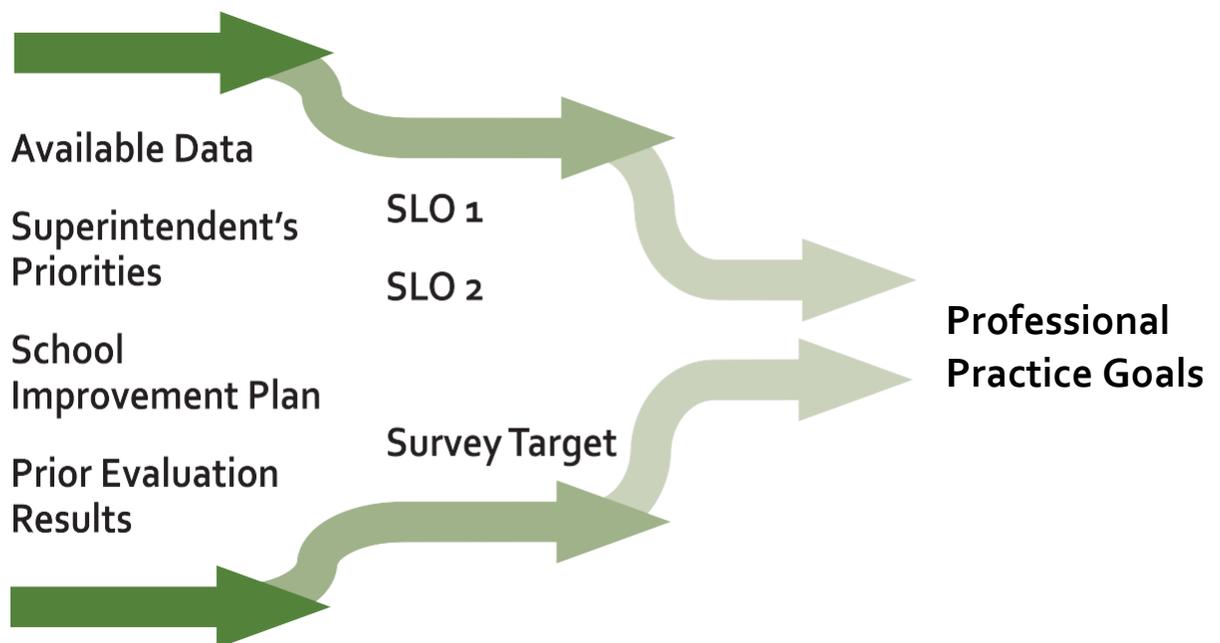
Step 1: Orientation and Context-Setting

To begin the process, the administrator needs five things to be in place:

1. Student learning data are available for review by the administrator and the state has assigned the school a School Performance Index (SPI) rating⁷.
2. Stakeholder survey data are available for review by the administrator.
3. The superintendent has communicated his/her student learning priorities for the year.
4. The administrator has developed a school improvement plan that includes student learning goals.
5. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process. Only #5 is required by the approved Guidelines for Educator Evaluation, but the data from #1-4 are essential to a robust goal-setting process.

Step 2: Goal-Setting

Administrators identify two Student Learning Objectives (SLOs) and one survey target, drawing on available data, the superintendent's priorities, their school improvement plan and prior evaluation results (where applicable). They also determine two areas of focus for their practice.



² Smarter Balanced Assessments will be administered for the first time in the 2014-2015 academic year. These assessments are administered in Grades 3-8 and Grade 11. Contingent on approval of the waiver submitted to the U.S. Department of Education (USED) regarding the use of student test data in educator evaluation in 2014-2015, districts may not be required to link student test data to educator evaluation and support in 2014-2015 only. Additionally, due to the transition to the new state assessments, there will not be an SPI available for 2014-2015.

Step 3: Plan Implementation and Evidence Collection

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

Unlike visiting a classroom to observe a teacher, school site visits to observe administrator practice can vary significantly in length and setting. Further, central to this process is providing meaningful feedback based on observed practice. Evaluators should provide timely feedback after each visit.

Besides the school site visit requirement, there are no prescribed evidence requirements. The model relies on the professional judgment of the administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence. Below are possible sources of evidence to consider.

- Data systems and reports for student information
- Artifacts of data analysis and plans for response
- Observations of teacher team meetings
- Observations of administrative/leadership team meetings
- Observations of classrooms where the administrator is present
- Communications to parents and community
- Conversations with staff
- Conversations with students
- Conversations with families
- Presentations at Board of Education meetings, community resource centers, parent groups etc.
-

Each administrator's evaluation will include:

- A minimum of 2 observations for each administrator.
- A minimum of 4 observations for any administrator new to their district, school, the profession or who has received ratings of *developing* or *below standard*.

School visits should be purposeful and adequate for sustaining a professional conversation about an administrator's practice.

Step 4: Mid-Year Formative Review

Midway through the school year (especially at a point when interim student assessment data are available for review) is an ideal time for a formal check-in to review progress. In preparation for meeting:

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

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

Step 5: Self-Assessment

In the spring, the administrator takes an opportunity to reflect on his/her. For each of the six Leadership Standards, the administrator determines whether he/she:

- Needs to grow and improve practice on this element;
- Has some strengths on this element but needs to continue to grow and improve;
- Is consistently effective on this element; or
- Can empower others to be effective on this element.

The administrator should also review his/her focus areas and determine if he/she considers him/herself on track or not.

Step 6: Summative Review and Rating

The administrator and evaluator meet in the late spring to discuss the administrator's self-assessment and all evidence collected over the course of the year. While a formal rating follows this meeting, it is recommended that evaluators use the meeting as an opportunity to convey strengths, growth areas and their probable rating. After the meeting, the evaluator assigns a rating based on all available evidence. The evaluator completes the summative evaluation report, shares it with the administrator and adds it to the administrator's personnel file with any written comments attached that the administrator requests to be added within two weeks of receipt of the report.

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not yet be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator should recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than September 15.

Component #1: Observation of Leadership Practice (40%)

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

Leadership practice is described in the Common Core of Leading (CCL) Connecticut School Leadership Standards adopted by the Connecticut State Board of Education in June of 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations, considered Leadership Standards in Farmington.

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

All six of these Leadership Standards contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what effective educational leaders do. As such, **Leadership Standards (Teaching and Learning)** comprises approximately half of the leadership practice rating and the other five performance expectations are equally weighted.

Figure 3: Leadership Practice – 6 Leadership Standards



In order to arrive at these ratings, evaluators use the Farmington Administrator Evaluation Rubric which describes leadership actions across four performance levels for each of the six Leadership Standards and associated elements. The four performance levels are:

- **Exceptional:** The Exceptional Level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exceptional performance from Effective performance.
- **Effective:** The rubric is anchored at the Effective Level. The descriptors here indicate high levels of professional practice.
- **Needs Improvement:** The Needs Improvement Level focuses on leaders with a general knowledge of leadership practices, greater intentionality, and focus is needed in order to achieve effective outcomes.
- **Ineffective:** The Ineffective Standard Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

Using the Administrator Evaluation Rubric:

Helping administrators get better: The rubric is designed to be developmental in use. It contains a detailed continuum of performance for every indicator in order to serve as a guide and resource for school leaders and evaluators to talk about practice, identify specific areas for growth and development, and have language to use in describing what improved practice would be.

