

**NORWICH PUBLIC SCHOOLS
EDUCATOR EVALUATION AND
DEVELOPMENT PLAN**

JUNE 2015

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District Mission & Vision

Mission Statement

The NPS will provide each student a rigorous effective teaching and learning environment where equity is the norm, excellence is the goal and student health and safety is assured.

Vision Statement

To enable each child to reach his/her full potential.

It is critical to the success of our mission that all segments of the community work together to achieve:

A supportive environment characterized by:

- Mutual respect
- Respect for the value of learning
- High motivation
- Disciplined behaviors
- Timely and adequate communication
- Student participation and involvement
- Parent participation and involvement
- Staff support and involvement
- Community support and involvement
- Positive attitude

Teacher Evaluation Philosophy

The purposes of the teacher evaluation program are to facilitate student learning by promoting and improving skillful teaching and to ensure that all members of the teaching staff perform at or above system standards. The teacher evaluation system is a cooperative effort between teachers and administrators to achieve the districts goals of academic excellence. All Norwich teachers are expected to demonstrate mastery of teaching standards and student growth.

It is expected that the system will provide appropriate assistance to help teachers maintain the district's standard of excellence as well as to encourage innovation and professional growth. The outcome of the evaluation process is that Norwich teachers will continuously strive to refine the skill and art of teaching in order to stimulate their professional growth and the growth of all students.

Goals of the Norwich Teacher Evaluation System

1. To improve student learning.
2. To provide a teacher evaluation/professional growth process that recognizes the importance of observations, feedback, goals, and provides support for both individual and collaborative evaluation and professional growth.
3. To provide an opportunity for the staff member and evaluator to collaboratively analyze the staff member's strengths and needs as they relate to the teaching/learning process and to use this knowledge, as a reflective practitioner, to develop plans for continuous professional growth.
4. To provide a means for the evaluator to determine the effectiveness of teacher performance. This includes making decisions and recommendations concerning continued employment, granting of tenure, and other personnel related responsibilities

Responsibilities

All Educators have a shared responsibility to

- To grow professionally;
- To share their knowledge with one another through various methods of data collection and collaborative work;
- To become reflective practitioners; and
- To contribute in a positive manner to the culture and climate of the total school community.

Staff Member Responsibilities

The primary responsibility of the staff member shall be successful performance in meeting the foundational skills and competencies as delineated in the [Connecticut Common Core of Teaching](#). The teacher must be knowledgeable about this evaluation criterion.

To improve student learning, the staff member will actively participate in the evaluation process by:

- Acknowledging the need for professional growth and self-improvement.
- Developing objectives and a professional growth plan that leads to more skillful teaching
- Engaging in reflection and self-evaluation
- Seeking assistance and advice whenever necessary

Ongoing Evaluation & Revision

The Teacher Evaluation and Professional Development Committee, composed of elementary and middle school teachers as well as building and central office administrators and a representative of the Norwich Teachers League is a standing committee charged with the responsibility of overseeing the implementation and evaluation of the Evaluation Plan.

The committee will meet at least once per quarter during the 2015-16 year to review progress and discuss possible revisions needed to the plan. In June 2016, revisions to the plan will be brought to the Norwich Board of Education for approval.

Every three years, at a minimum, the plan will be formally evaluated to assure that the plan is meeting its stated purposes, goals, and objectives. Input will be sought, through a structured process, from all personnel being evaluated under the plan.

The Teacher Evaluation and Professional Development Committee will be responsible for recommending modifications to the plan to assure that it meets its stated purposes and the professional development needs of all certified personnel of the Norwich Public Schools.

Evaluation Timelines

The following are the deadlines for the annual evaluation:



Goal-Setting and Planning:

Timeframe: Target is October 15; must be completed by **November 15**

1. *Orientation on Process*—To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice goals and SMART goals and they will commit to set time aside for the types of collaboration required by the evaluation process.
2. *Teacher Reflection and Goal-Setting*—The teacher examines student data, prior year evaluation and survey results and the Norwich Public Schools Teacher Evaluation rubrics to draft a proposed performance and practice goal(s), a Climate Survey goal, and SMART goals for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process. (See Guide for Goal Setting and forms in Appendix)
3. *Goal-Setting Conference*—The evaluator and teacher meet to discuss the teacher’s proposed goals and objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher’s practice to support the review. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria.
4. Observations should begin shortly after the goal setting conference. They may be performed anytime between September and May. However, observations must be accomplished in a timely manner such that the results will be of assistance to a teacher in improving instruction.

Mid-Year Check-In:

Timeframe: **January and February**

1. *Reflection and Preparation*—The teacher and evaluator collect and reflect on evidence to date about the teacher’s practice and student learning in preparation for the check-in.

2. *Mid-Year Conference*—The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on teacher practice goals, SMART goals and performance on each to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SMART goals to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas. **Please note – there is no form to complete for mid-year conferences by either teacher or evaluator.*

End-of-Year Summative Review:

Timeframe: May and June; must be completed by **June 30**

1. *Teacher Self-Assessment*—The teacher reviews all information and data collected during the year and completes the End of Year Self-Reflection Form for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.
2. *Scoring*—The evaluator reviews submitted evidence, self-assessments and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data change the student-related indicators significantly to change the final rating. Such revisions should take place as soon as state test data are available.
3. *End-of-Year Conference*—The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year and before June 30.
4. Forms are included in the Appendix.

**All timelines and procedures may be adjusted upon mutual agreement between the teacher and the supervisor*

Modifications for Leaves or Part Time Employment

FTE Modifications

The district will modify the number of observations for a teacher based on their Full Time Equivalence (FTE). For example, if a teacher is a .6 FTE then their observations will be calculated at # of required observations

Leave Modifications

The district will modify the number of observations for a teacher who is out on approved leave. For example, if a teacher is on a six week leave then their observations will be calculated at # of required observations * # of days worked / 186.

Training and Calibration

Evaluators and teachers will be trained in the facilitation of the new Teacher Evaluation & Professional Development system through a series of workshops and seminars prior to the start of each school year. All building and district administrators in positions which require the supervision and evaluation of teachers will be trained in both the new Teacher Evaluation & Professional system and the electronic platform to demonstrate proficiency and participate in ongoing **calibration with their administrative colleagues to ensure that evaluators are proficient in conducting teacher evaluations**. Additionally, all training material will be readily accessible on the district evaluation webpage.

The mandatory orientation and training component for all staff members takes place during the professional development days at the start of the school year. All newly hired teachers in the Norwich Public Schools will participate in new teacher orientation. The orientation will include an overview of the Teacher Evaluation System.

Support and Development

The Teacher Evaluation System utilizes real time data to link Professional Development to Evaluation Level. The system provides the data to pinpoint both skill and knowledge competence, as well as the areas of need. With frequent mini-observations and immediate feedback, evaluators quickly identify areas for professional development for each staff member. After participating in targeted professional learning, teachers are held accountable for new learning through subsequent observations and feedback. As a standalone, 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.

Structured Support

The purpose of Structured Support is for the staff member and evaluator to work collaboratively to focus and remedy an identified area of concern. It is intended to provide a short-term avenue to address a concern in its early stage. Structured support is intended to be positive and supportive. The sequence of events, options and outcomes of Structured Support Level are listed below. *All teachers who in the previous school year have received a summative rating of Developing or Below Standard must have an active Structured Support Plan, Supervised Assistance or Intensive Assistance Plan on file.

1. The evaluator makes the staff member aware of a concern.
2. The evaluator and staff member attempt to resolve the concern together. Their efforts will include the development of a collaborative design to remedy the concern and a timeline for review using the Professional Intervention Improvement Planning Form.
3. Upon review of the collaborative design, the evaluator will make one of the following recommendations:

A. Concern resolved.

Staff member is removed from Structured Support. Although a record of the concern is created and held with the immediate evaluator (Form H), no documentation is forwarded to the staff member's Central Office Personnel File.

B. Concern is not resolved.

1. The collaborative design is continued or revised with a new timeline set for review using a new Professional Intervention Improvement Planning Form. This option is available for up to one calendar year from the date of the original Professional Intervention Improvement Planning Form that identified the original concern.
2. Staff member moved to the Professional Assistance Program. Documentation including the Professional Intervention Improvement Planning Form is forwarded to the staff member's Central Office Personnel file.

Professional Assistance Program

The Professional Assistance program is intended to assist the tenured or non-tenured educator who is having difficulty consistently demonstrating competence as described in Connecticut's Common Core of Teaching (CCT). This program is composed of two levels: **Supervised Assistance** and **Intensive Assistance**. Staff members assigned to the Professional Assistance Program will work cooperatively with their evaluators to develop and implement an individualized remediation plan designed to assist the staff member in meeting competence. In general a staff member will be placed in the first level – Supervised Assistance – to address area(s) of concern in their performance. The Superintendent may however immediately place a staff member in the second level – Intensive Assistance – to address serious concerns. The Professional Assistance Program will include sufficient opportunities for the staff member to obtain assistance from peers and evaluators and/or participate in special training that is purposefully designed to build the staff member's competency. The staff member shall be advised by the evaluator to discuss placement in the Professional Assistance Program with a representative of the Norwich Teachers' League (NTL). The staff member has a right to NTL representation in all subsequent meetings. Below is a description of Supervised and Intensive Assistance and the procedures to be followed for each.

Supervised Assistance:

1. The staff member will receive verbal and written notification when being moved into Supervised Assistance.
2. A review of the recommendation to Structured Support level shall occur in the staff member had been originally previously place in the Structured Support level.
3. Subject to the approval of the evaluator, the staff member may select a peer coach from his/her colleagues. The primary role of the peer coach is to assist the teacher. **The peer coach will have no role in the evaluation process.**
4. A Plan of Action will be developed and included:
 - Identification of what must be accomplished
 - Strategies for resolution of the problem/need and the level and type of assistance to be provided
 - Indicators of success; and
 - A timeline for meeting minimum performance expectations.
5. All feedback from the evaluator to the staff member throughout Supervised Assistance shall be in writing.
6. Upon review of progress toward correcting the problem/need, the evaluator will make the following recommendation:
 - Problem/need resolved. Staff member is removed from the Supervised Assistance and

returned to Continuous Professional Growth Phase. **OR**

- Staff member is making progress but has not yet addressed all concerns/needs. Staff member remains in Supervised Assistance for a one-time extension. (Time to be mutually agreed upon).

OR

- Problem/need not resolved. Staff member moved to Intensive Assistance.

Intensive Assistance:

1. When concerns are not alleviated through Supervised Assistance, the evaluator should confer with the Superintendent, follow-up the conference with a written statement of the specific concerns the evaluator has about the staff member's performance, and what has been done to date under the assistance process. After discussion and review by the Superintendent, an Intensive Assistance Program will be initiated which will be coordinated by the Superintendent.
2. Intensive Assistance begins with a notice to the staff member that a meeting will be held in the Superintendent's office to discuss the staff member's performance. All evaluators involved with the staff member will attend this meeting, and it will be suggested that the staff member invite a representative of the Norwich Teachers' League to attend, as well. This meeting is conducted by the Superintendent and its purpose is to clearly establish that the concerns previously expressed by the immediate evaluator have now become concerns of the school system.
3. The plan is developed clearly indicating what has to be done in order to alleviate the concerns. The responsibility is placed on the staff member, although help continues to be available from the evaluator involved. This meeting is summarized in writing by the Superintendent in the form of a letter to the staff member with copies to the evaluator(s).
 - The plan includes a fixed time period, usually three to four months, with a regular schedule of observations at a designed frequency.
 - Copies of all observation reports and conference summaries are forwarded to the Superintendent when they are prepared and given to the staff member under Intensive Assistance.
4. The Intensive Assistance Program plan also includes periodic meetings scheduled by the Superintendent to review progress.
 - The first meeting date for this purpose is established when the Intensive Assistance Program is initiated.
 - The staff member must show clear evidence of an intensive effort to improve teacher performance.
5. At the end of the designated three or four month period, all observation reports, conference summaries, and written summaries of progress review meetings will be examined to determine

whether there is improved performance or, if improved performance does not occur, the staff member will be informed that his/her performance continues to be unsatisfactory. In this case, the records of the Intensive Assistance program may be used to begin the process of termination.

Evaluation-Based Professional Learning

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. Throughout the NPS model, every teacher will be identifying their professional learning needs in mutual agreement between the teacher and his/her evaluator and 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.

Career Development and Growth

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

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

Dispute and Conflict Resolution

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

Evaluation System Overview

CATEGORY #1: Teacher Performance and Practice (40%)

The Teacher Performance and Practice category of the model is a comprehensive review of teaching practice against a rubric of practice, based on multiple observations. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify teacher development needs and tailor support to those needs.

The Norwich Public Schools Teacher Evaluation plan includes series of eight (8) mini observations. These mini-observations can be completed from the start of school through May 15th. These observations must be a combination of announced and unannounced observations. Face -to-face feedback must be provided within three school days (or 72 hours) of each mini-observation. If a teacher is out of school for this period of time the face-to- face feedback must be completed within two schools days (or 48 hours) of the teachers return to school. For teachers in year 1 or 2 of employment with the Norwich Public Schools or teachers in the previous school year received a performance rating of below standard or developing, two (2) of the in-class observations must include both a pre-conference and post-observation feedback. Unless agreed, a maximum of one observation should be conducted during a school week and not until the teacher and supervisor have met and discussed the first observation. At least one observation will include a review of practice (nontraditional teaching time). All observations will be conducted by the teacher's immediate supervisor unless the teacher is notified in writing that another supervisor will be observing. All feedback will be sent to the teacher electronically, immediately following an observation, unless a technical difficulty prevents submission.

Teacher Practice Framework

The Norwich Public Schools has adopted rubrics based on Kim Marshall's evaluation framework; this set of rubrics is designed to measure the level of performance, which contribute to student achievement within a classroom environment conducive to learning.

The following sets of rubrics are divided into four domains:

1. Planning and Preparation for Learning
2. Classroom Management
3. Delivery of Instruction
4. Monitoring Progress through Assessment & Analysis Practices

The four domains are defined by the measurable indicators, which, in sum, contribute to the expectations of each domain for all teachers.

Each domain is based on a four-point scale to assess the overall impact on a specific or group of lessons observed over time through a set of mini-observations. The rubric numerical key represents gradations of performance:

- 4= Exemplary:** The teacher demonstrates consistent exemplary knowledge and skill in all domains of practice.
- 3=Accomplished:** The teacher demonstrates strong knowledge and skill in a majority of domains and indicators.
- 2= Developing*:** The teacher demonstrates some or inconsistent attempts at each domain and indicators.
- 1=Below Standard*:** The teacher demonstrates few or none of the skills required in each indicator.

N/O= Not Observed

*** - Teachers who score in Developing or Below Standard categories will be offered assistance through the teacher evaluation system**

The scoring is based on a preponderance of evidence from the mini-observation system within each indicator and across all domains & not all indicators must be present or observed in order to score a domain.

Observation score based on total points/possible points earned.