Making judgments about administrator practice: In some cases, evaluators may find that a leader demonstrates one level of performance for one concept and a different level of performance for a second concept within a row. In those cases, the evaluator will use judgment to decide on the level of performance for that particular indicator.

Assigning ratings for each performance expectation: Administrators and evaluators will not be required to complete this rubric at the Indicator level for any self-assessment or evaluation process. Evaluators and administrators will review performance and complete evaluation detail at the Performance Expectation level and may discuss performance at the Element level, using the detailed Indicator rows as supporting information as needed. As part of the evaluation process, evaluators and school leaders should identify a few specific areas for ongoing support and growth.

Assessing the practice of administrators other than principals: All indicators of the evaluation rubric may not apply to assistant principals or central office administrators. Evaluators may generate ratings using evidence collected from applicable indicators.

Evaluation training: Evaluators of administrators will participate in regular and ongoing collaborative training sessions to ensure understanding of each of the elements / standards in the Leadership Evaluation Rubric. This training will include practice in providing high quality feedback and ways to support the growth and development of new administrators.

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the evidence for each performance expectation in the Farmington Administrator Evaluation Rubric. Evaluators collect written evidence about and observe the administrator’s leadership practice across the six Leadership Standards described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

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

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

1. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with a particular emphasis on the identified focus areas for development. **Evaluators of administrators must conduct at least two school site observations for any administrator and should conduct at least four school site observations for administrators who are new to their district, school, the profession or who have received ratings of *Practice Needs Improvement* and *Ineffective Practice*.**
2. The administrator and evaluator hold a Mid-Year Formative Conference with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
3. Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth, as well as progress on the focus areas.
4. The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the evidence to assign a summative rating of *Exceptional Practice*, *Effective Practice*, *Practice Needs Improvement*, *Ineffective Practice* for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year.
5. Assigning a Rating: The evaluator uses the collection of evidence gathered over the course of the year to assign a summative rating of Exceptional Practice, Effective Practice, Practice Needs Improvement, or Ineffective Practice for each Performance Expectation on the Leadership Rubric.

Exceptional Practice (4)	Effective Practice (3)	Practice Needs Improvement (2)	Ineffective Practice (1)
Level 4 on Teaching and Learning + Level 4 on at least two other performance expectations + No rating below Effective Practice on any performance expectation	At least Level 3 on Teaching and Learning + At least Level 3 on at least three other performance expectations + No rating below Needs Improvement on any performance expectation	At least Level 2 on Teaching and Learning + At least Level 2 on at least three other performance expectations	Level 1 on Teaching and Learning Or Level 1 on at least three performance expectations

Component #2: Stakeholder Feedback (10%)

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

Farmington Public Schools uses a standard survey instrument to solicit feedback on administrator effectiveness. The survey instrument, developed with guidance from Panorama Education, includes prompts that have been well researched to provide valid and reliable results. Stakeholder groups completing the annual survey include principals / directors, teachers, parents and students. Surveys include questions in the following areas as appropriate to the administrator’s areas of responsibility:

- Leadership practice
- School practice
- School climate

Surveys are administered in a way that allows respondents to feel comfortable providing feedback without fear of retribution. A subset of the survey results will be cross-referenced with the Leadership Standards so that feedback is applicable to measuring performance against those standards. The district will encourage adequate participation in the survey so that results are meaningful.

Arriving at a Stakeholder Feedback Summative Rating: Ratings should reflect the degree to which an administrator makes growth on feedback measures, using data from the prior year or beginning of the year as a baseline for setting a growth target. Exceptions to this include:

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

Exceptional (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Substantial growth or progress beyond Effective OR continued high ratings	Solid improvement in focus areas Generally very good ratings	Some progress but generally low ratings	Little or no progress and generally low ratings

Establishing the data-based definition of “substantial growth” or what constitutes “high ratings” is left to the discretion of the evaluator and the administrator being evaluated in the context of past performance and specific areas of feedback.

Component #3: Student Learning (45%)

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

State Measures of Academic Learning

With the state's new school accountability system, a school's SPI—an average of student performance in all tested grades and subjects for a given school—allows for the evaluation of school performance across all tested grades, subjects and performance levels on state tests. The goal for all Connecticut schools is to achieve an SPI rating of 88, which indicates that on average all students are at the 'target' level.

Currently, the state's accountability system⁹ includes two measures of student academic learning:

1. **School Performance Index (SPI) progress** – changes from baseline in student achievement on Connecticut's standardized assessments.

***PLEASE NOTE:** SPI calculations will not be available for the 2014-15 school year due to the transition from state legacy tests to the Smarter Balanced Assessment. Therefore, 45% of an administrator's rating for Student Learning will be based on student growth and performance on locally determined measures.*

2. **SPI progress for student subgroups** – changes from baseline in student achievement for subgroups on Connecticut's standardized assessments.

For a complete definition of **Connecticut's measures of student academic learning**, including a definition of the SPI see the SEED website.

Yearly goals for student achievement should be based on approximately 1/12 of the growth needed to reach 88, capped at 3 points per year. See below for a sample calculation to determine the SPI growth target for a school with an SPI rating of 52.

$$\frac{88 - 52}{12} = 3$$

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

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

SPI Progress (all students and subgroups)

SPI ≥ 88	Did not Maintain	Maintain		
	1	4		
SPI < 88	< 50% target progress	50-99% target progress	100-125% target progress	> 125% target progress
	1	2	3	4

PLEASE NOTE: Administrators who work in schools with two SPIs will use the average of the two SPI ratings to apply for their score.

Step 2: Scores are weighted to emphasize improvement in schools below the State's SPI target of 88 and to emphasize subgroup progress and performance in schools above the target. While districts may weigh the two measures according to local priorities for administrator evaluation, the following weights are recommended:

SPI Progress	100% minus subgroup %
SPI Subgroup Progress*	10% per subgroup; up to 50%

*Subgroup(s) must exist in year prior and in year of evaluation

Below is a sample calculation for a school with two subgroups:

Measure	Score	Weight	Summary Score
SPI Progress	3	.8	2.4
SPI Subgroup 1 Progress	2	.1	.2
SPI Subgroup 2 Progress	2	.1	.2
TOTAL			2.8

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

Exemplary	Proficient	Developing	Below Standard
At or above 3.5	2.5 to 3.4	1.5 to 2.4	Less than 1.5

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

For any school that does not have tested grades (such as a K-2 school), the entire 45% of an administrator's rating on student learning indicators is based on the locally-determined indicators described below.

Locally-Determined Measures (Student Learning Objectives)

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

- All measures must align to Common Core State Standards and Connecticut Content Standards. In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.
- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in the State's approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.
- For administrators assigned to a school in "review" or "turnaround" status, indicators will align with the performance targets set in the school's mandated improvement plan.

In Farmington, these SLO's should also align with the Board of Education's Five Year Goals and focus on the most significant school-level or district-level student learning needs as determined by a thorough analysis of the available data for all students and student subgroups.

	SLO 1	SLO 2	SLO 3
Elementary or Middle School Principal	Non-tested subjects or grades	Broad discretion	
High School Principal	Graduation (meets the non-tested grades or subjects)	Broad discretion	
Elementary or Middle School AP	Non-tested subjects or grades	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
High School AP	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
Central Office Administrator	(meets the non-tested grades or subjects requirement) Indicators may be based on results in the group of schools, group of students or subject area most relevant to the administrator's job responsibilities, or on district-wide student learning results.		

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

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate 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 subjects most commonly associated with graduation.
- Students' performance or growth on school- or classroom-developed assessments in subjects and grade levels for which there are not available state assessments. Below are a few examples of indicators, goals and SLOs for administrators:

Grade Level	SLO
2nd Grade	Among second graders who remain enrolled in school and in good attendance from September to May, 80% will make at least one year's growth in reading as measured by MAP/NWEA assessments.
Middle School Science	78% of students will attain <i>proficient</i> or higher on the science inquiry strand of the CMT in May.
High School	9th grade students will accumulate sufficient credits to be in good standing as sophomores by June.
Central Office Administrator	By June 1, 2014, the percentage of grade 3 students across the district (in all 5 elementary schools) reading at or above grade level will improve from 78% to 85%. (Curriculum Coordinator)

The process for selecting measures and creating SLOs should strike a balance between alignment to district student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process follow a pre-determined timeline.

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

- The administrator collects interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

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

Exceptional Practice	Effective Practice	Practice Needs Improvement	Ineffective Practice
Substantial growth or progress in all SLO's that exceeds expected targets	Meeting growth or progress in all SLO's aligned with expected targets	Some growth or progress in SLO's but lower than expected targets	Little or no growth or progress in SLO's and generally low achievement

Arriving at Student Learning Summative Rating

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

		State Measures of Academic Learning			
		4	3	2	1
Locally Determined Measures of Academic Learning	4	Rate Exemplary	Rate Exemplary	Rate Proficient	<i>Gather further information</i>
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	<i>Gather further information</i>	Rate Developing	Rate Developing	Rate Below Standard

Component #4: Teacher Effectiveness

Outcomes (5%)

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

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

In the Farmington Public School’s evaluation model, teachers are assessed in part on their accomplishment of SLOs. This is the basis for assessing administrators’ contribution to teacher effectiveness outcomes. In order to maintain a strong focus on teachers setting ambitious SLOs for their evaluation, it is imperative that evaluators of administrators discuss with the administrator their strategies in working with teachers to set SLOs. Without attention to this issue, there is a substantial risk of administrators not encouraging teachers to set ambitious SLOs.

Exceptional	Effective	Needs Improvement	Ineffective
> 80% of teachers are rated effective or <i>exceptional</i> on the student learning objectives portion of their evaluation	> 60% of teachers are rated effective or <i>exceptional</i> on the student learning objectives portion of their evaluation	> 40% of teachers are rated effective or <i>exceptional</i> on the student learning objectives portion of their evaluation	< 40% of teachers are rated effective or <i>exceptional</i> on the student learning objectives portion of their evaluation

- Central Office Administrators will be responsible for the teachers under their assigned role.
- All other administrators will be responsible for the teachers they directly evaluate.

Summative Administrator Evaluation Rating

Summative Scoring

Every educator will receive one of four performance* ratings:

6. **Exceptional:** Substantially exceeding indicators of performance
7. **Effective:** Meeting indicators of performance
8. **Needs Improvement:** Meeting some indicators of performance but not others
9. **Ineffective:** Not meeting indicators of performance

Each administrator shall annually receive a summative rating in one of four performance levels. Effective Performance represents a rigorous standard and fully satisfactory performance that is expected for most experienced administrators. Exemplary ratings represent performance that could serve as a model for leaders district-wide. A rating of "needs improvement" means that further development is needed and attention must be paid to improving performance in specified areas. New administrators may expect to be considered as developing in their first year or two; however continued performance at this level is cause for concern. A rating of ineffective indicates performance that is below an acceptable standard.

Determining Summative Ratings

The rating will be determined using the following steps:

1. Determining a Leader Practice Rating;
2. Determining an Student Outcomes Rating; and
3. Combining the two into an overall rating using the Summative Matrix.

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

The **practice** rating derives from an administrator's performance on the six performance expectations of the Administrator evaluation rubric and the stakeholder feedback target. Evaluators record a rating for the 6 performance expectations and these ratings generate an overall rating for Leadership practice. This forms the basis of the overall practice rating, but the rating is adjusted upward or downward one level in the event that the stakeholder feedback is either exceptional or below standard, respectively.

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

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

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

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

		Overall Leader Practice Rating			
		4	3	2	1
Overall Student Outcomes Rating	4	Rate Exceptional	Rate Effective	Rate Needs Improvement	Ineffective
	3	Rate Exceptional	Rate Effective	Rate Proficient	Rate Needs Improvement
	2	Rate Effective	Rate Effective	Rate Needs Improvement	Rate Needs Improvement
	1	Ineffective	Rate Needs Improvement	Rate Needs Improvement	Rate Ineffective

Adjustment of Summative Rating:

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not yet be available at the time of a summative rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly affected by state standardized test data, the evaluator should recalculate the administrator’s final summative rating when the data is available and submit the adjusted rating not later than September 15. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

Each district shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system. A pattern may consist of a pattern of one rating. The state model recommends the following patterns:

Novice administrators shall generally be deemed effective if said administrator receives at least two sequential effective ratings, one of which must be earned in the third year of a novice administrator’s career. An *ineffective* rating shall only be permitted in the first year of a novice administrator’s career, assuming a pattern of growth of developing in year two and two effective proficient ratings in years three and four.

An experienced administrator shall generally be deemed ineffective if said administrator receives at least two sequential *needs improvement* ratings or one *ineffective* rating at any time.

Administrator Leadership Support and Development

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

Evaluation-Informed Professional Learning

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

Points for District Consideration:

Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate and create support systems for professional learning.