PLANNING AND PREPARATION FOR LEARNING

	Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
A. Knowledge <i>The teacher demonstrates high level of expertise in subject area with research based concepts of how students learn.</i>	Subject-based concepts of learning with explicit understanding of developmentally appropriate instruction.	Knows subject area but has most concepts of learning. Understanding of developmentally appropriate instruction.	Inconsistent with subject area, concepts of learning and how students develop.	Minimal or no evidence of familiarity of subject area or developmentally appropriate instruction.
B. Assessments <i>Teacher prepares and utilizes a series of assessments to continuously monitor student progress.</i>	Prepares and utilizes various assessments. Assessment fully aligned with curriculum and to student need.	Prepares and utilizes various assessments. Assessments mostly aligned with curriculum and to student need.	Prepares and utilizes various assessments. Assessments somewhat aligned to curriculum and to student need.	Prepares and utilizes minimal forms of assessments. Assessments are minimally aligned to curriculum and to student need.
C. Lessons <i>Teacher will design lessons closely aligned with standards and instructional strategies.</i>	All goals closely aligned with standards, curriculum, instructional strategies, and appropriate materials.	Most goals closely aligned with standards, curriculum, instructional strategies, and appropriate materials.	Some inconsistent alignment of lessons, goals, and curriculum.	Minimal alignment to goals and curriculum.
D. Engagement <i>Teacher selects higher order activities that connect meaning to learning.</i>	Higher order learning activities, questioning levels, and all student participation.	Higher order learning activities, questioning levels, and most student participation.	Low rigor learning activities, low level questioning or limited student participation.	Minimal or no evidence of relevant strategies, questioning, or student participation.
E. Environment <i>Teacher establishes an organized environment that supports student learning and engagement.</i>	Well-organized classroom environment and is accessible to all students for learning.	Most of classroom environment organized and is accessible to all students for learning.	Some of the classroom environment is organized and accessible to some students for learning.	Minimal or no evidence of classroom environment being organized or accessible to all students for learning.

CLASSROOM MANAGEMENT

	Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
A. Expectations <i>Teacher directly and specifically communicates high expectations for behavior.</i>	High expectations for behavior. Direct, specific, and consistent with all class and school norms	High expectations for behavior. Direct, specific, and consistent with most class and school norms	Mediocre expectations for behavior. Inconsistent evidence of behavioral expectations with some class and school norms	Minimal, or no expectations, for behavior that is vague and inconsistent with class and school norms
B. Relationships <i>Teacher demonstrates instructional control by fostering respectful relationships among all in the learning environment.</i>	Instructional control and mutual respect shown for all interactions.	Instructional control and mutual respect shown for most interactions.	Inconsistent levels of instructional control and mutual respect.	Minimal or no evidence of instructional control and mutual respect.
C. Social Emotional <i>Teacher promotes and nurtures positive interactions among all students within the classroom.</i>	Fully implemented classroom management program that successfully develops positive interactions.	Partially implemented classroom management program that successfully develops positive interactions.	Inconsistently implemented classroom management program that develops positive interactions.	Minimal or no evidence of a classroom management program that develops positive interactions.
D. Efficient Routines <i>Teacher demonstrates and establishes routines to ensure maximized instructional time.</i>	Established successful routines to ensure all lessons and transitions are seamlessly efficient and effective in maximizing instructional time.	Established routines to ensure most lessons and transitions are seamlessly efficient and effective in maximizing instructional time.	Some or inconsistent evidence of established routines; lessons and transitions are inefficient and/or ineffective in maximizing instructional time.	Minimal or no evidence of routines; lessons and transitions are problematic and interfere with instructional time.
E. Prevention & Intervention <i>Teacher demonstrates a repertoire of strategies to promote high behavioral standards for all students.</i>	Demonstrates several differentiated strategies to prevent and intervene with behaviors for all students.	Demonstrates differentiated strategies to prevent and intervene with behaviors for most students.	Demonstrates inconsistent differentiated strategies to prevent and intervene with behaviors for some students.	Demonstrates minimal or no differentiated strategies to prevent and intervene with behaviors.

DELIVERY OF INSTRUCTION

	Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
A. Expectations & Goal-setting <i>Teacher establishes and promotes rigorous expectations for high achievement.</i>	Establishes and promotes rigorous expectations for high achievement for all students.	Establishes and promotes expectations for high achievement for most students.	Establishes and promotes expectations for high achievement for some students.	Minimal, or no evidence, of expectations for high achievement for all students.
B. Engagement <i>Teacher promotes the construction of deep meaning through alignment of NPS curricula and/or Standards</i>	Gets all students highly involved in focused work in which they are active learners and problem-solvers.	Gets most students highly involved in focused work in which they are active learners and problem-solvers.	Gets some students highly involved in focused work in which they are active learners and problem-solvers.	Minimal, or no evidence, of students being highly involved in focused work in which they are active learners and problem-solvers.
C. Clarity <i>Teacher presents material clearly and explicitly</i>	Always presents material clearly and explicitly, with well-chosen examples vivid and appropriate language.	Mostly presents material clearly and explicitly, with well-chosen examples vivid and appropriate language.	Sometimes presents material clearly and explicitly, with well-chosen examples vivid and appropriate language.	Minimal, or no evidence, that material was presented clearly and explicitly, with well-chosen examples vivid and appropriate language.
D. Differentiation & Personalization <i>Teacher demonstrates skill in addressing the learning needs of all students.</i>	Demonstrates a high level of skill in effectively addressing the learning needs of all students based on recent data.	Demonstrates a level of skill in effectively addressing the learning needs of some students based on recent data.	Demonstrates some level of skill in effectively addressing the learning needs of some students based on recent data.	Minimal, or no evidence, of level of skill in effectively addressing the learning needs of all students based on recent data.
E. Strategies <i>Teacher selects and effectively implements highly effective instructional strategies</i>	Selects and implements highly effective instructional strategies using materials, flexible grouping, teachable moments and real life situations to motivate and engage all students.	Selects and implements highly effective instructional strategies using materials, flexible grouping, teachable moments and real life situations to motivate and engage most students.	Selects and implements highly effective instructional strategies using materials, flexible grouping, teachable moments and real life situations to motivate and engage some students.	Minimal or no evidence of using highly effective instructional strategies using materials, flexible grouping, teachable moments and real life situations to motivate and engage students.

MONITORING PROGRESS THROUGH ASSESSMENT & ANALYSIS PRACTICES

	Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
<p>A. Student Self-Assessment <i>Teacher establishes a learning environment that emphasizes student goal setting & responsibility for their own learning.</i></p>	All students set ambitious goals, continuously self-assess, and take responsibility for improving student performance.	Most students set ambitious goals, continuously self-assess, and take responsibility for improving student performance.	Some students set ambitious goals, continuously self-assess, and take responsibility for improving student performance.	Minimal, or no evidence, that students set ambitious goals, continuously self-assess, and take responsibility for improving student performance.
<p>B. Teacher Self-Reflection <i>Teacher routinely engages in self-reflection regarding instructional practices and their impact on student learning</i></p>	Engages in professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.	Self-evaluates and reflects on individual practice and impact on student learning, identifies areas for improvement	Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.	Insufficiently reflects on/ analyzes practice and impact on student learning.
<p>C. Collaboration <i>Teacher routinely engages in collaboration with colleagues to analyze data and adjust instruction to improve student learning</i></p>	Supports and assists colleagues in gathering & evaluating data to adapt planning and instructional practices that support professional growth and student learning.	Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts instruction to improve student learning.	Participates minimally with colleagues to analyze data and uses results to make minor adjustments to instructional practices.	Attends required meetings to review data but does not use data to adjust instructional practices.

Feedback

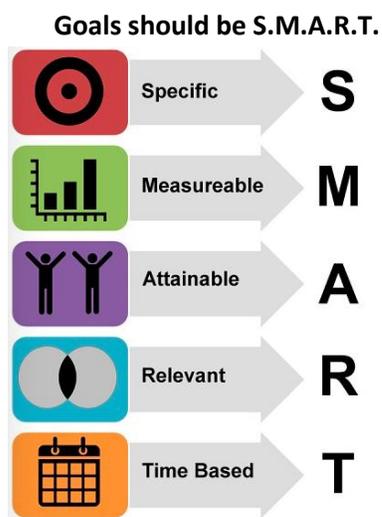
The goal of feedback is to help teachers grow as educators and become more effective with each and every one of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback should include:

- specific evidence and ratings, where appropriate, on observed components of the Norwich Public Schools Teacher Evaluation rubrics;
- prioritized commendations and recommendations for development actions;
- next steps and supports the teacher can pursue to improve his/her practice; and
- a timeframe for follow up.

Teacher Performance and Practice Goal-Setting

As described in the Evaluation Process and Timeline section, teachers develop one to three practice and performance goals that are aligned to the Norwich Public School Teacher Evaluation rubrics. These goals provide a focus for the observations and feedback conversations.

At the start of the year, each teacher will work with his or her evaluator to develop their practice and performance goal(s) through mutual agreement. All goals should have a clear link to student achievement and should move the teachers towards *accomplished* or *exemplary* on the Norwich Public School Teacher Evaluation rubrics. Schools may decide to create a school-wide goal aligned to a particular indicator (e.g., Strategy: Teachers select and effectively implement highly effective instructional strategies) that all teachers will include as one of their goals.



A SMART Goal Example for Teacher Practice:

By June 2016, I will use higher-order thinking questioning and discussion techniques to actively engage at least 85% of my students in discussions that promote understanding of content, interaction among students and opportunities to extend thinking.

Progress towards goals and action steps for achieving progress should be referenced in feedback conversations following observations throughout the year. Goals and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Although performance and practice goals are not explicitly rated as part of the Teacher Performance and Practice category, progress on goals will be reflected in the scoring of Teacher Performance and Practice evidence.

Teacher Performance and Practice Scoring

At the end of the year, evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. The final teacher performance rating will be calculated by averaging the scores in each of the four domains over the eight mini-observations; each of the four domains will be weighted equally in the calculation of the 40% teacher performance rating.

CATEGORY #2: Climate Survey (10%)

Feedback from parents will be used to help determine 10% of the NPS Educator Evaluation and Development Plan.

The process described below focuses on:

1. Conducting a whole-school Climate survey (meaning data is aggregated at the school level);
2. Determining several school-level Climate goals based on the survey feedback;
3. Teacher and evaluator identifying **one** related parent engagement goal and setting improvement targets;
4. Measuring progress on growth targets; and
5. Determining a teacher's summative rating. This Climate Survey rating shall be based on four performance levels.

1. Administration of a Whole-School Climate Survey

Climate surveys will be conducted at the whole-school level, meaning feedback will be aggregated at the school level. This is to ensure adequate response rates from parents. A researched based survey will be developed with feedback from the School Governance Councils.

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

2. Determining School-Level Climate Goals

Principals and teachers must review the Climate survey results at the beginning of the school year to identify areas of need and set general parent engagement goals based on the survey results. Ideally, this goal-setting process would occur between the principal and teachers (possibly during faculty meetings) in August or September so agreement could be reached on 2-3 improvement goals for the entire school.

3. Selecting a Climate Survey Goal and Improvement Targets

After these school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators **one** related climate improvement goal they would like to pursue as part of their evaluation. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc.

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 such as sending bi-weekly updates to parents or developing a new website for their class. Part of the evaluator’s job is to ensure (1) the goal is related to the overall school improvement parent goals, and (2) that the improvement targets are aligned and attainable.

4. Measuring Progress on Growth Targets

Teachers and their evaluators should use their judgment in setting growth/improvement targets for the Climate survey category. There are two ways a teacher can measure and demonstrate progress on their growth targets. A teacher can (1) measure how successfully they implement a strategy to address an area of need (like the examples in the previous section), and/or (2) they can collect evidence directly from parents to measure parent-level indicators they generate. For example, a teacher could conduct interviews with parents or a brief parent survey to see if they improved on their growth target.

5. Arriving at a Climate Survey Rating

The Climate Survey rating should reflect the degree to which a teacher successfully reaches his/her climate goal and improvement targets. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

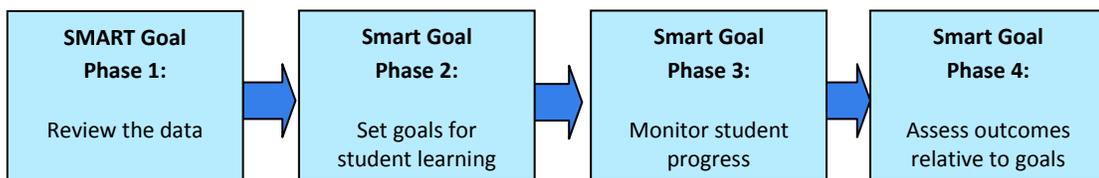
Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

CATEGORY #3: Student Growth and Development (45%)

Overview of SMART Goals

Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation purposes, it is imperative to use a method that takes each teacher's assignment, students and context into account. Connecticut, like many other states and localities around the nation, has selected a goal-setting process (SMART goals) as the approach for measuring student growth during the school year. NPS Plan will ensure that these SMART goals are rigorous and aligned with the DIP, SIP, and State Mandated Targets.

Teacher SMART Goals will support teachers in using a planning cycle that will be familiar to most educators:



While this process should feel generally familiar, the NPS implementation of CT state guidelines will ask teachers to set more specific and measurable targets than they may have done in the past, and to develop them through consultation with colleagues in the same grade level or teaching the same subject and through mutual agreement with supervisors.

To create their SMART Goals, teachers will follow these four steps:

SMART Goal Phase 1: Review the Data

This first phase is the discovery phase which begins with reviewing district initiatives and key priorities, school/district improvement plans and the building administrator's goals. Once teachers know their class rosters, they should examine multiple sources of data about their students' performance to identify an area(s) of need. Documenting the "baseline" data, or where students are at the beginning of the year, is a key aspect of this step. It allows the teacher to identify where students are with respect to the grade level or content area the teacher is teaching.

Examples of Data Review

A teacher may use but is not limited to the following data in developing an SMART goal:

- Initial performance for current interval of instruction (writing samples, student interest surveys, pre-assessments etc.)
- Student scores on previous state standardized assessments
- Results from other standardized and non-standardized assessments
- Report cards from previous years e) Results from diagnostic assessments
- Artifacts from previous learning
- Discussions with other teachers (across grade levels and content areas) who have previously taught the same conferences with students' families
- Individual Educational Plans (IEPs) and 504 plans for students with identified special education needs

- Data related to English Language Learners (EL) students and gifted students
- Attendance records
- Information about families, communities and other local contexts

It is important that the teacher understands both the individual student and group strengths and challenges. This information serves as the foundation for setting the ambitious yet realistic goals in the next phase.

SMART Goal Phase 2: Set Goals for Student Learning

Based on a review of district and building data, teachers will develop two SMART goals that address identified needs. To create their SMART goals teachers will follow these four steps:

Step 1: Decide on the SMART Goal

Each SMART goal should address a central purpose of the teacher's assignment and should pertain to a large proportion of his/her students, including specific target groups where appropriate. Each SMART goal should reflect high expectations for student learning at least a year's worth of growth (or a semester's worth for shorter courses) and should be aligned to relevant state, national (e.g., CT Core Standards) or district standards for the grade level or course. Depending on the teacher's assignment, an SMART goal might aim for content mastery or else it might aim for skill development.

Standardized vs. Non-Standardized Measures

When creating SMART goals, teachers whose students take a standardized assessment will create one SMART goal using that assessment and one SMART goal based on a minimum of one non-standardized measure and a maximum of one additional standardized measure. All other teachers will develop their SMART goals based on non-standardized measures.