– Learning Forward, 2014

<http://learningforward.org/standards/leadership#.Uxn-fD9dXuQ>

- **Develop Capacity for Learning and Leading-** Systems that recognize and advance shared leadership promote leaders from all levels of the organization. Leaders work collaboratively with others to create a vision for academic success and set clear goals for student achievement based on educator and student learning data.
- **Advocate for Professional Learning-** As advocates of professional learning, leaders make their own career-long learning visible to others. They participate in professional learning within and beyond their own work environment. Leaders consume information in multiple fields to enhance their practice.
- **Create Support Systems and Structures-** Skillful leaders establish organizational systems and structures that support effective professional learning and ongoing continuous improvement. They equitably distribute resources to accomplish individual, team, school and school system goals through blended learning structures and promoting teacher collaboration and professional development through social media and other technological tools.

Improvement and Remediation Plans

If an administrator's performance is rated as *Needs Improvement* or *Ineffective*, it signals the need for focused support and development. Improvement and remediation plans will be developed in consultation with the evaluator, administrator and his/her exclusive bargaining representative and be differentiated by the level of identified need and/or stage of development.

The plan may be developed in stages or levels of support. For example:

- 1. Structured Support:** An administrator would receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short-term assistance to address a concern in its early stage.
- 2. Special Assistance:** An administrator would receive special assistance when he/she earns an overall performance rating of *Needs Improvement* and/or has already received structured support. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.
- 3. Intensive Assistance:** An administrator would receive frequent intensive assistance when he/she does not meet the goal(s) of the special assistance plan. This support is intended to build the staff member's competency in clearly defined areas of need.

Well-articulated Improvement and Remediation Plans must include:

- Clearly delineated goals linked to specific indicators and domains within the observation of practice framework/rubric that specify exactly what the administrator must demonstrate at the conclusion of the Improvement and Remediation Plan in order to be considered "proficient."
- Clearly identified targeted supports, in consultation with the administrator, which may include specialized professional development, collegial assistance, increased supervisory observations and feedback, and/or special resources and strategies aligned to the improvement outcomes.
- A timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is developed. The plan will indicate dates for interim and final reviews in accordance with stages of support.

Resolving Differences

The purpose of a resolution process is to seek a common understanding and secure fair solutions at the lowest possible administrative level. It is expected that most disagreements can be resolved respectfully and collaboratively between a supervisor and an administrator.

If an administrator disagrees with the supervisor's assessment, feedback, or adherence to the process, the administrator is encouraged to discuss these differences with his/her supervisor. If, after meeting with the supervisor, the administrator still disagrees with the supervisor's assessment or feedback, the administrator has a right to attach a statement to the evaluation report identifying the areas of concern and presenting a different perspective. The administrator may enlist the aid of union representation to help resolve any differences on an informal level or to help in writing statements from the administrator's perspective.

If at any point in the evaluation process the administrator feels that the procedures have not been properly followed, only the procedures may be grieved through the contractual grievance process. A grievance will not be considered if it relates only to the content of the evaluation itself.

Career Development and Growth

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

Examples of such opportunities include, but are not limited to: observation of peers; mentoring aspiring and early-career administrators; participating in development of administrator improvement and remediation plans for peers whose performance is *in need of improvement* leading professional learning based on goals for continuous growth and development, and participating in strategic planning at the district level.

APPENDICES

FARMINGTON PUBLIC SCHOOLS
ADMINISTRATOR EVALUATION & LEADERSHIP DEVELOPMENT

Student Learning Outcome – Goal 1

Administrator: _____

Evaluator: _____

Goal Statement:

Background/Rationale/Data Analysis:

Alignment with District Priorities:

Monitoring Progress:

**FARMINGTON PUBLIC SCHOOLS
ADMINISTRATOR EVALUATION & LEADERSHIP DEVELOPMENT**

Student Learning Outcome – Goal 2

Administrator: _____

Evaluator: _____

Goal Statement:

Background/Rationale/Data Analysis:

Alignment with District Priorities:

Monitoring Progress:

**FARMINGTON PUBLIC SCHOOLS
ADMINISTRATOR EVALUATION & LEADERSHIP DEVELOPMENT**

Stakeholder Feedback Goal

Administrator: _____

Evaluator: _____

Goal Statement:

Background/Rationale/Data Analysis:

Alignment with District Priorities:

Monitoring Progress:

FARMINGTON PUBLIC SCHOOLS
ADMINISTRATOR EVALUATION & LEADERSHIP DEVELOPMENT

Leadership Practice

Administrator: _____

Performance Expectation: _____

Area of Focus:

Strategies for Growth:

**Farmington Public Schools
Administrative Evaluation – Summative Rating Form**

Administrator Name:				
Evaluator Name:				
Site/Position:				
Administrator Practice (40%)				
Performance Expectations	Exceptional Practice (4)	Effective Practice (3)	Practice Needs Improvement (2)	Ineffective Practice (1)
Vision, Mission and Goals				
Teaching and Learning				
Organizational Systems and Safety				
Families and Stakeholders				
Ethics and Integrity				
The Educational System				
Stakeholder Feedback (10%)				
Stakeholder Feedback Target	Substantial Growth or High Ratings (4)	Solid Improvement or Progress (3)	Some Progress Low Ratings (2)	Little or No Progress Low Ratings (1)
Target 1				
Student Learning Outcomes (45%)				
Student Learning Objectives	Exceptional: Exceeding Growth or Progress Targets (4)	Effective: Meeting Growth or Progress Targets (3)	Needs Improvement: Not Meeting Growth or Progress Targets (2)	Ineffective: Substantially Below Growth or Progress Targets (1)
State Measures				
Local Measures SLO 1				
Local Measures SLO 2				

Teacher Effectiveness Ratings (5%)				
	Exceptional >80% (4)	Effective >60% (3)	Needs Improvement >40% (2)	Ineffective <40% (1)
Teacher Goals				
Overall Summative Rating				

Commendations:

Recommendations:

Administrator Evaluation Process Goal Setting Conference Sample Communication from Supervisor

It is that time of the year again, and Kim and I look forward to meeting with each of you to review and discuss both your 2014-15 Professional Growth and Development Plan and your 2014-15 School Development Plan. Mary has already scheduled these meetings with you. Here is a brief summary of expectations:

Goal Setting Conference Agenda

1. **School Development Plan:** Please keep in mind our five-year goals, Vision of the Graduate and core improvement strategy, the Framework for Teaching and Learning. The most important part of this process is the specificity of the “goal and/or results” outcomes that you are targeting for improvement. The SDPs are the key continuous improvement documents across the district. I encourage you to be certain that you consider what to collect and why as you develop these plans. Also, upon completion of your SDP, read it over in terms of student performance data and stakeholder feedback and see if it reflects the important improvement plans that you intended and if these plans are meaningful and relevant to real improvement that will have a positive impact on the education of our students. Please consider the students’ involvement in the SDP and how you will meaningfully engage students in the improvement work and lead their own learning in meaningful and purposeful ways.
2. **Theory of Action:** Our intention is for you to let us know the educational leadership areas and objectives that you are working on to further develop your capacity as a school leader. Please keep in mind our DLC TOA as you revisit your own TOA. We want to support your growth and development and to look for patterns across plans that represent the growing edge of district capacity building. This is the place, for example, where you might consider listing course work or professional growth sessions you plan to participate in this year with a direct link to larger district improvement issues. It usually works best if you identify the leadership area(s) that you are addressing and then list the activities that are associated with each area. Both the areas and the activities can and most likely will change during the year, but this written Personal Professional Growth Plan provides a direction and focus for the year.
3. **Stakeholder Feedback Results/Data from Previous Year:** Please include data from the previous year’s stakeholder feedback as it applies to your school.
4. **Student Learning Outcomes – 2 SLO Goals:** Please include two SLO Goals that you will be working on as they tie to Farmington’s VoG.
5. **Stakeholder Feedback Goal:** Please include specific information on the Stakeholder Feedback Goal you will be working on.
6. **Leadership Practice Self-Assessment Resulting Identified Area(s) for Professional Growth:** As part of your professional growth and school improvement planning and in order to further develop system coherence and alignment around the district’s philosophy, mission and strategy for continuous improvement, we want each of you to develop or explicate your current **Theory of Action** for the improvement of teaching, learning and leading in your school or department this year. Please plan to include your most recent draft of your own leadership theory of action as part of the professional development plan that you submit for our fall discussion as part of the School Development Plan review.

**Administrator Evaluation Process
Mid-Year Conference
Sample Communication from Supervisor**

Your mid-year visit and discussion is intended to provide you the opportunity to update the Superintendent on the status of your school programs and personnel, your leadership “theory of action” and professional growth needs, and your School Development Plan.

In order to accomplish this, the agenda is outlined below. If you would like to structure this time differently to highlight some aspect(s) of the school program, please do so, but let the Superintendent’s administrative assistant know so we will know what to expect.

Mid-Year Conference Agenda

1. Review and discuss your own professional development plans and priorities. The focus will be on how the Superintendent can help to continue to support your growth and development as a school leader. (Please make sure the Superintendent has these in advance.) (This may be connected to your theory of action—share what is most helpful to you.)
2. Review and discuss your School Development Plan, including a discussion of what data you will be collecting between now and June 1 to document the impact of this plan on identified student and school performance goals. What student performance information are you using to refocus and sharpen your school improvement priorities? Please be prepared to discuss your school’s FTL focus and the activities that are planned to support that work.
3. Discuss the implementation of EEPD. Please have available a complete faculty list grouped by grade level and/or department. If you have any concerns about staff, this is a good place to discuss/review together.
4. Review and discuss specific plans and/or examples you are implementing this year to both collect stakeholder feedback and to engage parents in your school (i.e. School Council membership, etc.).
5. Discuss district priorities, January – July – your view and ours at the central level.
6. Discuss other priority issues that you identify.

**Administrator Evaluation Process
End-of-Year School Development Plan, Review of Results,
And Professional Development/Evaluation Conferences
June
Sample Communication from Supervisor**

The Assistant Superintendent and Superintendent are looking forward to our end-of-year conference. The conference itself should be held in an office/conference room space where the three of us can meet comfortably. To the extent possible, please keep your calendar clear enough to allow sufficient time to address this agenda and other items that you decide to add. All documents and items that we plan to discuss should be prepared and readily available.

On or before _____, please send to the Assistant Superintendent and Superintendent via email an attachment that includes the following items (feel free to update and finalize these between May 31st and the date of your conference):

1. A list of school accomplishments related to your Theory of Action and School Development Plan.
2. Data for the School District 5-Year Goal Indicators for your school.
3. A brief, data-oriented summary of student performance information directly related to your school goals.
4. Artifacts related to your SPD goals, actions and outcomes

The **final** version of your end-of-year report must be submitted on or before August 1st so it can be included in the School District Results and Outcomes final report.

Administrator Evaluation Process
End-of-Year Evaluation Meeting Agenda
Sample Communication from Supervisor

1. Theory of Action and Professional Growth – including implementation of previous recommendations and District Theory of Action
2. Elementary Results and Outcomes for Reading, Writing, Math—including Longitudinal Performance
Secondary Results and Outcomes for all subject areas, including Longitudinal Performance
3. School Priorities – FTL Principle Work, CCSS, etc.
4. Stakeholder Feedback
5. Highlights and Accomplishments
6. EEPD Work (Samples)
7. Supplemental Information – including School Development Council
8. Staffing
9. Projected Faculty List
10. Evaluation Documents
11. Preliminary Discussion of SDP

ADMINISTRATOR PROFESSIONAL PRACTICE RUBRIC

DOMAINS OF ADMINISTRATOR PRACTICE

Farmington Leadership Standards	<p>1. Vision, Mission and Goals</p> <p>Leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and staff and high expectations for student performance.</p>	<p>2. Teaching and Learning Leaders</p> <p align="center">Leaders relentlessly focus on the success and achievement of all students by monitoring and continuously improving teaching and learning.</p>	<p>3. Families and Stakeholders</p> <p>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.</p>
	<p>4. The Educational System</p> <p>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.</p>	<p>5. Organizational Systems and Safety</p> <p>Leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.</p>	<p>6. Ethics & Integrity</p> <p>Leaders ensure the success and well-being of all student and staff by modeling ethical behavior and integrity.</p>
	Effort & Expectations Matter	Instruction & Results Matters	Relationships Matter

*This rubric was adapted from one that was developed by the Principal Evaluation Toolkit Workgroup for use in the following school districts: Middletown, Milford, Naugatuck, New Hartford, Region 4, Stratford, and Vernon. The following documents were used in the writing of this rubric: “Granby Leader Evaluation Continuum” developed by the Granby, CT School District, “School Leadership Framework” developed by the Denver School District, “Illinois Performance Standards for School Leaders Rubric, and the “Connecticut Common Core of Leading.”

Domain 1: Vision, Mission and Goals

		4 – Exceptional Practice	3 - Effective Practice	2 – Practice Needs Improvement	1 – Ineffective Practice
Farmington Leadership Standards	1.1: High Expectations for All Leaders ensure that the creation of the vision, mission, and goals establishes high expectations for all students and staff.	<p>Creates a sense of internal accountability and shared responsibility with staff, parents and community members for the achievement of goals.</p> <p>Co-creates a shared vision of high expectations with multiple stakeholders beyond staff and students.</p> <p>Co-creates a cohesive SDP aligned to the district improvement plan, school and district resources, and best practices of instruction and organization.</p> <p>Builds staff capacity to collaboratively maintain and implement a shared vision, mission, and goals articulating high expectations for high student achievement, including college and career readiness, for all students.</p>	<p>Involves staff and students in developing, maintaining, and implementing a shared vision, mission and goals, which articulate high expectations for all students.</p> <p>Schools’/Departments’ goals are grounded in the values, vision, and mission of the school district and represent urgency to engage in the work of the school/department.</p> <p>Involves others in creating a cohesive SDP aligned to the district improvement plan, school and district resources, and best practices of instruction and organization.</p>	<p>Gives staff limited input into the development and maintenance of the vision, mission and goals. The vision, mission and goals may reflect mediocre or low expectations.</p> <p>Minimally aligns schools’/departments’ vision, mission and goals to the values, vision and mission of the school district.</p> <p>Gives staff limited input into the development of the SDP; the SDP lacks coherence and is not fully aligned to the district improvement plan and does not fully use best practices of instruction and organization.</p>	<p>Does not collaborate to create or maintain a vision of high expectations and does not attempt to ensure all staff have high academic expectations.</p> <p>Schools’/Departments’ vision, mission and goals are not aligned to the values, vision and mission of the school district.</p> <p>Does not develop the SDP or creates in isolation the SDP which lacks coherence and is not aligned to the district improvement plan and does not use best practices of instruction and organization.</p>