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

For the other half (22.5%) of the SMART Goals, there may be:

- a maximum of one additional standardized measure, if there is mutual agreement; and
- a minimum of one non-standardized measure

In the calculation to determine the summative student growth and development rating, the SMART goals are weighted equally, each representing 22.5% of the final summative rating.

The Norwich Public Schools Teacher Evaluation system, in accordance with the Connecticut Guidelines for Educator Evaluation, defines standardized assessment as being characterized by the following attributes:

- Administered and scored in a consistent—or “standard”—manner;
- Aligned to a set of academic or performance “standards;”
- Broadly-administered (e.g., nation-or statewide);
- Commercially-produced; and
- Often administered only once a year, although some standardized assessments are administered two or three times per year.

SMART goals should be rigorous, attainable and meet or exceed district expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success). Each indicator should make clear:

- 1. What evidence/measure of progress will be examined;**
- 2. What level of performance is targeted; and**
- 3. What proportion of students is projected to achieve the targeted performance level.**

SMART goals can unify teachers within a grade level or department while encouraging collaborative work across multiple disciplines. SMART goals can also address student subgroups, such as high or low-performing students or EL students. It is through the Phase 1 examination of student data that teachers will determine what level of performance to target for which population(s) of students. SMART goals are unique to the teacher’s particular students; teachers with similar assignments may use the same assessment(s)/measure of progress for their SMART goal(s), but it is unlikely they would have identical targets established for student performance. For example, all second grade teachers in a district might set the same SMART goal and use the same reading assessment (measure of progress) to measure their SMART goal, but the target(s) and/or the proportion of students expected to achieve proficiency would likely vary among second grade teachers. Additionally, individual teachers may establish multiple differentiated targets for students achieving at various performance levels. SMART goals provide the evidence that the objective was met.

Step 3: Provide Additional Information

During the goal-setting process, teachers and evaluators will document the following:

- Baseline data used to determine SMART goals;
- Selected student population supported by data;
- Learning content aligned to specific, relevant standards;
- Interval of instruction for the SMART goals;
- Assessments/measures of progress teacher plans to use to gauge students’ progress;
- Instructional strategies;
- Any important technical information about the indicator evidence (like timing or scoring plans); and
- Professional learning/supports needed to achieve the SMART goals.

Step 4: Submit SMART Goals to Evaluator for Review

SMART Goals are proposals until the teacher and the evaluator mutually agree upon them. Prior to the Goal-Setting Conference, the evaluator will review each SMART goal relative to the following criteria to ensure that SMART goals across subjects, grade levels and schools are both rigorous and comparable:

- Baseline – Trend Data
- Student Population
- Standards and Learning Content
- Interval of Instruction
- Assessments/Measures of Progress
- Growth Targets
- Instructional Strategies and Supports

The evaluator may provide written comments and discuss the feedback with the teacher during the Goal-Setting Conference. Please refer the CT SEED website's [SLO Development Guide](#) to further assist administrators and teachers in the goal setting process.

SMART Goal Phase 3: Monitor Students Progress

Once SMART goals are finalized, teachers should monitor students' progress towards the objectives. Teachers can, for example, examine student work; administer interim assessments and track students' accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress. Progress towards SMART goals and action steps for achieving progress should be referenced in feedback conversations throughout the year.

If a teacher's assignment changes, or if his/her student population shifts significantly, the SMART goals can be adjusted during the Mid-Year Conference as mutually agreed upon by the evaluator and the teacher.

SMART Goals Phase 4: Assess Student Outcomes Relative to SMART goals

At the end of the school year, the teacher should collect the evidence required by their SMART goals, upload artifacts to data management software system and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self assessment, which asks teachers to reflect on the SMART goal outcomes by responding to the following four statements:

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

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

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

The final student growth and development rating for a teacher is the average of their two SMART goal scores. For example, if one SMART goal was “Partially Met” for a rating of 2, and the other SMART goal was “Met” for a rating of 3, the Student Growth and Development rating would be 2.5 $[(2+3)/2]$. The individual SMART goal ratings and the Student Growth and Development rating will be shared and discussed with teachers during the End-of-Year Conference.

	Average Domain-Level Score
SMART Goal 1	2
SMART Goal 2	3
Student Growth and Development Rating	2.5

PLEASE NOTE: For SMART goals that include an indicator(s) based on state standardized assessments, results may not be available in time to score the SMART goal prior to the June 30 deadline. In this instance, if evidence for other indicators in the SMART goal is available, the evaluator can score the SMART goal on that basis. Or, if state assessments are the basis for all indicators and no other evidence is available to score the SMART goal, then the teacher’s student growth and development rating will be based only on the results of the second SMART goal. However, once the state assessment data is available, the evaluator should score or rescore the SMART goal, then determine if the new score changes the teacher’s final summative rating. The evaluation rating can be amended at that time as needed, but no later than September 15.

CATEGORY #4: Student Feedback (5%)

The Norwich Public Schools Teacher Evaluation Plan utilizes a student survey in the spring of each year to gather data for the student feedback portion of the teacher evaluation plan. This survey is designed by our District Data Team, which includes district administrators, teachers and a representative from one of the Norwich Public School's Governance Councils'.

Establishing Goals

Teachers and their evaluators should use their judgment in setting goals for the student feedback components. In setting a goal, a teacher must decide what he/she wants the goal to focus on. A goal will usually refer to a specific survey question (e.g., "My teacher makes lessons interesting"). However, some survey instruments group questions into components or topics, such as "Classroom Control" or "Communicating Course Content," and a goal may also refer to a component rather than an individual question. Additionally, a teacher (or the district) must decide how to measure results for the selected question or topic. The CSDE recommends that teachers measure performance in terms of the percentage of students who responded favorably to the question. (Virtually all student survey instruments have two favorable/answer choices for each question.) For example, if the survey instrument asks students to respond to questions with "Strongly Disagree," "Disagree," "Neutral," "Agree" and "Strongly Agree," performance on a goal would be measured as the percentage of students who responded "Agree" or "Strongly Agree" to the corresponding question. Next, a teacher must set a numeric performance target. As described above, this target should be based on growth or on maintaining performance that is already high. Teachers are encouraged to bear in mind that growth may become harder as performance increases. For this reason, we recommend that teachers set maintenance of high performance targets (rather than growth targets) when current performance exceeds 70% of students responding favorably to a question.

Finally, where feasible, a teacher may optionally decide to focus a goal on a particular subgroup of students. (Surveys may ask students for demographic information, such as grade level, gender and race.) For example, if a teacher's fall survey shows that boys give much lower scores than girls in response to the survey question "My teacher cares about me," the teacher might set a growth goal for how the teacher's male students respond to that question.

The following are examples of effective SMART goals:

- The percentage of students who "Agree" or "Strongly Agree" with "My teacher believes I can do well" will increase from 50% to 60% by May 15;
- The percentage of students who "Agree" or "Strongly Agree" with "My teacher makes what we're learning interesting" will remain at 75% by May 15; and
- The percentage of 9th graders who "Agree" or "Strongly Agree" with "I feel comfortable asking my teacher for extra help" will increase from 60% to 70% by May 15.

Arriving at a Student Feedback Summative Rating

In most cases, summative ratings should reflect the degree to which a teacher makes growth on feedback measures, using data from the prior school year or the fall of the current year as a baseline for setting growth targets. For teachers with high ratings already, summative ratings should reflect the degree to which ratings remain high. This is accomplished in the following steps, undertaken by the teacher being evaluated through mutual agreement with the evaluator:

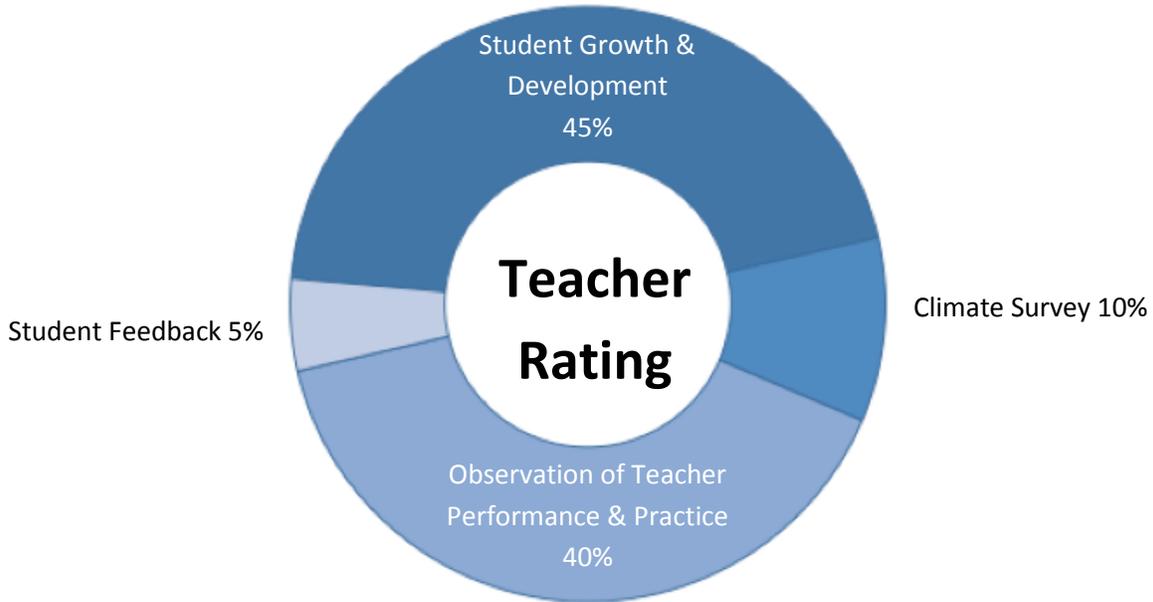
1. Review survey results from prior period (previous school year or fall survey).
2. Set one measurable goal for growth or performance (see above).
3. Discuss parameters for exceeding or partially meeting goals.

4. Later in the school year, administer surveys to students.
5. Aggregate data and determine whether the goal was achieved.
6. Assign a summative rating, using the following scale to be discussed and finalized during the End-of-Year Conference.

Exceeded (4)	Met (3)	Partially Met (2)	Did Not Meet (1)
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

Summative Evaluation Scoring

The individual summative teacher evaluation rating will be based on the four categories of performance:



Every educator will receive one of four performance ratings:

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

The rating will be determined using the following calculation:

1. The average of the 8 mini-observations and multiply by 40 (the percentage weight of Teacher performance and practice).
2. The average of the two SMART goals and multiply by 45 (the percentage weight of Student Growth and Development).
3. The Climate Survey Goal score and multiply by 10 (the percentage weight of Climate Survey).
4. The Student Feedback Goal score and multiple by 5 (the percentage weight of Student Feedback).
5. Add the totals of each above 1-4, and divide by 4 (the total number of categories). This will give you a score between 1 and 100; use the chart below to determine your overall rating.

Total Points	Summative Rating
100-86	Exemplary
85-71	Accomplished
70-60	Developing
59 or Below	Below Standard

**Please note that starting in the 2015-16 school year administrators will be using an online platform to calculate final ratings. The information contained here is for informational purposes only.*

Definition of Effectiveness and Ineffectiveness

Each district shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation and support system. A pattern may consist of a pattern of one rating. Novice (non-tenured) teachers shall generally be deemed effective if said educator receives at least two sequential accomplished ratings, one of which must be earned in the fourth year of a novice teacher's career. A below standard rating shall only be permitted in the first year of a novice teacher's career. There should be a trajectory of growth and development as evidenced by a subsequent rating of developing or higher in year two and sequential proficient ratings in years three and four. A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential developing ratings or one below standard rating at any time.

Appendices

- A. Professional Intervention Improvement Planning Form
- B. Annual SMART Goal Setting Form
- C. Annual CLIMATE SURVEY Goal Setting Form
- D. Annual STUDENT FEEDBACK Goal Setting Form
- E. End of Year Self-Reflection Form (SMART Goals)
- F. End of Year Self-Reflection (Climate Survey)
- G. End of Year Self-Reflection (Student Feedback)
- H. Final Evaluation

Professional Intervention Improvement Planning Form

Name: _____

School: _____

DROP DOWN BOX

Assignment: _____

Date: _____

SMART goal for 20____ - 20 ____

<u>Action Steps</u>	<u>Designation</u>	<u>Timeframe</u>	<u>Resources</u>	<u>Progress On Goal</u>
<p>What steps/activities will be initiated to achieve this goal?</p> <p>What products will be created?</p> <p>Professional development / professional learning, team collaboration, peer visits/coaching, curriculum or assessment development, new program or strategy implementation, etc.)</p>	<p>Who will be responsible for initiating or sustaining the action steps?</p>	<p>What is a realistic time frame for each phase of the activity?</p>	<p>What resources will be needed for each phase of the action step?</p> <p>Who will be responsible for obtaining resources needed for each phase of the action step?</p>	<p>What evidence will you present that you are making progress toward your goal?</p> <p>Identify student data or student work to be collected Attach student data or student work at reflection conference</p>

Adequate progress on goal?

YES

NO → Continue to work on plan → Revise plan

Teacher signature: _____ Date _____

Administrator signature: _____ Date _____

Signature indicates that this form has been received and reviewed.

Focus for next meeting:

Annual SMART GOAL Setting Form

Name: _____

School: _____

DROP DOWN BOX

Assignment: _____

Date: _____

SMART goal for 20____ - 20____

Goals are aligned to the School and District Improvement Plans and established between the teacher and evaluator per mutual agreement in accordance with the designated timelines. Teacher SMART goals will be based on the teacher's assignment and show student growth as measured by an appropriate measure that is mutually agreed upon by both parties.

This goal is worth 22.5% of the total evaluation.

SMART Goal #1 – Must be a standardized measure, if applicable to teaching assignment – (22.5 % of Evaluation);

SMART Goal #2 – Non-standardized measure (22.5% of Evaluation);

Specific: What is your focus or objective for improving student performance in your school?

Measureable: How will you establish a baseline and show growth? What data will you collect to document progress?

Attainable: What strategies or actions will help you to improve student performance in this area?

Relevant: How do your goals align with school and district improvement efforts?

Time Bound: When do you expect to reach your goals? What are the benchmarks or checks along the way to indicate that you are making progress?

Goals approved by evaluator

Goals need revision

Teacher signature: _____ Date _____

Administrator signature: _____ Date _____

Annual CLIMATE SURVEY Goal Setting Form

Name: _____

School:

_____ DROP DOWN BOX _____

Assignment: _____

Date: _____

CLIMATE SURVEY goal for 20____ - 20____

The CLIMATE SURVEY goal is based on District School Climate Survey and aligned to the School Improvement Plan. Data collection and analysis for this goal in accordance with the previously stated guidelines.

This goal is worth 10% of the total evaluation.

Enter CLIMATE SURVEY goal:

Specific: What is your focus or objective for improving climate in your school?

Measureable: How will you establish a baseline and show growth? What data will you collect to document progress?

Attainable: What strategies or actions will help you to improve climate in this area?

Relevant: How does your goal align with school and district improvement efforts?

Time Bound: When do you expect to reach your goal? What are the benchmarks or checks along the way to indicate that you are making progress?

CLIMATE SURVEY goal approved

CLIMATE SURVEY goal approved w/ revision

Teacher signature: _____ Date _____

Administrator signature: _____ Date _____

Annual STUDENT FEEDBACK Goal Setting Form

Name: _____

School:

DROP DOWN BOX

Assignment: _____

Date: _____

STUDENT FEEDBACK goal for 20____ - 20 ____

The STUDENT FEEDBACK goal is teacher designed based on the district developed student feedback survey to be administered in the spring.