Domain 1: Vision, Mission and Goals (continued)

Farmington Leadership Standards		4 – Exceptional Practice	3 - Effective Practice	2 – Practice Needs Improvement	1 – Ineffective Practice
	<p>1.2: 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>Uses the vision and mission to make all decisions, uses protocols for making decisions that refer staff and team decisions back to the vision and mission; builds staff capacity to use the vision and mission to make instructional decisions.</p> <p>Builds capacity of staff to address other staff or stakeholders who contradict the vision by displaying low or negative expectations.</p>	<p>Engages broad stakeholder input into the implementation of the school’s School Development Plan (SDP) aligned to the vision, mission and goals.</p> <p>Uses the SDP in conjunction with the school’s vision, mission and goals to guide decisions.</p>	<p>Does not overtly support implementation of the SDP.</p> <p>Uses the SDP inconsistently in making decisions.</p>	<p>Implements an SDP with little or no stakeholder involvement, but does not support implementation of the SDP.</p> <p>Does not use the SDP or vision, mission and goals in decision making.</p>
<p>1.3: 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>Collaborates with multiple stakeholders to use a wide range of data systems to consistently monitor and refine implementation of the vision, mission and goals, specifically addressing areas for improvement at the school, classroom and student levels.</p>	<p>In monitoring the implementation of the SDP, uses data systems to identify student strengths and needs, assess and modify programs, and addresses barriers to achieving the vision, mission and goals.</p> <p>Aligns resources to address the gaps between the current outcomes and goals toward continuous improvement.</p>	<p>Uses and analyzes minimal data sources to identify student needs and assess program implementations.</p> <p>Loosely aligns resources to the SDP.</p>	<p>Demonstrates little awareness of data related to monitoring the implementation of the vision, mission and goals, and demonstrates little to no rationale for resources connected to vision, mission and goals.</p>	

Domain 2: Teaching and Learning

		4 – Exceptional Practice	3 - Effective Practice	2 – Practice Needs Improvement	1 – Ineffective Practice
Farmington Leadership Standards	2.1: Strong Professional Learning Culture	<p>Collaborates to develop deep universal commitment among all stakeholders to closing achievement gaps and raising 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>Creates a culture where teachers take risks and innovate in an effort to ensure equity gaps are eliminated and college career readiness is a reality for all students.</p> <p>Creates a culture that embraces change and is supportive of appropriate levels of risk-taking</p> <p>Ensures that staff and community members engage in leadership roles and actively support the distribution of leadership responsibilities.</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 and fosters personal and professional growth among staff.</p> <p>Provides timely, accurate, specific and ongoing feedback to improve teaching and learning.</p> <p>Provides structure through which teacher leaders extend their impact by sharing best practices and supporting other teachers in the building.</p> <p>Effectively engages others in a collaborative culture where difficult and respectful conversations encourage diversity of thought and perspective.</p> <p>Ensures that sufficient time is set aside for collaborative professional learning and development by teachers.</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>May have teachers collaborate outside the classroom but teachers may not have opportunities to share practice with one another.</p> <p>May create structures for teacher collaboration but does not set expectations for the intentionality of those collaborative sessions.</p>	<p>Demonstrates little or no 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>Rarely encourages sharing of best practice and instructional ideas.</p>
	<p>Leaders develop a strong professional culture, which leads to quality instruction focused on student learning and the strengthening of professional competencies.</p>				

Domain 2: Teaching and Learning (continued)

		4 – Exceptional Practice	3 - Effective Practice	2 – Practice Needs Improvement	1 – Ineffective Practice
Farmington Leadership Standards	2.2: Curriculum and Instruction	Builds the capacity of all staff to collaboratively develop, implement and evaluate curriculum and instruction that meets or exceeds state and national standards.	Develops a shared understanding of standards-based curriculum, instructional best practices and ongoing monitoring of student progress.	Demonstrates emerging understanding and facility with state and national standards.	Demonstrates little awareness of how to align curriculum standards, instruction and assessments.
	Leaders understand, implement and evaluate their district’s standards based curriculum and ensure alignment of the curriculum with the Connecticut Core and national standards; they also build the capacity of their staff to engage in this process. Leaders ensure that high expectations are set for all students, and that all students have the opportunity to learn the critical content of the curriculum.	Monitors and evaluates the alignment of all instructional processes. Empowers collaborative teams to continuously analyze student work, monitor progress, adjust instruction and meet the diverse needs of all students. Collaborates with faculty to acquire and use necessary resources and provides ongoing training and support to build strong commitment to extending learning beyond classroom walls. Establishes structure and supports to sustain a continued focus on developing the knowledge, skills and dispositions required of global citizens.	Ensures the implementation and evaluation of curriculum, instruction and assessment by aligning content, standards, teaching and professional development. Develops collaborative processes to analyze student work, monitor student progress and adjust curriculum and instruction to meet diverse needs fall students. Provides faculty and students with access to instructional resources, training and technical support. Assists faculty and students to continually develop the knowledge, skills and dispositions to live and succeed as global citizens.	Promotes instruction and assessment methods that are somewhat—but not completely—aligned to standards. Provides time for collaborative teams to meet to analyze student work and plan instruction around student needs. Provides some support and resources to promote and extend learning beyond the classroom. Supports some staff and students in developing their understanding of knowledge, skills and dispositions needed for success as global citizens.	Demonstrates little awareness of how to align curriculum standards, instruction and assessments. Provides little leadership and support for collaborative teams. Provides little resources, training or technical support to teachers and students. Provides limited support or development for staff or students around global skills or dispositions and little focus on skills beyond academic standards.

Domain 2: Teaching and Learning (continued)

		4 – Exceptional Practice	3 - Effective Practice	2 – Practice Needs Improvement	1 – Ineffective Practice
Farmington Leadership Standards	2.3: Assessment and Accountability	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.	Uses multiple assessments and teacher evaluation to improve teaching and learning. Communicates progress toward the vision, mission and goals to vital stakeholders.	Demonstrates emerging capacity to use multiple data sources to identify areas for improvement, and uses teacher evaluation processes to improve teaching. Provides updates to some stakeholders when required on student progress toward the vision, mission and goals.	Makes little connection between assessment data and school improvement strategies, inconsistently uses teacher evaluation process to improve teaching and learning.
	Supports the system for providing data driven professional learning and sharing of effective practice. Leaders use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress and close achievement gaps.	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. Builds capacity of staff to analyze data to identify and prioritize needs, guide grouping, re-teaching, and continuous improvement.	Uses multiple data sources to drive instructional decisions and to identify/prioritize school wide areas of improvement; uses data also to identify and adjust school wide priorities and to drive changes in practice for individual teachers.	Supports staff in using data to identify/prioritize needs; data is used to drive school-wide practices with limited impact on teaching practices.	Provides limited information about student progress to faculty and stakeholders. Unable to lead staff through continuous data review or lacks consistency in implementation.

Domain 2: Teaching and Learning (continued)

		4 – Exceptional Practice	3 - Effective Practice	2 – Practice Needs Improvement	1 – Ineffective Practice
Farmington Leadership Standards	<p>2.4: Reviews Instructional Practice</p> <p>Leaders set and maintain clear standards for excellent teaching based upon the latest research and standards. They regularly observe instruction and give detailed feedback to staff to aid them in improving their practice.</p>	<p>Works with staff to create cycles of action research (inquiry), where data is used to identify Problems of Practice, test hypotheses, discover new strategies and reduce achievement gaps.</p> <p>Consistently uses and analyzes multiple forms of data to identify areas of instructional improvement, to refine and adapt instructional practice, and to determine appropriate strategies across all grades and content areas.</p>	<p>Consistently engages in classroom observations in order to develop a deep understanding of the teaching and learning behaviors currently being practiced.</p> <p>Provides regular, actionable, and meaningful feedback to teachers.</p> <p>Expects action on feedback regarding classroom instruction.</p> <p>Holds teachers accountable for trying new instructional strategies based on feedback.</p> <p>Gives timely support to teachers who are struggling with instruction to aid them in clearly understanding the next steps required to improve their practices.</p>	<p>Engages in feedback conversations with all teachers, but may not provide direct, actionable feedback such that teachers clearly understand next steps.</p> <p>May participate in reflective data-driven conversations with teachers to review student-level data, but may not support clear next steps or supports for those next steps.</p> <p>May provide teachers with data, when available, from the district or state, but does not create systemic collection of or protocols for use of data (district data sources) by teachers.</p>	<p>Rarely participates in reflective data-driven conversations with teachers to review student-level data.</p> <p>Does not ensure that a focus on the CCSS Standards is embedded into site-based professional development.</p>

Domain 3: Families and Stakeholders

		4 – Exceptional Practice	3 - Effective Practice	2 – Practice Needs Improvement	1 – Ineffective Practice
Farmington Leadership Standards	3.1: Collaboration with Families and Community Members	Develops school-wide capacity to establish trusting relationships and supports positive relationships among and between stakeholder groups.	Enhances and maintains trusting relationships among and between a variety of stakeholder groups.	Articulates a belief that building and maintain relationships are important but may not be able to successfully establish or enhance relationships.	Does not develop positive relationships and/or undermines positive relationships that exist.
	Leaders ensure the success of all students by collaborating with families and stakeholders.	Consistently and effectively empowers parents to use a variety of strategies to engage families as leaders and partners in decisions about improving school-wide and student-specific learning.	Creates an inclusive, respectful, and welcoming culture that embraces family and community engagement. Ensures that all members of the school community have a strong voice in regard to concerns, ideas, and interests, Maintains a high degree of visibility, accessibility and responsiveness by consistently interacting with students, staff, parents and community. Actively communicates the successes of the school to the broader community. Ensures that academic progress reporting is easily and meaningfully interpreted by parents.	Interacts with parents/guardians and community members and acknowledges that they share a critical role in developing community engagement, support, and ownership of the school; is beginning to develop systems to engage the broader community. Finds ways to communicate the successes of the school to the broader community but may do so inconsistently. Recognition of student learning may be limited to direct reporting, and may not be meaningful to parents.	Provides limited opportunities for families to engage in educational decision-making and student learning.

Domain 3: Families and Stakeholders (continued)

		4 – Exceptional Practice	3 - Effective Practice	2 – Practice Needs Improvement	1 – Ineffective Practice
Farmington Leadership Standards	3.2: Community Interests and Needs	<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 to new perspectives.</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>Shares responsibility with all staff for community outreach by generating and participating in efforts to create community partnerships.</p> <p>Integrates community diversity into multiple aspects of the educational program to meet the learning needs of all students.</p> <p>Empowers parents and community members as strong leaders in the school.</p> <p>Models a sense of pride in the school that staff, students, and parents share and want to communicate to the broader community.</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>Capitalizes on the diversity of the community as an asset to strengthen education.</p> <p>Implements best practice in outreach and forms partnerships with parent and community organizations to be inclusive of diverse stakeholders.</p>	<p>Communicates regularly with stakeholders.</p> <p>Collects some information to understand and provide for diverse student and community needs.</p> <p>Transmits a general sense of commitment to meet diverse needs of the community’s students.</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 community diversity as an educational asset.</p> <p>Community partnerships are not evident.</p>
	Leaders respond and contribute to community interests and needs to provide the best possible education for students and their families.				

Domain 3: Families and Stakeholders (continued)

		4 – Exceptional Practice	3 - Effective Practice	2 – Practice Needs Improvement	1 – Ineffective Practice
Farmington Leadership Standards	3.3: Community Resources	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.	Collaborates with community organizations and agencies to provide essential resources to support the educational needs of all children and families.	Develops some relationships with community organizations and agencies and provides some access to services for families.	Develops limited relationships or collaborative opportunities with community agencies and provides limited access to community resources for children and families.
	Leaders maximize shared resources among schools, districts and communities in conjunction with other organizations and agencies that provide critical resources for children and families.	Develops community partnerships that reflect the community, understand the mission of the school and actively support its vision.	Engages local business and non-profit organizations to support the vision and mission of the school.		