This goal is worth 5% of the total evaluation.

Enter STUDENT FEEDBACK goal:

Specific: What is your focus or objective for improving student feedback in your classroom?

Measureable: How will you establish a baseline and show growth? What data will you collect to document progress?

Attainable: What strategies or actions will help you to improve feedback in this area?

Relevant: How does your goal align with school and district improvement efforts?

Time Bound: When do you expect to reach your goal? What are the benchmarks or checks along the way to indicate that you are making progress?

STUDENT FEEDBACK goal approved

STUDENT FEEDBACK goal approved w/ revision

Teacher signature: _____ Date _____

Administrator signature: _____ Date _____

End of Year Self-Reflection Form (SMART GOALS)

Name _____

School

DROP DOWN

Assignment _____

Date

Please complete this self-reflection form in advance of your end-of-year reflection meeting with your evaluator. If a meeting is requested you should come prepared to discuss the following areas:

I. Revisit SMART goals

SMART Goal #1 – Must be a standardized measure, if applicable to teaching assignment – (22.5 % of Evaluation):

SMART Goal #2 – Non-standardized measure (22.5% of Evaluation):

II. Assessing progress towards goal

Did you make progress towards your goals? (Please attach data, student work, observational or anecdotal evidence to explain your assessment)

TEXT BOX.... (No more than 250 Words)

III. Reflection

Where did you make the greatest gains or the most satisfying personal growth? Are there any events or accomplishments you want to highlight or celebrate?

TEXT BOX.... (No more than 250 words)

Smart Goal Rating

Goals are worth a total of 45% of the total Evaluation System.

4= Exceeded: All or most students met or substantially exceeded the target(s) contained in the indicator(s).

3=Met: Most students met the target(s) contained in the indicators within a few points on either side of the target(s).

2= Partially Met: Many students met the target(s), but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.

1=Did Not Meet: A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

A comment is expected to be provided with each goal rating.

SMART Goal #1 Rating (22.5% of Total Evaluation): _____

COMMENT TEXT BOX

SMART Goal #2 Rating (22.5% of Total Evaluation): _____

COMMENT TEXT BOX

End of Year Self-Reflection Form (CLIMATE SURVEY GOAL)

Name _____

School

DROP DOWN

Assignment _____

Date

Please complete this self-reflection form in advance of your end-of-year reflection meeting with your evaluator. If a meeting is requested you should come prepared to discuss the following areas:

I. Revisit CLIMATE SURVEY goal

Enter CLIMATE SURVEY goal:

II. Assessing progress towards goal

Did you make progress towards your goals? (Please attach data, student work, observation or anecdotal evidence to explain your assessment)

TEXT BOX.... (No more than 250 Words)

III. Reflection

Where did you make the greatest gains or the most satisfying personal growth? Are there any events or accomplishments you want to highlight or celebrate?

TEXT BOX.... (No more than 250 words)

Teacher requests a conference to review this data with Administrator.

Administrator requests a conference to review this data with teacher

CLIMATE SURVEY Goal Rating

CLIMATE SURVEY Goal is worth a total of 10% of the total Evaluation System.

4= Exceeded: Exceeded the mutually agreed upon goal.

3=Met: Met the mutually agreed upon goal.

2= Partially Met: Partially met the mutually agreed upon goal.

1=Did Not Meet: Did not meet the mutually agreed upon goal.

A comment is expected to be provided with the rating.

Climate Survey Goal Rating (10% of Evaluation) :

COMMENT TEXT BOX

End of Year Self-Reflection Form (STUDENT FEEDBACK GOAL)

Name _____

School

DROP DOWN

Assignment _____

Date

Please complete this self-reflection form in advance of your end-of-year reflection meeting with your evaluator. If a meeting is requested you should come prepared to discuss the following areas:

I. Revisit STUDENT FEEDBACK goal

Enter STUDENT FEEDBACK goal:

II. Assessing progress towards goal

Did you make progress towards your goals? (Please attach data, student testimonial, observation or anecdotal evidence to explain your assessment)

TEXT BOX.... (No more than 250 Words)

III. Reflection

Where did you make the greatest gains or the most satisfying personal growth? Are there any events or accomplishments you want to highlight or celebrate?

TEXT BOX.... (No more than 250 words)

Teacher requests a conference to review this data with Administrator.

Administrator requests a conference to review this data with teacher

STUDENT FEEDBACK Goal Rating

STUDENT FEEDBACK Goal is worth a total of 5% of the total Evaluation System.

4= Exceeded: Exceeded the mutually agreed upon goal.

3=Met: Met the mutually agreed upon goal.

2= Partially Met: Partially met the mutually agreed upon goal.

1=Did Not Meet: Did not meet the mutually agreed upon goal.

A comment is expected to be provided with the rating.

STUDENT FEEDBACK Goal Rating (5% of Evaluation) :

<p><i>COMMENT TEXT BOX</i></p>

Final Evaluation

Cumulative OBSERVATION Rating

There are 8 mini-observations worth 40% of the total Evaluation System. Each observation is worth 5% of the Annual Evaluation.

Observation #1: _____

Observation #2: _____

Observation #3: _____

Observation #4: _____

Observation #5: _____

Observation #6: _____

Observation #7: _____

Observation #8: _____

Total OBSERVATION Rating: _____

Cumulative SMART GOAL Rating

There are two SMART Goals worth 45% of the total Evaluation System.

SMART Goal #1: (22.5% of Total Evaluation):

SMART Goal #2: (22.5% of Total Evaluation):

Total SMART GOAL Rating: _____

Cumulative CLIMATE GOAL Rating

The Climate Goal is worth 10% of the Annual Evaluation:

Climate Goal (10% of Total Evaluation):

Total CLIMATE GOAL Rating: _____

Cumulative STUDENT FEEDBACK GOAL Rating

The Student Feedback Goal is worth 5% of the Annual Evaluation:

Student Feedback Goal (5% of Total Evaluation):

Total STUDENT FEEDBACK Rating: _____

Overall Rating

**(OBSERVATION Average x 45) + (SMART GOAL Average x 40) + (CLIMATE GOAL x 10) +
(STUDENT FEEDBACK GOAL x 5)**

4 (# of Categories)

Rating Scale

86-100 = Exemplary

71-85 = Accomplished

60-70 = Developing*

59 or below = Below Standard*

***Teachers earning summative ratings of Developing or Below Standard will be placed on a NPS Supervised Assistance Plan.**

Teacher signature: _____ Date _____

Administrator signature: _____ Date _____

Norwich Educator Development and Performance Plan:

A Process of Support and Evaluation for

All Norwich Professionals



Administrator Portion of the Norwich Plan

June 2015

ADMINISTRATOR DEVELOPMENT AND PERFORMANCE PLAN

The Norwich Administrator Development and Performance Plan align with the Teacher Development and Performance Plan. It is grounded in the following purposes as defined by our team:

- To support student learning, growth and development as a key measure of our success as leaders;
- To commit to continuous growth and development for ourselves and individuals that we lead;
- To use data, not just hunches, as a means to examine our practice and to drive our plans and leadership actions;
- To use reflection as a key tool, both individually and collectively, to shape our practice;
- To ensure that we develop and maintain high quality relationships with our stakeholders;
- To ensure that the practice of leadership incorporates the traits of efficacy, initiative and strategy, feedback and decision making, change management, and communication and relationships;
- To ensure that we communicate well and give and receive feedback on our leadership; and
- To ensure that we examine and seek to strengthen our capacity and resources.

This plan is grounded in the belief that great leaders lead great schools. The Model of Continuous Improvement in the Teacher Development and Performance Plan is a defining connection between the two plans.

The purpose of the evaluation model is both to evaluate Administrator performance fairly and accurately and to help each leader strengthen his/her practice to lead to school and district development and improvement. Our administrator evaluation model is founded on a set of core principles about the power of great leaders and the critical role of accountability in developing them.

Design Principles

The following six design principles are interdependent; each is critical in determining that evaluations meet the needs of teachers, school leaders and students. They build upon CT's efforts at administrator evaluation and include current research and best practice in leadership development:

1 Focus on What Matters Most

The Four areas defined by the state board as what matters for administrators are: student learning indicator (45%), administrator performance and practice (40%), stakeholder feedback (10%), and teacher effectiveness outcomes (5%). Instructional leadership is the key defining trait of high quality school leadership and is weighted as such in this plan. It connects directly to our teacher core principle: the instructional core matters and focusing on student learning and the teaching that shapes that learning is key.

2 Emphasize Growth Over Time

No single data point can paint a complete picture of a leader's performance. The Norwich Administrator Development and Performance Plan use multiple measures and begin with the premise that an individual's performance should be about their improvement from an established starting point. This applies to their professional practice goals and the outcomes they are striving to reach. Attaining high levels of performance matters, and maintaining high results is part of the work, but the model should encourage administrators to pay attention to continually improving practice, which is affirmed in Norwich's model of continuous improvement.

3 Interface of Educational Leadership Practice and Personal Leadership Practice

Effective school and district leadership considers not only what needs to be done, but how the personal leadership practice of an administrator builds sustainable and coherent practices in a school that builds the capacity of staff, students, and the community at large. The Wallace Foundation paper [*Assessing the Effectiveness of School Leaders*](#) (2009) documents the importance of synthesizing technical knowledge with leadership competencies, noting that a focus on "driver" behaviors that improve instruction and promote necessary school change, anchored in standards, is critical for school and organizational improvement. Additionally, the Wallace Foundation notes that a focus on formative rather than summative feedback is critical to the growth of school leaders. Finally, several studies from Vanderbilt University (<http://www.valed.com/about.html>) support the use of an integrated framework. Other states have aligned their leadership frameworks to educational and personal leadership competencies, notably the Wisconsin leadership framework.

4 School and District Development Planning as the Foundation for Improvement

Strategic planning is the essence of focused school improvement, and this plan relies on school and district plans to guide the continuous improvement process. The evidence of proficient leadership practices are tied to the strategic goals and objectives of the school and district development plans, supported by observational and documented evidence. Additionally, these plans are intended to be aligned with and tied to ongoing embedded professional Learning opportunities for teachers, administrators, and support staff.

5 Professional Learning and Development

An evaluation process must have meaningful implications, both positive and negative, in order to earn sustained support from school leaders and to contribute to the systematic improvement of schools. Of key importance is the professional conversation between 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 and collect and examine adequate evidence to make well informed judgments about the quality and efficacy of practice.

6 Consider Implementation at Least as Much as Design

This plan is designed to limit excessive demands on those doing evaluations or being evaluated. The work is integrated into the overall school improvement and development efforts of Norwich and is integral to the work, not an addition to it. The plan underscores the importance of the need for evaluators to build skills in setting goals (for themselves and with others), observing practice, and providing high quality feedback.

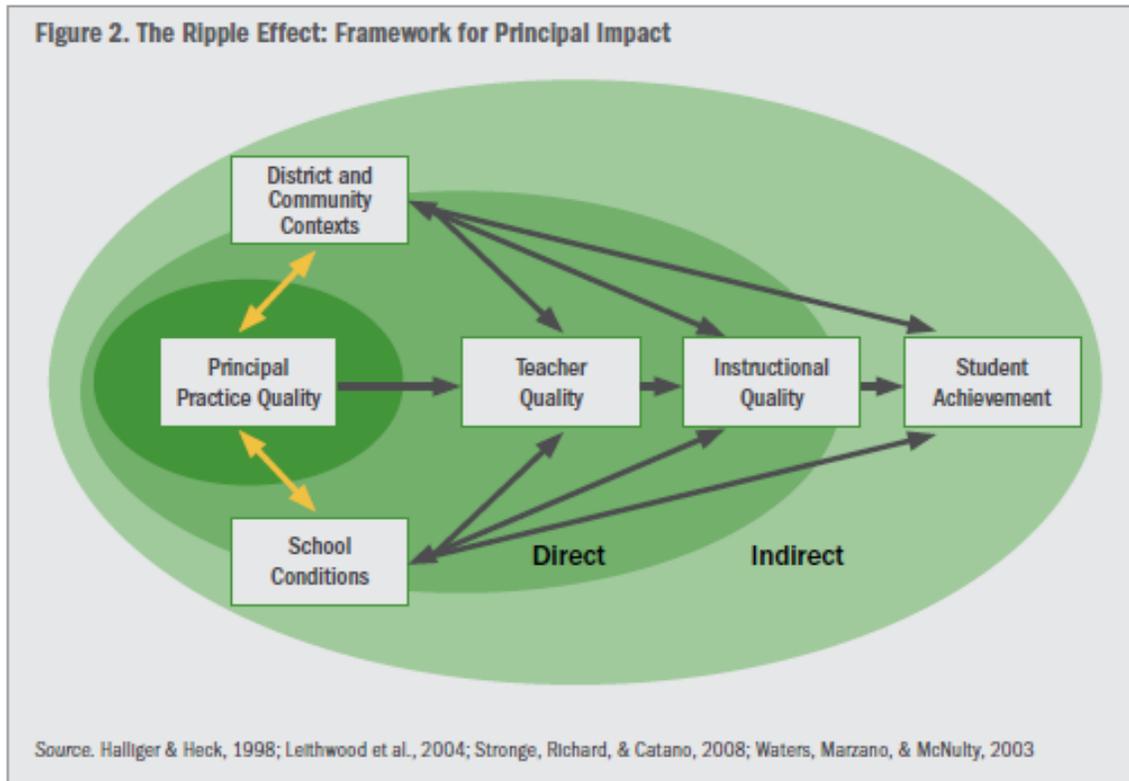
Model of Continuous Improvement

The Norwich Administrator Development and Performance Plan parallels the Teacher Development and Performance Plan defining effectiveness in terms of practice and performance (practice and stakeholder feedback), and student outcomes and teacher effectiveness outcomes/learning (academic progress and teacher growth and development).

The model of continuous improvement depends on the development of synergy between school and district efforts to support the practice of educators in the service of student learning. In this evaluation model, this is reified in the form of core practices that create a “through line” from mission and vision to school and district improvement plans to leadership actions. This through-line connects from the NORWICH mission and vision, and theory of action, to the School Improvement Planning process. The school development process is then driven by careful analysis of multiple indicators of school performance, supported by strategic goals, strategies and action steps. The process of improvement is driven by the leader’s theory of action and personal leadership that is grounded in efficacy and identified strategies, supported by providing meaningful and actionable feedback, engaged through appropriate change management strategies, and grounded

in high quality relationships and meaningful communication. The process of continuous school and district improvement is shaped by the school culture, community and context in which each school resides. These efforts require supported professional learning experiences for administrators that address their range of needs and areas for growth.

An additional source of particular importance is the American Institute of Research's *The Ripple Effect* (Clifford, Behrstock-Sherratt, and Fetters, 2012). In this synthesis of research on principal effectiveness, the authors analyze the principal leadership actions most likely to effect the ongoing improvement of a school. Exemplified in the diagram below, this framework focuses on the direct effects of principal leadership to create better outcomes for students.



Additionally, this framework is aligned with and meets the requirements as specified in the CSDE guidelines and requirements for administrator evaluation.

This evaluation model describes 4 levels of performance for administrators and focuses on the practices and outcomes of accomplished administrators. These administrators can be characterized as:

- Meeting Performance Expectations of the CT Standards for School Leaders (as reflected in the Norwich Framework) with “Instructional Leadership” evidenced as accomplished or exemplary

- Meeting Performance Expectations in the three other areas of leadership practice
- Meeting one target related to stakeholder feedback
- Meeting local targets on tests of core academic subjects
- Meeting and making progress on two student Learning objectives/goals aligned to school and Norwich priorities
- Having more than 60% of teachers proficient on the student growth portion of the evaluation

What follows is a description of the plan and the four components on which administrators will be evaluated: **1) leadership performance and practice, 2) stakeholder feedback, 3) student learning indicators, and 4) teacher effectiveness outcomes.** The document also includes steps for arriving at a final summative rating. The model is derived from: Connecticut Common Core of Leading; LEAD Connecticut Turnaround Principal Competencies; LEAD Connecticut Administrator Professional Practice Rubric; Wisconsin Framework for School Leadership; Delaware Performance Appraisal System; Denver, Co. School Leadership Framework; Massachusetts Model System for Educator Evaluation; the Vanderbilt Assessment of Leadership in Education, as well as the work referenced above. It was created with a team of superintendents in southeastern CT, in the NORWICH region, a community of practice, seeking to strengthen their efforts to supervise, develop, and evaluate administrators.

Overview of the Process

Each administrator participates in the evaluation process as a cycle of continuous improvement. Beginning with the examination of student learning data, the administrator develops a School Improvement Plan, including meaningful goals. The School Improvement Plans must support high quality instruction, and include the collective examination of results as well as how administrators provide feedback and collaborate with all stakeholders throughout the process.

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

The cycle itself begins with the following processes and general timeline:

June-July: Orientation and Context Setting

To begin the process, the Administrator needs the following:

1. Student learning data are available for review by the administrator and the school has been assigned a School Performance Index rating (if available);
2. Stakeholder survey data are available for review by the administrator;
3. The Superintendent or her designee has communicated student learning priorities for the year as defined in the District Improvement Plan.
4. The administrator has developed a School Improvement Plan that includes student learning goals; and,
5. The evaluator has reviewed the Educator Development and Performance Plan with the Administrator to orient him/her to the evaluation process.

Annually, Norwich will provide sessions for all administrators being evaluated so that they will understand the evaluation system, the processes, and the timeline for their evaluation. Training aligns with the Common Core of Leading Performance Expectations. Prior to the start of the school year, Norwich will provide evaluators of administrators with training focused on the Administrator evaluation system. Training will include an in-depth overview of the four categories that are part of the plan, the process and timeline for the plan implementation, the process for arriving at summative evaluation. Training will be provided on the rubric/framework so that evaluators are thoroughly familiar with the language, expectations, and examples of evidence required for administrator proficiency. Training includes how to conduct effective teacher observations and providing effective feedback. Norwich administrators also participate in state training for assessment/evaluation.

July-September: Goal-Setting and Plan Development

Before a school year starts, school administrators identify three student learning objectives and one survey target, drawing on available data, the Superintendent's priorities, their School Improvement Plan, and prior evaluation results (where applicable). They also determine two dimensions of educational leadership practice for their focus as well as an area of related personal leadership practice. All of these elements (with the exception of educational and personal leadership practice focus and teacher effectiveness rating) reside in the School or District Improvement plan. The Administrator and the evaluator meet to discuss and agree on the selected outcome goals and practice focus areas. This is an opportunity to discuss the administrator's choices and to explore questions such as:

Are there any assumptions about specific goals that need to be shared because of the local school context?

Are there any elements for which accomplished performance will depend on factors beyond the control of the principals? If so, how will those dependencies be accounted for in the evaluation process?

What are the sources of evidence to be used in assessing an administrator's performance?

The evaluator and administrator also discuss the appropriate resources and professional development needs to support the administrator in accomplishing the goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation and support plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used. The focus areas, goals, activities, outcomes, and time line will be reviewed by the administrator's evaluator prior implementing the goals themselves. The evaluator may suggest additional goals as appropriate.

September-December: Plan Implementation and Collect Evidence

As the Administrator implements the plan, he/she and the evaluator both collect evidence about the Administrator's practice and performance. 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 are essential.

Unlike visiting a classroom to observe a teacher, school visits to observe Administrator practice can vary significantly in length and setting and focus. This may include direct observation of the administrator's practice, observations of the day to day operations of the school and instructional practice, and discussing other forms of evidence with the administrator. Further, central to this process is providing meaningful feedback based on observed practice. Evaluators need to provide timely feedback (oral or written) after each visit. This process relies on the professional judgment of the Administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence. As cited in the Delaware Administrator Performance Plan, there are many ways to collect evidence, including but not limited to:

Observable Evidence

Directly observing an administrator at work

The evaluator is physically present in the school or venue where the administrator is present, leading, and/or managing. This includes but is not limited to leadership team meetings, professional development sessions, parent meetings, and teacher feedback conversations.

Observing the systems established by the administrator

The evaluator is observing systems that operate without the leader present. This includes but is not limited to team meetings or collaboration sessions (where the administrator is not present), observing teacher practice across multiple classrooms, or observing school systems, culture, climate, etc.

Documented Evidence

Collecting artifacts

The evaluator reviews materials that document administrator practice. This includes but is not limited to school improvement plans, school newsletters, and professional development agendas and materials.

Reviewing school data

The evaluator reviews teacher performance data, student performance data, and overall school performance data. This includes but not limited to leading indicators of the school or district improvement plan, direct evidence of student performance, and all stakeholder feedback.

January: Mid-year Formative Review

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

The administrator analyzes available student achievement data and considers progress toward the stated goals.

The administrator may share samples of evaluation documents, feedback to teachers, etc. or other artifacts 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 impact accomplishment of outcome goals; goals may be changed at this point. The evaluator provides a mid-year summary to inform the leadership practice for the remainder of the school year.

April/May: Self-Assessment

In the spring, the administrator is expected to assess their practice on all 18 elements of the Connecticut Leadership Standards through the lens of the Norwich Leadership Framework. In the Norwich Leadership Framework, the standards have been distilled into four Performance Expectations: **1) Instructional Leadership, 2) Human Capital, 3) Management and Operations, and 4) Culture and Climate.** For each of the four Performance Expectations, the administrator determines whether he/she:

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

The Administrator should also review their identified focus areas and determine if they consider themselves on track or not. This reflection should be used to inform their rating for the year. In addition, administrators are expected to reflect on their outcomes related to stakeholder feedback, student learning indicators, and teacher effectiveness outcomes. In Norwich the School & District Improvement Plans serve as the vehicle through which the goals are monitored and outcomes are captured. A self- assessment form is located in the appendix. The administrator submits their self-assessment to their evaluator.

May: Preliminary Summative Assessment (adjusted in August, if appropriate).

At the end of year conference, the administrator and evaluator analyze the administrator’s performance based on all available evidence. Using the School Improvement Plan, the administrator reports on the results and outcomes that were achieved based on the plan and its actions. Those goals connect to the academic goals, the goals related to the specific program foci, the results related to stakeholder feedback. Regarding the leadership practice, the two review and discuss each dimension of the framework and the evidence that supports each performance expectation to arrive at a final summative judgment. The teacher effectiveness outcomes rating is analyzed through both examination of the process of evaluating staff as well as the outcomes for teachers.

Following the conference, the evaluator completes the summative evaluation report, shares it with the Administrator, and adds it to the personnel file with any written comments attached that the Administrator requests to be added within two weeks of receipt of the report. Summative ratings are expected to be completed for all administrators prior to June 30 of a given school year. Should state standardized test data not be available at the time of a final rating, a rating must be completed based on evidence 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 may recalculate the summative rating when the data is available and submit the adjusted rating no later than September 15. This adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

The Four Components of the Evaluation

Administrators will be evaluated and supported on the basis of four key components:

1) Leadership Performance and Practice, 2) Stakeholder Feedback, 3) Student Learning Indicators, and 4) Teacher Effectiveness Outcomes.

Component One: Leadership Practice Rating (40%)

An assessment of an Administrator’s leadership practice is 40% of the summative rating. It is determined by direct observation of practice and the collection of other evidence. These expectations are described in the Common Core of Leading; Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June, 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and

define effective administrative practice through six performance expectations. These standards form the foundation of the Norwich Leadership Framework.

The elements of practice of the Norwich Leadership Framework is the interface of the critical elements of educational and personal leadership practices, essentially synthesizing the “what” and “how” of effective school and district leadership. These are the translated definitions of the Connecticut Common Core of Leading in action, streamlining the six Performance Expectations of the CT Common Core of Leading into four actionable areas. Each of the four Performance Expectations is supported by attributes that further define it. All of the Performance Expectations are reviewed through the lens of leadership. Based on the ISLLC standards and drawing on the LEAD Connecticut Turnaround Principal Competencies as well as the Vanderbilt Assessment of Leadership in Education, this model builds on the latest research to develop the capacity of leaders and schools in Norwich.

Improving teaching and learning is at the core of what effective educational leaders do. As such, “Performance Expectation 1: Instructional Leadership” comprises half of the leadership performance and practice rating and the other three performance expectations are equally weighted.

These weightings are consistent for all administrators. For assistant administrators and other school-based 092 certificate holders in non-teaching roles, the Performance Expectations are weighed equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers.

In order to arrive at these ratings, administrators are measured against the Norwich Leadership Framework (Appendix) which describes leadership actions across four performance levels for each of the performance expectations and associated attributes. The four performance levels are:

- **Exemplary:** The Exemplary Level focuses on the concepts of developing capacity for others to engage in action and lead. The Exemplary level is represented by leadership that moves beyond the individual leader/school and extends across the district or beyond. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from accomplished performance.
- **Accomplished:** The framework is anchored at the Accomplished Level using the indicators and performance expectations derived from the Connecticut School Leadership Standards. It describes the educational and personal leadership practices necessary to lead successfully.
- **Developing:** The Developing Level focuses on leaders with a general knowledge of educational and personal leadership practices that are evolving. However, most of those practices lead to results that are inconsistent or they do not necessarily lead to positive or sustainable results.
- **Below Standard:** The Below Standard Level focuses on a limited understanding of educational leadership practices, misuse or general inaction on the part of the leader, or working against school and district improvement on the part of the leader.

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the preponderance of evidence for each Performance Expectation in the Norwich Leadership Framework. Evaluators collect written evidence about and observe the administrator's leadership practice across the performance expectations described in the framework. Specific attention is paid to leadership performance areas identified as needing development. This is accomplished through the steps described above, undertaken by the administrator being evaluated and by the evaluator completing the evaluation. The steps include:

1. The administrator and evaluator meet for a Goal-Setting Conference to identify focus areas for development of the administrator's leadership practice.
2. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified focus areas for development. **Administrator evaluators 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 *developing* or *below standard*.** Assistant principal evaluators shall conduct at least four observations of the practice of the assistant principal.
3. The administrator and evaluator hold a Mid-Year Formative Conference, with a focused discussion of progress toward the expectations of accomplished performance, with particular emphasis on any focus areas identified as needing development or attention.
4. 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 their focus areas.
5. The evaluator and the Administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *exemplary*, *accomplished*, *developing*, or *below standard* for each Performance Expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year. (Supported by the "Summative Rating Form," **Appendix**.)

School Based Administrators:

Rate Each Performance Expectation:

1. Instructional Leadership:

Effective instructional leaders work in their school communities/contexts to collaboratively articulate a mission, vision and goals focused on academic achievement for all through collaborative processes.

Examine all three attributes (1.1 Mission, Vision and Goals; 1.2 Student Achievement Focus; 1.3 Collaborative Practice), with evidence determine:

<p>(4) Exemplary: Collaboratively integrates a wide range of personal leadership practices to provide instructional leadership to engage all members of the school community to achieve the mission, vision and goals for academic, behavioral and social improvement for all students.</p>	<p>(3) Accomplished: Integrates a range of personal leadership practices to provide instructional leadership to engage the school community to achieve the mission, vision, and goals for instructional improvement for students.</p>	<p>(2) Developing: Uses some or inconsistent leadership practices to address some aspects of achieving the mission, vision and goals for improvement.</p>	<p>(1) Below Standard: Applies inappropriate personal leadership practices or implements personal or leadership practices that work against instructional improvement.</p>
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2. Human Capital/Talent Development:

Effective leaders recruit, select, retain, and develop staff over the course of their careers through systems of high quality support and evaluation.

Examine all three attributes (2.1 Recruitment, Selection and Retention, 2.2 Professional Learning, 2.3 Observation and Performance Evaluation), with evidence determine:

<p>(4) Exemplary: Collaboratively integrates a wide range of personal and educational leadership practices to effectively recruit, select, retain and develop staff throughout their careers through differentiated approaches</p>	<p>(3) Accomplished: Integrates a range of personal and educational leadership practices to develop staff over the course of their career through support and evaluation and staff development.</p>	<p>(2) Developing: Uses some or inconsistent personal and educational leadership practices to address some aspects of recruiting, selecting, or developing and retaining staff.</p>	<p>(1) Below Standard: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that lead to staff turnover or lack of focus on the school mission.</p>
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3. Management and Operations:

<p>Effective leaders manage and create environments that are conducive to learning and use their personal and leadership practices to ensure safety, security and resource management.</p> <p>Examine all three attributes (3.1 Management of the Learning Environment, 3.2, Safety and Security, 3.3, Resource Management), with evidence determine:</p>			
<p>(4) Exemplary: Integrates a wide range of personal and educational leadership practices to create a safe, secure environment that is conducive to Learning through appropriate and innovative resource management.</p>	<p>(3) Accomplished: Uses a range of personal and educational leadership practices to create a safe, secure environment that is conducive to Learning, with resources that align with the school priorities.</p>	<p>(2) Developing: Uses some or inconsistent personal or educational leadership practices to create a Learning environment that is at times conducive to Learning; resources are mostly aligned with priorities</p>	<p>(1) Below Standard: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that negatively impact the Learning environment; resources are not or are misaligned.</p>

4. Culture and Climate:

Effective leaders promote family and community engagement through personal and educational leadership practices and promote equitable and inclusionary practices, grounded in ethical and equitable practices.

Examine all three attributes (4.1 Family and Community Engagement, 4.2, School Culture and Climate, 4.3, Equitable and Ethical Practice), with evidence determine:

<p>(4) Exemplary: Integrates a wide range of inclusive personal and educational leadership practices to create a positive culture and climate that promotes high expectations, and equitable and inclusionary practices through equitable and ethical practices.</p>	<p>(3) Accomplished: Uses a range of personal and educational leadership practices to create a positive school culture and climate through equitable and ethical practices.</p>	<p>(2) Developing: Uses some or inconsistent personal or educational leadership practices to create Learning environments that are at times conducive to Learning; resources are mostly aligned with priorities.</p>	<p>(1) Below Standard: Applies inappropriate personal leadership practices or implements personal or educational leadership practices that negatively impact the Learning environment; resources are not aligned or are misaligned.</p>
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Based on an analysis of educational and personal leadership practice, weighing instructional leadership as half, draw a summative conclusion:

Exemplary	Accomplished	Developing	Below Standard
Exceeds the expectations of educational and personal leadership practices of the Leadership Framework.	Meets expectations of educational and personal leadership practices of the Leadership Framework.	Progressing toward expectations of educational and personal leadership practices of the Leadership Framework. (developing on instructional leadership)	Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework.