Domain 4: The Educational System

		4 – Exceptional Practice	3 - Effective Practice	2 – Practice Needs Improvement	1 – Ineffective Practice
Farmington Leadership Standards	<p>4.1: Professional Influence</p> <p>Leaders improve the broader, social, cultural, economic, legal and political contexts of education for all students and families.</p>	<p>Actively participates with local, regional and/or national stakeholders and policy makers in community and/or state/national organizations.</p> <p>All staff members feel a sense of co-accountability for generating and participating in efforts to create community partnerships.</p>	<p>Develops and maintains relationships to engage a range of stakeholders in discussing, responding to, and influencing educational issues.</p> <p>Ensures that all members of the school community have a strong voice in regard to concerns, ideas, and interests.</p>	<p>Maintains professional and cordial relationships with some stakeholders and policy makers,</p> <p>May welcome stakeholder input but has not established structures for accepting and utilizing feedback.</p>	<p>Takes few opportunities to build relationships with community and policy-making stakeholders regarding educational issues.</p> <p>Lacks creativity and consistency in communications regarding the successes of the school to the broader community.</p>
	<p>4.2: The Educational Policy Environment</p> <p>Leaders improve the broader, social, cultural, economic, legal and political contexts of education for all students and families.</p>	<p>Engages the school community and stakeholders in data analysis to identify important progress and indicators and growth needs.</p> <p>Actively communicates and clarifies federal, state and local policies with vital stakeholders to improve understanding.</p>	<p>Using school district and state data, communicates effectively with decision-makers and the community to improve public understanding of federal, state and local laws, policies and regulations.</p> <p>Communicates effectively with the community on policy.</p> <p>Upholds policy regulations in support of education.</p>	<p>Reviews school and student growth data.</p> <p>Provides information to decision makers about stakeholders about policies and regulations.</p>	<p>Demonstrates little understanding and ineffective communication of student performance data.</p> <p>Demonstrates ineffective communication with members of the school and community on policies.</p>

Domain 4: The Educational System (continued)

		4 – Exceptional Practice	3 - Effective Practice	2 – Practice Needs Improvement	1 – Ineffective Practice
Farmington Leadership Standards	4.3: Policy Engagement	Proactively engages and 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.	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. Advocates for public policies and ensures adequate resources that provide for present and future needs of to improve equipment and excellence in education.	Demonstrates limited ability to analyze and share data to inform district and school planning, policies and programs. Identifies some policies and procedures supporting equity and seeks opportunities to communicate.	Demonstrates little to no understanding of or involvement with others to inform or advocate for district and school planning, policies and programs within and/or outside of own school or district.
	Leaders engage policymakers to inform and improve educational policy.				

Domain 5: Organizational Systems and Safety Leaders

		4 – Exceptional Practice	3 - Effective Practice	2 – Practice Needs Improvement	1 – Ineffective Practice
Farmington Leadership Standards	<p>5.1: Welfare and Safety of Students, Faculty and Staff</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, including the provision of appropriate health and social services.</p>	<p>Collaborates with staff and students in creating a positive school climate and developing, implementing and monitoring a comprehensive school safety plan.</p>	<p>Involves a limited number of staff and students in creating and monitoring a school climate safety plan.</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>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>Ensures all teachers engage in effective classroom management practices.</p>	<p>Assists teachers in engaging in effective classroom management practices and supports the provision of appropriate health and social services.</p>	<p>Inconsistently assists teachers in effective classroom management and inconsistently monitors the general health and welfare of students.</p>	

Domain 5: Organizational Systems and Safety Leaders (continued)

		4 – Exceptional Practice	3 - Effective Practice	2 – Practice Needs Improvement	1 – Ineffective Practice
Farmington Leadership Standards	<p>5.2: Operational Systems</p> <p>Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.</p>	<p>Proactively works with the appropriate staff in order to develop systems to maintain and improve the physical plant and rapidly resolve any identified safety issues and concerns.</p> <p>Routinely seeks input from staff regarding the need for updated resources and data systems to improve teaching and learning practices.</p> <p>Effectively advocates for the acquisition, maintenance and purchase of equipment and technology to improve and support the teaching and learning environment.</p>	<p>Ensures safe operation 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 improve teaching and learning practices.</p> <p>Oversees acquisition, maintenance and security of equipment and technologies that improve and support the teaching and learning environment.</p>	<p>Inconsistently addresses safety requirements and provides limited evaluation of current and future safety concerns.</p> <p>Inconsistently uses communication and data systems to support instructional practices and school operations.</p> <p>Maintains existing technology and identifies some new technologies that support and improve teaching and learning.</p>	<p>Physical plant maintenance and safety concerns are not addressed and fails to identify compliance and safety requirements.</p> <p>Resources and data systems inadequately support instructional practices and school operations.</p> <p>Demonstrates inconsistent and ineffective use and support of technology that improve teaching and learning.</p>
	<p>5.3: Fiscal and Human Resources</p> <p>Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.</p>	<p>Collaborates with multiple stakeholders to develop a fiscally responsible budget and secure necessary resources to support school and district improvement goals.</p> <p>Involves stakeholders to successfully recruit, support, and retain highly effective staff.</p>	<p>Develops and implements a budget aligned to the school and district improvement plans that is fiscally responsible.</p> <p>Implements practices to recruit support and retain qualified staff.</p>	<p>Develops and implements a budget within fiscal guidelines that inadequately addresses school and district goals.</p> <p>Efforts to recruit, support and retain qualified staff are inconsistent.</p>	<p>Submits a budget out of alignment with district guidelines and school improvement goals.</p> <p>Uses few recruiting resources and demonstrates little effort to support and retain qualified staff.</p>

Domain 6: Ethics and Integrity

		4 – Exceptional Practice	3 - Effective Practice	2 – Practice Needs Improvement	1 – Ineffective Practice
Farmington Leadership Standards	<p>6.1: Ethical and Legal Standards of the Profession</p> <p>Leaders demonstrate ethical and legal behavior.</p>	Fosters the highest ethics within the district and community.	Models, promotes and holds self and others accountable for professional conduct, ethics, student equity and rights and confidentiality of students in accordance with the CT Code of Responsibility for Educators.	N/A	Demonstrates limited or inconsistent ethics in personal and professional practice.
	<p>6.2: Ethical and Legal Standards of the Profession</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.	Demonstrates respect for the individual and advocates for and acts on commitments to equitable practices stated in the vision, mission, goals and learning principles.	Inconsistently demonstrates respect for the individual and / or inconsistently advocates for and acts on commitments to equitable practices stated in the vision, mission, goals and learning principles.	Demonstrates limited respect for diversity and equitable practices or commitment to vision, mission and goals.

Domain 6: Ethics and Integrity (continued)

		4 – Exceptional Practice	3 - Effective Practice	2 – Practice Needs Improvement	1 – Ineffective Practice
Farmington Leadership Standards	6.3: High Standards for Self and Others	Sets up, supports and participates in processes and systems for action research and systemic learning.	Models, reflects on and builds capacity for lifelong learning through individual and collaborative professional learning practices in support of high standards of student learning.	Recognizes the importance of personal learning needs of self and others but does not consistently model, reflect on and / or build capacity for lifelong learning through individual and collaborative professional learning practices in support of high standards of student learning.	Demonstrates little commitment to reflective practice and ongoing improvement in self and others.
	Leaders model and expect Highly Effective practices for personal and organizational performance, ensuring accountability for high standards of student learning.		Collaborates to foster a professional learning culture through ongoing, differentiated and job-embedded professional development to strengthen teaching and learning and actively seeks and allocates resources to build and sustain improvement. Addresses areas of underperformance in a timely manner with individuals, teams and staff; proactively leads difficult conversations with staff to improve and enhance student learning and results as necessary.		Demonstrates little or inconsistent use of professional development and resources to strengthen teaching and learning.