Assistant Administrators and Other School-Based Administrators:

Exemplary	Accomplished	Developing	Below Standard
Exceeds the expectations of educational and personal leadership practices of the Leadership Framework.	Meets expectations of educational and personal leadership practices of the Leadership Framework	Progressing toward expectations of educational and personal leadership practices of the Leadership Framework	Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework.

Central Office Administrators

The Central Office Norwich Leadership Framework parallels the administrator framework. Both school leaders and central office staff are connected by the core dimensions of their work; however, central staff has responsibilities for educational leadership practice that may vary in scope and responsibility. The Central Office and administrator rubrics are linked through the core dimensions of Educational Leadership Practice as well as Personal Leadership Practices.

Administrators		Central Office Administrators
Educational Leadership Practice	Personal Leadership Practice	Educational Leadership Practice
Instructional leadership	Efficacy, Initiative, Strategy	Instructional Leadership
Human Capital	Feedback, Decision Making Accountability	Human Capital/Talent Development
Management and Operations	Change Management	Organizational Management and Operations
Culture and Climate	Communication and Relationships	District Culture and Climate

The Central Office Administrator framework can be found in the Appendix. Central Office Administrators use the district development and planning process to derive their work. Sources of evidence parallel the administrator, both in terms of directly observable performance as well as documented evidence of progress. The rating system parallels that of the Administrator and is shaped by the nature of the central office administrator’s role and scope of responsibility.

Component Two: Stakeholder Feedback (10%)

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

The stakeholders surveyed will be those in the best position to provide meaningful feedback to the Administrator. For school-based administrators, stakeholders will include teachers and parents, but may include other stakeholders (e.g., other staff, community members, students, etc.). Surveys will

be administered anonymously and all Norwich administrators will collect and analyze stakeholder feedback data that will be used for continuous improvement. The surveys shall be administered annually. Data will be used as baseline data for the following year. Using the survey data, administrators will establish goals, within their School Improvement Plans, to address stakeholder feedback. Once the stakeholder feedback goal has been determined, the administrator will identify the strategies he/she will employ to meet the target.

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.

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

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

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

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

Component Three: Student Learning Indicators (45%)

Student learning is assessed in equal weight by: (a) performance and progress on the academic learning measures in the state’s accountability system for schools and (b) performance and growth on locally-

determined measures. Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrator's evaluation.

For the 2015-2016 academic year, the required use of state test data is suspended pending federal approval. **Therefore, 45% of an administrator's rating for Student learning will be based on student growth and performance on locally-determined measures (NWEA MAP).**

Locally Determined Measures

Administrators establish a minimum of three student learning objectives (goals) on measures they select that they will integrate into their School Improvement Plans. (If the Administrator has no state-wide assessments, at least three goals must be established). In selecting measures, certain parameters apply:

- All measures must align to Connecticut Learning standards. In instances where there are no such standards that apply to a subject/grade level, the school 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.

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

- Students' performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.
- The process for selecting measures and creating goals 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 unfold in this way (described for principals):
 - 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 a school improvement plan for the school. 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 goals for the chosen assessments/indicators.
 - The Administrator shares the goals 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 and evaluator collect interim data on the goals 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:

Exemplary	Accomplished	Developing	Below Standard
Met all three goals and substantially exceeded at least 2 targets	Met 2 goals substantially with substantial progress on the third	Met 1 goals and made substantial progress on at least 1 other	Met 0 goals OR Met 1 goal and did not make substantial progress on the other two

Component Four: Teacher Effectiveness Outcomes (5%)

Teacher effectiveness – as measured by an aggregation of teachers’ student learning objectives (goals) – is 5% of an administrator’s evaluation. Improving teacher effectiveness is central to an Administrator’s role in driving improved student learning outcomes. That is why, in addition to measuring the actions that administrators take to increase teacher effectiveness – from hiring and placement when possible to ongoing professional development such as SPLC’s to feedback on performance – the Administrator evaluation model also assesses the outcomes of all of that work.

As part of Norwich’s teacher evaluation model, teachers are assessed in part on their accomplishment of goals. This is the basis for assessing administrators’ contribution to teacher effectiveness outcomes.

In order to maintain a strong focus on teachers setting ambitious goals for their evaluation, it is imperative that evaluators discuss with the administrators their strategies in working with teachers to set goals. During the evaluation process, administrators are expected to share samples of their work with teacher supervision and evaluation, as the process of evaluation is also a critical variable in an administrator’s success.

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

The same effectiveness ratings apply for Assistant Principals or other administrators who evaluate teachers. For Central Office Administrators, the 5% is based on the ratings of the individuals that the Central Office Administrator evaluates. It is supported by evidence of the level of success of the evaluations that were conducted.

Determining End of Year Summative Ratings

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

A. PRACTICE:

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

The practice rating derives from an administrator's performance on the four Performance Expectations of the Norwich Leadership Framework rubric and the stakeholder feedback targets. Evaluators record a rating for the performance expectations that generates an overall rating for leadership practice. This forms the basis of the overall practice rating, but the rating is adjusted upward or downward one level in the event that the stakeholder feedback is either *exemplary* or *below standard*, respectively.

B. OUTCOMES:

Student Learning Indicators (45%) + Teacher Effectiveness Outcomes (5%) = 50%

The outcome rating derives from the student learning measures and teacher effectiveness outcomes. Evaluators record a rating for the student learning objectives agreed to in the beginning of the year. These two combine to form the basis of the overall outcomes rating, but the rating is adjusted upward or downward one level in the event that the teacher effectiveness is either *exemplary* or *below standard*, respectively.

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

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

		<i>PRACTICE RELATED INDICATORS RATING</i>			
		Exemplary	Accomplished	Developing	Below Standard
<i>OUTCOMES RELATED INDICATORS RATING</i>	Exemplary	Exemplary	Exemplary	Accomplished	Gather Further Information
	Accomplished	Accomplished	Accomplished	Accomplished	Gather further information
	Developing	Accomplished	Developing	Developing	Below Standard
	Below Standard	<i>Gather further information</i>	Below Standard	Below Standard	Below Standard

Summative Administrator Evaluation Rating

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

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

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

- Meeting Performance Expectations of the CT Standards for School Leaders (as reflected in the Norwich Framework) with “Instructional Leadership” evidenced as accomplished or exemplary
- Meeting Performance Expectations in the three other areas of leadership practice
- Meeting one target related to stakeholder feedback
- Meeting local targets on tests of core academic subjects
- Meeting and making progress on two student Learning objectives/goals aligned to school and Norwich priorities
- Having more than 60% of teachers proficient on the student growth portion of the evaluation

Supporting administrators to reach the accomplished level is at the very heart of this evaluation model. *Exemplary* ratings are reserved for performance that significantly exceeds accomplished and could serve as a model for leaders district-wide or even statewide. Few administrators are expected to demonstrate *Exemplary* performance on more than a small number of practice elements. *Accomplished* represents fully satisfactory performance, that is, effective performance.

A rating of *Developing* means that performance is meeting proficiency in some components but not others. Improvement is necessary and expected and a pattern at the *Developing* level is, for an experienced administrator, a cause for concern: an administrator would then be put on the professional assistance plan. On the other hand, for principals in their first year, performance rated *Developing* is acceptable at the beginning of their practice. If a pattern of *Developing* continues without adequate progress or growth, the Administrator will be moved to professional assistance. A rating of *Below Standard* indicates performance that is below proficient on all components or unacceptably low on one or more components. The Administrator will be moved to a professional assistance plan.

Professional Assistance Plan

The Professional Assistance program is intended to assist the tenured or non-tenured Administrator whose performance is below standard or developing. This plan is composed of two levels: **Supervised Assistance** and **Intensive Assistance**. Administrators assigned to the Professional Assistance Program will work cooperatively with their evaluators and bargaining unit representative to develop and implement an individualized remediation plan designed to assist the administrator in meeting competence. In general an administrator will be placed in the first level – Supervised Assistance – to address area(s) of concern in their performance. The Superintendent may however immediately place an administrator in the second level – Intensive Assistance – to address serious concerns. The Professional Assistance Program will include sufficient opportunities for the administrator to obtain assistance from peers and evaluators and/or participate in special training that is purposefully designed to build the administrator's competency. The administrator shall be advised by the evaluator to discuss placement in the Professional Assistance Program with a representative of the Administrator's Bargaining Unit.

Dispute and Conflict Resolution

A panel, composed of the superintendent, Administrator Union President and a mutually agreed upon neutral third person, shall resolve disputes where the evaluator and administrator cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

Evaluation Criteria: The evaluation criteria are derived from the components of the School Development and Performance Plan and CT School Leader Standards. The plan should target areas in need of improvement: 1) Leadership Practice, 2) Stakeholder Feedback, 3) Student Learning, and 4) Teacher Effectiveness Outcomes.

Methods: The methods to evaluate are the same as those described above and include some of the following, depending on the areas of need:

- Comprehensive goal setting
- Observations in a range of settings
- Examination of artifacts/data
- Reflective conversations with supervisors
- Assignment of coaches
- Constructive, ongoing feedback
- Assistance and support from evaluator or designee
- Appropriate resources to support growth and development

Time period: The timeframe is dependent upon the nature of the area of concern and the extent of the needs for change and improvement.

Accountability: Documentation of evaluation criteria will include summative ratings supported by evidence, with a timeline as determined above. It may include strengths, areas needing improvement and recommended strategies for meeting any next steps. It may also include a recommendation regarding continued employment.

Peer support: The primary support for the Administrator in this format will be the evaluator. Others, including peers or executive coaches, may provide additional supervision or assistance.

Evaluator: The evaluator for staff in this Professional Assistance Plan will be the Superintendent and/or her designee.

Evaluation-based Professional Learning

Norwich, as an organization, is committed to supporting the continuous growth and development of the leadership of the organization. Norwich provides professional learning opportunities for administrators, based on the individual or group of individuals' needs that are identified through the evaluation process. These learning opportunities are clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observations of professional practice, or the results of stakeholder feedback. They may be provided through our regularly scheduled administrative team meeting time, or additional sessions as necessary. In addition, individual opportunities to Norwich may be provided either within or outside of the organization to meet individual learning needs.

Career Development and Growth

Norwich values opportunities for career development and professional growth. These opportunities may be about deepening skills, knowledge or understanding in the particular job an administrator holds and/or helping to develop and explore new career options, and/or helping others to develop into leaders throughout the organization. Norwich provides opportunities for career and professional growth based on an Administrator's performance identified through the evaluation process. Examples of these range of growth opportunities include but are not limited to: observation of peers; mentoring/coaching early career administrators; leading learning experiences for peers; cultivating leaders within a building; connecting research to practice; contributing to Norwich as an organization and providing opportunities for others to grow; differentiated career pathways, or the development of skills to lead to new career opportunities, and targeted professional development based on areas of need. The development of leadership occurs on a continuum.

Appendices

- A. Norwich Leadership Framework
- B. Norwich Central Office Leadership Framework
- D. End of Year Conference Guiding Questions for Administrators
- E. Final Summative Rating Form

Norwich Leadership Framework

Key Attributes of Leadership Practice	Personal Leadership Practice				Potential Evidence of Performance
Educational Leadership Practice	A. Efficacy, Initiative, and Strategy: Demonstrates an urgency to improve outcomes for all students through a strategic improvement plan. Consistently applies initiative and persistence to accomplish ambitious goals.	B. Feedback and Decision Making: Develops and implements systems that generate feedback for and from school community (teachers, students, parents). Uses multiple sources of information when making decisions.	C. Change Management Manages resistance to change and engages school community to maintain a consistent focus on high levels of achievement.	D. Communication and Relationships: Builds trusting and positive relationships with adults, students, families and communities to improve student learning.	
1. Instructional Leadership	1.1 Mission, Vision and Goals: Develops and maintains a clear instructional mission and vision for all students that is shared by the school community and articulated in a strategic plan.	1.1B: Engages broad stakeholder input into the implementation of the school’s strategic plan aligned to the vision, mission and goals. Uses the strategic plan in conjunction with the school’s vision, mission and goals to guide decisions.	1.1C: In monitoring the implementation of the strategic plan, uses data systems to identify student strengths and needs, assess and modify programs, and addresses barriers to achieving the vision, mission and goals.	1.1D: Collaboratively develops a shared mission and vision to guide the work of the school. Clearly communicates mission, vision, and strategic initiatives to stakeholders. Regularly shares strategic plan with school community.	
1.2 Student Achievement Focus: Sets clear and high expectations for student academic, social, and behavioral outcomes. Regularly develops and uses multiple sources of student learning information in collaboration with school and district staff to develop, monitor, and adjust instructional focus and strategic plan based on student needs.	1.2A: Ensures the implementation and evaluation of curriculum, instruction and assessment by aligning content, standards, teaching and professional development. Develops clear and measurable indicators of progress toward school and district goals.	1.2B: Provides timely, accurate, specific, and ongoing feedback using data, assessments, and evaluation methods that improve teaching and learning. Regularly monitors and evaluates progress toward strategic goals based on real time data to address student and adult learning needs.	1.2C: Develops a shared understanding of standards-based curriculum, instructional best practices and ongoing monitoring of student progress. Attends to the differentiated needs of stakeholders as the school implements strategic plan.	1.2D: 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. Builds positive and trusting relationships and uses authority to create opportunities for shared understanding, commitment, and effort toward building student success.	School Improvement Plan Leadership Team Meetings Professional Development Sessions School Improvement Plan Student Learning Data Professional Development Sessions Teacher Feedback

3. Management and Operations	A. Efficacy, Initiative and Strategy	B. Feedback and Decision Making	C. Change Management	D. Communication and Relationships	Sample Evidence of Performance
<p>1.3 Collaborative Practice: Works with others for the good of the school. Creates a clear structure and direction for the work of teams. Builds the capacity of teams to make decisions aligned to mission of the school and district.</p>	<p>1.3A: Collaboration and distributed leadership are key components of mission, vision, and strategic plan.</p>	<p>1.3B: Monitors and gives feedback to teams. Ensures that staff and community members engage in leadership roles and actively supports the distribution of leadership responsibilities. Seeks and applies feedback from key stakeholders and colleagues to guide leadership work.</p>	<p>1.3C: Manages team growth and internal conflict and effectively engages others in a collaborative culture where difficult and respectful conversations encourage diversity of thought and perspective.</p>	<p>1.3D: Builds collaborative and productive relationships with colleagues, teachers, parents, students, and other stakeholders. Regularly communicates with individuals and teams and facilitates communication within and among key stakeholder groups.</p>	<p>Team Meetings School Schedule Formative Data Professional Development Sessions</p>
2. Human Capital	A. Efficacy, Initiative and Strategy	B. Feedback and Decision Making	C. Change Management	D. Communication and Relationships	Sample Evidence of Performance
<p>2.1: Recruitment, Selection, and Retention: Recruits, selects, develops, and retains effective educators needed to implement school mission and strategic plan.</p>	<p>2.1A: Develops and applies a recruitment and selection strategy that is integrated with strategic plan.</p>	<p>2.1B: Consistently uses evidence/data of effective teaching (e.g., demonstration lessons, lesson/unit plan analysis) as primary factor in recruiting and selection decisions. Involves teacher leaders in selection process for all instructional staff.</p>	<p>2.1C: Uses multiple channels to identify the most effective teachers and strategically places them into positions based on his/her knowledge of teachers' strengths and areas for growth, considering student needs</p>	<p>2.1D: Creates and maintains trusting and positive relationships with teachers and staff. Builds relationships in profession (e.g., training programs) and within district to obtain highly qualified and diverse staff</p>	<p>Staffing Patterns</p>
<p>2.2: Professional Learning: Establishes a collaborative professional learning program linked to student, classroom, and school data, individual teacher needs, and school goals.</p>	<p>2.2A: Provides support, time, and resources to engage faculty in reflective practice that leads to evaluating and improving instruction and in pursuing leadership opportunities. Models a commitment to continuous learning.</p>	<p>2.2B: Aligns school professional development plan to strategic plan and data collected through performance evaluation and student learning information. Ensures that all teachers receive feedback and aligned professional learning opportunities.</p>	<p>2.2C: Ensures coherence in the development, implementation and evaluation of curriculum, instruction and assessment by aligning content standards, teaching, professional development and assessment methods.</p>	<p>2.2D: Collaborates to foster a professional learning culture through ongoing, differentiated and job-embedded professional development to strengthen teaching and learning . Actively seeks and allocates resources to build and sustain improvement</p>	<p>PD Calendar Team Meetings School development plan</p>
<p>2.3: Observation and Performance Evaluation: Ensures high quality, standards based instruction by building the capacity of teachers to lead and perfect their craft.</p>	<p>2.3A: Administrators and teachers collaboratively develop a shared understanding of effective performance aligned with the instructional mission and vision of the school and district</p>	<p>2.3B: Regularly gives staff clear, timely, and actionable feedback based on observation, student learning data, and other evaluation criteria.</p>	<p>2.3C: Regularly looks at a body of evidence, including student achievement data, to assess performance in order to identify supports and make performance management decisions.</p>	<p>2.3D: Addresses areas of under performance in a timely manner with individuals, teams & staff; proactively leads difficult conversations with staff to improve and enhance student learning and results as necessary</p>	<p>School Improvement Plan Observations & Evaluations Special Education Data</p>

<p>3.1 Management of the Learning Environment: Uses all available resources to create an environment conducive to student and adult learning.</p>	<p>3.1A: Establishes and implements plans, procedures, and routines that ensure orderly and efficient operation of the school to support student learning.</p>	<p>3.1B: Uses problem-solving skills and knowledge of operational planning to continuously improve the operational system.</p>	<p>3.1C: Develops information systems and capacity of staff to document and access student learning progress over time. Uses information systems to ensure optimal use of time for teaching, learning, and collaboration</p>	<p>3.1D: Communicates in a regular, timely and clear manner reflecting the core values of school. Develops meaningful processes for creating communication systems with stakeholders. Uses a variety of media to clarify and report on school operating and learning systems.</p>	<p>Parent and staff communication</p> <p>Newsletters</p> <p>Schedules</p> <p>Office Environment</p> <p>Parent and Student Surveys</p>
<p>3.2 Safety and Security: Develops, Implements, and regularly evaluates a comprehensive safety and security plan</p>	<p>3.2A: Continually engages the school community in the development, implementation and evaluation of a comprehensive safety plan aligned with the strategic plan, including the provision of appropriate health and social services.</p>	<p>3.2B: Implements a clear crisis management plan that is known by all staff, periodically tested, and updated as needed.</p>	<p>3.2C: Assists teachers in engaging in effective classroom management practices and supports the provision of appropriate health and social services</p>	<p>3.2D: Develops positive and trusting relationships with adults and students. Ensures that school community takes initiative and ownership to support a safe and effective learning environment</p>	<p>Crisis Team Plan</p> <p>Safety Plan</p> <p>ED166</p>
<p>3.3 Resource Management: Conducts needs analysis and clearly aligns budget with instructional vision and school strategic plan</p>	<p>3.3A: Develops and implements a budget aligned to the school and district improvement plans that is transparent and fiscally responsible</p>	<p>3.3B: Aligns resources based on data to address the gaps between the current outcomes and goals toward continuous improvement</p>	<p>3.3C: Engages and supports individuals and school community when faced with reduced or increasing resources.</p>	<p>3.3D: Collaborates with multiple stakeholders to develop a fiscally responsible budget and secure necessary resources to support school and district improvement goals</p>	<p>Budget</p> <p>Spending patterns</p>

4. Culture and Climate	A. Efficacy, Initiative and Strategy	B. Feedback and Decision Making	C. Change Management	D. Communication and Relationship	Sample Evidence of Performance
<p>4.1 Family and Community Engagement: Promotes the growth of all students by actively engaging with families, community partners, and other stakeholders to support the mission of the school and district</p>	<p>4.1A: Publicly advocates the vision, mission and goals so that the school community understands and supports equitable and effective learning opportunities for all student</p>	<p>4.1B: Ensures that all members of the school community have a strong voice in regard to concerns, ideas, and interests</p>	<p>4.1C: 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</p>	<p>4.1D: Maintains a high degree of visibility, accessibility and responsiveness by consistently interacting with students, staff, parents, and community. Actively communicates the successes of he school to the broader community.</p>	<p>School Improvement Plan Parent Survey Parent Meetings</p>
<p>4.2 School Culture and Climate: Builds a culture of high achievement by promoting equitable and inclusionary practices. Implements and monitors clear expectations for adult and student conduct aligned to stated values of the school</p>	<p>4.2A: Implements and monitors clear expectations for adult and student conduct aligned to stated values for the school and provides appropriate training for staff to uphold these expectations.</p>	<p>4.2B: Uses assessment strategies and research methods to collaboratively monitor school culture and climate and understand and address the diverse needs of students and community.</p>	<p>4.2C: Effectively anticipates and responds to challenges and conflicts and remains focused on the vision of high expectations when faced with adversity. Takes a proactive approach to defusing and resolving disagreements among stakeholders.</p>	<p>4.2D: Models positive relationship building and teamwork for the benefit of all students. Involves colleagues, families and the community in developing, implementing, and monitoring guidelines and community norms for accountable behavior to ensure student learning.</p>	<p>Observation School Improvement Plan Discipline Data Bully Log Staff Survey SRBI Data</p>
<p>4.3 Equitable and Ethical Practice: Maintains a focus on ethical decisions, cultural competencies, social justice, and inclusive practice for all members of the school community.</p>	<p>4.3A: Advocates for and acts on commitments in the vision, mission, and goals to provide equitable and effective learning opportunities for all students in the broad educational community.</p>	<p>4.3B: 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>4.3C: 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</p>	<p>4.3D: Implements best practice in outreach and forms partnerships with parent and community organizations to be inclusive of diverse stakeholders. Ensures an inclusive process and incorporates different perspectives and dissenting voices in decision making.</p>	<p>Student Learning Data SRBI Data Special Education Data</p>

Rate Each Performance Expectation:**2. Instructional Leadership:**

Effective instructional leaders work in their school communities/contexts to collaboratively articulate a mission, vision and goals focused on academic achievement for all through collaborative processes.

Examine all three attributes (1.1 Mission, Vision and Goals; 1.2 Student Achievement Focus; 1.3 Collaborative Practice), with evidence determine:

(4) Exemplary: Collaboratively integrates a wide range of personal leadership practices to provide instructional leadership to engage all members of the school community to achieve the mission, vision and goals for academic, behavioral and social improvement for all students.	(3) Accomplished: Integrates a range of personal leadership practices to provide instructional leadership to engage the school community to achieve the mission, vision, and goals for instructional improvement for students.	(2) Developing: Uses some or inconsistent leadership practices to address some aspects of achieving the mission, vision and goals for improvement.	(1) Below Standard: Applies inappropriate personal leadership practices or implements personal or leadership practices that work against instructional improvement.
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2. Human Capital/Talent Development:

Effective leaders recruit, select, retain, and develop staff over the course of their careers through systems of high quality support and evaluation.

Examine all three attributes (2.1 Recruitment, Selection and Retention, 2.2 Professional Learning, 2.3 Observation and Performance Evaluation), with evidence determine:

3. Management and Operations:

Effective leaders manage and create environments that are conducive to learning and use their personal and leadership practices to ensure safety, security and resource management. Examine all three attributes (3.1 Management of the Learning Environment, 3.2, Safety and Security, 3.3, Resource Management), with evidence determine:

(4) Exemplary: Integrates a wide range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning through appropriate and innovative resource management.	(3) Accomplished: Uses a range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning, with resources that align with the school priorities.	(2) Developing: Uses some or inconsistent personal or educational leadership practices to create a learning environment that is at times conducive to learning; resources are mostly aligned with priorities	(1) Below Standard: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not or are misaligned.
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4. Culture and Climate:

Effective leaders promote family and community engagement through personal and educational leadership practices and promote equitable and inclusionary practices, grounded in ethical and equitable practices.

Examine all three attributes (4.1 Family and Community Engagement, 4.2, School Culture and Climate, 4.3, Equitable and Ethical Practice), with evidence determine:

<p>(4) Exemplary: Integrates a wide range of inclusive personal and educational leadership practices to create a positive culture and climate that promotes high expectations, and equitable and inclusionary practices through equitable and ethical practices.</p>	<p>(3) Accomplished: Uses a range of personal and educational leadership practices to create a positive school culture and climate through equitable and ethical practices.</p>	<p>(2) Developing: Uses some or inconsistent personal or educational leadership practices to create learning environments that are at times conducive to learning; resources are mostly aligned with priorities.</p>	<p>(1) Below Standard: Applies inappropriate personal leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not aligned or are misaligned.</p>
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RATE each Performance Expectation:

Performance Expectation 1: Instructional Leadership

Performance Expectation 2: Human Capital/Talent Development

Performance Expectation 3: Management and Operations

Performance Expectation 4: Culture and Climate

Based on an analysis of educational and personal leadership practice, weighing instructional leadership as half, draw a summative conclusion:

Exemplary	Accomplished	Developing	Below Standard
<p>Exceeds the expectations of educational and personal leadership practices of the Leadership Framework.</p>	<p>Meets expectations of educational and personal leadership practices of the Leadership Framework.</p>	<p>Progressing toward expectations of educational and personal leadership practices of the Leadership Framework.(developing on instructional leadership)</p>	<p>Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework.</p>

40% Leadership Practice =

Norwich Central Office Leadership Framework

Key Attributes of Leadership Practice	Personal Leadership Practice				Potential Evidence of Performance
	E. Efficacy, Initiative, and Strategy: Demonstrates an urgency to continuously improve and a strategy for improving outcomes for all students. Consistently applies initiative and persistence to accomplish ambitious goals.	F. Feedback, Accountability and Decision Making: Develops and implements systems that generate feedback for and from the school district community for accountability. Uses multiple sources of information when making decisions.	G. Change Management Manages resistance to change and engages the school community to maintain a consistent focus on high levels of achievement. Manages both technical and adaptive change.	H. Communication and Relationships: Builds trusting and positive relationships with the school community that supports the school district vision and mission	
Educational Leadership Practice					
1. Instructional Leadership					
1.1 District Mission, Vision and Goals: Promotes and maintains a clear instructional mission and vision for all students and staff that is shared by the district community and articulated through strategic plans.	1.1A: Develops a strategic improvement plan to guide school and departmental mission and goals. Establishes and supports a common vision of high quality instruction. Cultivates urgency and commitment to continuously improve.	1.1B: Engages broad stakeholder input into the implementation of the district strategic plan aligned to the vision, mission and goals. Uses the strategic plan in conjunction with and to shape each school’s vision, mission and goals to guide decisions.	1.1C: Uses data systems to identify district strengths and needs, assess and modify programs, and addresses barriers to achieving the vision, mission and goals. Assesses and addresses technical and adaptive needs and aligns resources to support those needs.	1.1D: Engages district staff to cultivate a shared mission and vision to guide the work of the district. Clearly communicates mission, vision, and strategic initiatives to stakeholders. Regularly shares strategic plan, actions and progress with school community/board.	Articulated District improvement plans aligned with school or departmental plans Leadership Team Meetings Professional Development Sessions
1.2 District Focus: Ensures the implementation and evaluation of curriculum, instruction and assessment by aligning content, standards, teaching and professional development. Promotes organizational coherence and alignment through district focus.	1.2A: Develops an articulated theory of action for achieving district goals. Establishes clear goals and action steps related to the strengthening of curriculum, instruction, and assessment. Routinely communicates district focus to promote coherence. Develops clear and measurable indicators of progress toward district goals.	1.2B: Regularly develops and uses multiple sources of data and information to develop, monitor, and adjust instructional focus and strategic plan based on student, district and community needs. Creates systems that promote feedback based on data to improve. Uses multiple sources of data to determine priorities.	1.2C: Develops a shared understanding of standards-based curriculum, instructional best practices and ongoing monitoring of student progress. Attends to the differentiated needs of stakeholders as the district implements the strategic plan.	1.2D: Develops shared commitment to close the achievement gap and raise the achievement of all students. Builds positive and trusting relationships and uses authority to create opportunities for shared understanding, commitment, and effort toward building student success. Advocates for resources to support improvement efforts.	District Improvement Plan Student Learning Data Professional Development Sessions Administrator meetings
1.3 District Structures and Processes: Develops the capacity of others to support the mission. Creates a clear structure and direction for distributed leadership. Builds the capacity of others to make decisions aligned to mission.	1.3A: Establishes district team structures and processes to support improving curriculum, instruction and assessment. Provides and aligns the support, time and resources to achieve successful implementation.	1.3B: Coaches, monitors and gives feedback to school leaders. Actively supports the distribution of leadership responsibilities. Seeks and applies feedback from key stakeholders and colleagues to guide leadership work.	1.3C: Manages leader and team growth and internal conflict and effectively engages others in a collaborative culture where difficult and respectful conversations encourage diversity of thought and perspective. Enables staff to move from compliance to commitment.	1.3D: Builds collaborative and productive relationships with all members of the school community. Builds feedback loops, ensuring communication flows both up and down. Facilitates communication within and among key stakeholder groups. Communicates clearly and purposefully with the board/leadership.	Leadership Meetings Board meetings Team structures Formative Data Professional Development Sessions

Sources: Connecticut Common Core of Leading; LEAD Connecticut Turnaround Principal Competencies; LEAD Connecticut Administrator Professional Practice Rubric; Wisconsin Framework for School Leadership; Delaware Performance Appraisal System; Denver, Co. School Leadership Framework; Massachusetts Model System for Educator Evaluation

2. Human Capital/Talent Development	A. Efficacy, Initiative and Strategy	B. Feedback, Decision Making, and Accountability	C. Change Management	D. Communication and Relationships	Sample Evidence of Performance
<p>2.1: Recruitment, Selection, and Retention: Establishes and implements processes to recruit, select, develop, and retain effective educators needed to implement district mission and strategic plan.</p>	<p>2.1A: Develops and applies a recruitment and selection strategy that is integrated with strategic plan and applied across the schools and departments.</p> <p>Aligns human resources with the district vision and goals.</p> <p>Establishes and uses effective criteria and processes for hiring, developing, and retaining staff.</p>	<p>2.1B: Consistently uses evidence/data of effective teaching and leadership (e.g., demonstration lessons, lesson/unit plan analysis) as primary factors in recruiting and selection decisions.</p> <p>Involves teachers and leaders in selection processes for all instructional staff.</p> <p>Uses differentiated approaches to develop staff across their career.</p>	<p>2.1C: Uses multiple channels to identify the most effective leaders and teachers and strategically places them into positions based on his/her knowledge of strengths and areas for growth, considering student needs.</p> <p>Articulates district expectations to new hires and reinforces core values and expectations to retain staff.</p>	<p>2.1D: Creates and maintains trusting and positive relationships with teachers, administrators and staff.</p> <p>Builds relationships in the profession (e.g., training programs) and within district to obtain highly qualified and diverse staff.</p>	<p>Staffing Patterns</p> <p>Professional development re: recruitment</p>
<p>2.2: Professional Learning: Establishes a collaborative professional learning program linked to student, classroom, and school/district data, considering both individual school and district goals.</p>	<p>2.2A: Ensures the development, implementation and evaluation of curriculum, instruction and assessment; aligns content standards, teaching, assessment, and professional development/learning opportunities.</p> <p>Provides support, time, and resources to engage staff in reflective practice that leads to evaluating and improving instruction.</p>	<p>2.2B: Aligns district professional development plan to strategic plan and data collected through performance evaluation and student learning information. Ensures that all staff receives feedback and aligned professional learning opportunities.</p>	<p>2.2C: Cultivates shared leadership opportunities for improving instructional practice.</p> <p>Addresses resistance to changes in instructional practice and cultivates commitment to the work.</p> <p>Models continuous learning expectations in their own practice.</p> <p>Keeps current with evolving trends and research in the field that supports district development.</p>	<p>2.2D: Collaborates to foster a professional learning culture through ongoing, differentiated and job-embedded professional development to strengthen teaching and learning. Actively seeks and allocates resources to build and sustain improvement.</p> <p>Advocates for the importance of professional learning in district development and resource allocation.</p>	<p>PD Calendar</p> <p>Team Meetings</p> <p>Board presentations</p>
<p>2.3: Observation and Performance Evaluation: Ensures high quality, standards based instruction by building the capacity of leaders to promote the development of their staff.</p>	<p>2.3A: Collaboratively develops a shared understanding of effective performance aligned with the instructional mission and vision of the school and district.</p>	<p>2.3B: Regularly gives leaders clear, timely, and actionable feedback based on observation, school or departmental learning data and other evaluation criteria.</p> <p>Reviews evaluation data generated by leaders to refine/guide evaluation practices. Provides differentiated opportunities to develop staff.</p>	<p>2.3C: Uses multiple sources of data to evaluate staff and maximizes the use of district evaluation systems to promote growth. Regularly looks at a body of evidence to identify supports and make performance management decisions. Makes performance decisions that may not be popular but effect necessary change.</p>	<p>2.3D: 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. Promotes and celebrates high quality performance and cultivates opportunities for effective staff to share their practices with others.</p>	

3. Organizational Management and Operations	A. Efficacy, Initiative and Strategy	B. Feedback, Decision Making, and Accountability	C. Change Management	D. Communication and Relationships	Sample Evidence of Performance
<p>3.1 Management of the Learning Environment: Uses all available resources to create a professional learning community and environment conducive to student and adult learning.</p>	<p>3.1A: Establishes and implements plans, procedures, and routines that ensure orderly and efficient operation of the district to support student learning.</p>	<p>3.1B: Uses problem-solving skills and knowledge of operational planning to continuously improve the operational system. Monitors and continuously evaluates the efficacy of district systems and makes modifications as necessary to support effectiveness.</p>	<p>3.1C: Develops information systems and capacity of staff to document and access student learning progress over time. Uses information systems to ensure optimal use of time for teaching, learning, and collaboration</p>	<p>3.1D: Communicates in a regular, timely and clear manner. Develops meaningful processes for creating communication systems with stakeholders. Uses a variety of media to clarify and report on school operating and learning systems.</p>	<p>Communication samples</p> <p>Newsletters</p> <p>Schedules</p> <p>Office Environment</p> <p>Staff Surveys</p>
<p>3.2 Safety and Security: Develops, Implements, and regularly evaluates a comprehensive safety and security plan</p>	<p>3.2A: : Implements and monitors a clear crisis management plan that is known by all staff, periodically tested, and updated as needed. Engages in appropriate decision making, communication and resource allocation for crisis or emergency situations.</p>	<p>3.2B Continually engages the school district community in the development, implementation and evaluation of a comprehensive safety plan aligned with the strategic plan, including the provision of appropriate health and social services.</p>	<p>3.2C: Is responsive to legislative or best practices to school safety and security and makes appropriate modifications to the district system. Engages school leaders in effective school practices and supports the provision of appropriate health and social services.</p>	<p>3.2D: Develops positive and trusting relationships with all members of the school community as well as law enforcement and first responders. Ensures that school community takes initiative and ownership to support a safe and effective learning environment</p>	<p>Crisis Team Plan</p> <p>Safety Plan</p>
<p>3.3 Resource Management: Conducts needs analysis and clearly aligns budget with instructional vision and school strategic plan</p>	<p>3.3A: Develops and implements a budget aligned to the district improvement plan that is transparent and fiscally responsible.</p> <p>Aligns staffing and human resources with district goals.</p>	<p>3.3B: Aligns resources based on data to address the gaps between the current outcomes and goals toward continuous improvement.</p>	<p>3.3C: Engages and supports individuals and school community when faced with reduced or increasing resources.</p>	<p>3.3D: Collaborates with multiple stakeholders to develop a fiscally responsible budget and secure necessary resources to support school and district improvement goals</p>	<p>Budget</p> <p>Spending patterns</p>
4. District Culture and Climate	A. Efficacy, Initiative and Strategy	B. Feedback, Decision Making and Accountability	C. Change Management	D. Communication and Relationship	Sample Evidence of Performance
<p>4.1 School District Community Engagement: Actively engages school leaders, staff, board, families and community partners, and other stakeholders to promote the school district mission.</p>	<p>4.1A: Publicly advocates the vision, mission and goals so that the school community understands and supports equitable and effective learning opportunities for all students.</p>	<p>4.1B: Ensures that all members of the school community have a strong voice in regard to concerns, ideas, and interests.</p> <p>Establishes routines and processes to solicit feedback and input on system expectations.</p>	<p>4.1C: Consistently and effectively empowers leaders to use a variety of strategies to engage families as leaders and partners in decisions about improving learning. Models the district expectations in their own learning environments.</p>	<p>4.1D: 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.</p>	<p>School Improvement Plan</p> <p>Parent Survey</p> <p>Parent Meetings</p>

<p>4.2 School District Culture and Climate: Builds a culture of high achievement by promoting equitable and inclusionary practices. Implements and monitors clear expectations for adult and student conduct aligned to stated values of the district.</p>	<p>4.2A: Implements and monitors clear expectations for adult and student conduct aligned to stated values for the district and provides appropriate training for staff to uphold these expectations.</p>	<p>4.2B: Uses assessment strategies and research methods to collaboratively monitor district culture and climate and understand and address the diverse needs of students and community.</p>	<p>4.2C: Effectively anticipates and responds to challenges and conflicts and remains focused on the vision of high expectations when faced with adversity. Takes a proactive approach to defusing and resolving disagreements among stakeholders.</p>	<p>4.2D: Models positive relationship building and teamwork for the benefit of all students. Involves colleagues, families and the community in developing, Cultivates parent advocacy for schools and the district mission.</p>	<p>Observation School Improvement Plan Staff Survey SRBI Data</p>
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Rate Each Performance Expectation:

Performance Expectation 1: Instructional Leadership:

Effective central office instructional leaders work in their district communities/contexts to collaboratively articulate a mission, vision and goals focused on academic achievement for all and support the implementation of the mission through meaningful collaborative processes.

Examine all three attributes (1.1 Mission, Vision and Goals; 1.2 Student Achievement Focus; 1.3 Collaborative Practice), with evidence determine:

<p>(4) Exemplary: Collaboratively integrates a wide range of personal leadership practices to provide instructional leadership to engage all members of the district community to achieve the mission, vision and goals for academic, behavioral and social improvement for all students.</p>	<p>(3) Accomplished: Integrates a range of personal leadership practices to provide instructional leadership to engage the district community to achieve the mission, vision, and goals for instructional improvement for students.</p>	<p>(2) Developing: Uses some or inconsistent personal and instructional leadership practices to address some aspects of achieving the mission, vision and goals for improvement.</p>	<p>(1) Below Standard: Applies inappropriate personal or leadership practices or implements personal or leadership practices that work against instructional improvement.</p>
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Performance Expectation 2: Human Capital/Talent Development:

Effective leaders recruit, select, retain, and develop staff over the course of their careers through systems of high quality support and evaluation.

Examine all three attributes (2.1 Recruitment, Selection and Retention, 2.2 Professional Learning, 2.3 Observation and Performance Evaluation), with evidence determine:

<p>(4) Exemplary: Collaboratively integrates a wide range of personal and educational leadership practices to effectively recruit, select, retain and develop staff throughout their careers through differentiated approaches</p>	<p>(3) Accomplished: Integrates a range of personal and educational leadership practices to develop staff over the course of their career through support and evaluation and staff development.</p>	<p>(2) Developing: Uses some or inconsistent personal and educational leadership practices to address some aspects of recruiting, selecting, or developing and retaining staff.</p>	<p>(1) Below Standard: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that lead to staff turnover or lack of focus on the school mission.</p>
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Performance Expectation 3: Management and Operations:

<p><u>Effective leaders manage and create environments that are conducive to learning and use their personal and educational leadership practices to ensure safety, security and resource management.</u></p> <p>Examine all three attributes (3.1 Management of the Learning Environment, 3.2, Safety and Security, 3.3, Resource Management), with evidence determine:</p>			
<p>(4) Exemplary: Integrates a wide range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning through appropriate and innovative resource management</p>	<p>(3) Accomplished: Uses a range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning, with resources that align with the school district priorities.</p>	<p>(2) Developing: Uses some or inconsistent personal or educational leadership practices to create a learning environment that is at times conducive to learning; resources are mostly aligned with priorities.</p>	<p>(1) Below Standard: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not or are misaligned.</p>

Performance Expectation 4: Culture and Climate:

<p><u>Effective leaders promote family and community engagement through personal and educational leadership practices and promote equitable and inclusionary practices, grounded in ethical and equitable practices.</u></p>			
<p>(4) Exemplary: Integrates a wide range of inclusive personal and</p>	<p>(3) Accomplished: Uses a range of personal and educational leadership</p>	<p>(2) Developing: Uses some or inconsistent personal or educational</p>	<p>(1) Below Standard: Applies inappropriate personal leadership</p>

educational leadership practices to create a positive culture and climate that promotes high expectations, and equitable and inclusionary practices through equitable and ethical practices.	practices to create a positive school culture and climate through equitable and ethical practices.	leadership practices to create a learning environment that is at times conducive to learning; resources are mostly aligned with priorities.	practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not or are misaligned.
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RATE:

Performance Expectation 1: Instructional Leadership:

Performance Expectation 2: Human Capital/Talent Development:

Performance Expectation 3: Management and Operations:

Performance Expectation 4: Culture and Climate:

Based on an analysis of educational and personal leadership practice, weighing instructional leadership as half, draw a summative conclusion:

Exemplary	Accomplished	Developing	Below Standard
Exceeds the expectations of educational and personal leadership practices of the Central Office Leadership Framework.	Meets expectations of educational and personal leadership practices of the Central Office Leadership Framework.	Progressing toward expectations of educational and personal leadership practices of the Central Office Leadership Framework. (developing on instructional leadership)	Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Central Office Leadership Framework.

End of Year Conference Guiding Questions for Administrators:

05/01/15

To help you to prepare for your final summative evaluation, the following process/guiding questions are listed below to help guide the final summative evaluation. This addresses all four components of the plan. You will use your school development plan work, including results and outcomes as a central data source.

Component One: Leadership Practice (40%)

You are expected to assess your practice on the four Performance Expectations of the Norwich framework, supported by your personal leadership practices.

Performance Expectation 1: Instructional Leadership: Effective instructional leaders work in their school communities/contexts to collaboratively articulate a mission, vision and goals focused on academic achievement for all through collaborative processes.			
1.1 Mission, Vision and Goals: Develops and maintains a clear instructional mission and vision for all students that is shared by the school community and articulated in a strategic plan.			
1.2 Student Achievement Focus: Sets clear and high expectations for student academic, social, and behavioral outcomes. Regularly develops and uses multiple sources of student learning information in collaboration with school and district staff to develop, monitor, and adjust instructional focus and strategic plan based on student needs.			
1.3 Collaborative Practice: Works with others for the good of the school. Creates a clear structure and direction for the work of teams. Builds the capacity of teams to make decisions aligned to mission of the school and district.			
Using evidence determine:			
(4) Exemplary: Collaboratively integrates a wide range of personal leadership practices to provide instructional leadership to engage all members of the school community to achieve the mission, vision and goals for academic, behavioral and social improvement for all students.	(3) Accomplished: Integrates a range of personal leadership practices to provide instructional leadership to engage the school community to achieve the mission, vision, and goals for instructional improvement for students.	(2) Developing: Uses some or inconsistent leadership practices to address some aspects of achieving the mission, vision and goals for improvement.	1) Below Standard: Applies inappropriate personal leadership practices or implements personal or leadership practices that work against instructional improvement.

Performance Expectation 2: Human Capital: Effective leaders recruit, select, retain, and develop staff over the course of their careers through systems of high quality support and evaluation.			
2.1: Recruitment, Selection, and Retention: Recruits, selects, develops, and retains effective educators needed to implement school mission and strategic plan.			
2.2: Professional Learning: Establishes a collaborative professional learning program linked to student, classroom, and school data, individual teacher needs, and school goals.			
2.3: Observation and Performance Evaluation: Ensures high quality, standards based instruction by building the capacity of teachers to lead and perfect their craft.			
Using evidence determine:			
(4) Exemplary: Collaboratively integrates a wide range of personal and educational leadership practices to effectively recruit, select, retain and develop staff throughout their careers through differentiated approaches	(3) Accomplished: Integrates a range of personal and educational leadership practices to develop staff over the course of their career through support and evaluation and staff development.	(2) Developing: Uses some or inconsistent personal and educational leadership practices to address some aspects of recruiting, selecting, or developing and retaining staff.	(1) Below Standard: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that lead to staff turnover or lack of focus on the school mission.
Performance Expectation 3: Management and Operations: Effective leaders manage and create environments that are conducive to learning and use their personal and leadership practices to ensure safety, security and resource management.			
3.1 Management of the Learning Environment: Uses all available resources to create an environment conducive to student and adult learning.			
3.2 Safety and Security: Develops, Implements, and regularly evaluates a comprehensive safety and security plan			
3.3 Resource Management: Conducts needs analysis and clearly aligns budget with instructional vision and school strategic plan			

Using evidence determine:			
(4) Exemplary: Integrates a wide range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning through appropriate and innovative resource management.	(3) Accomplished: Uses a range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning, with resources that align with the school priorities.	(2) Developing: Uses some or inconsistent personal or educational leadership practices to create a learning environment that is at times conducive to learning; resources are mostly aligned with priorities	(1) Below Standard: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not or are misaligned.

Performance Expectation 4: Culture and Climate: Effective leaders promote family and community engagement through personal and educational leadership practices and promote equitable and inclusionary practices, grounded in ethical and equitable practices.			
4.1 Family and Community Engagement: Promotes the growth of all students by actively engaging with families, community partners, and other stakeholders to support the mission of the school and district			
4.2 School Culture and Climate: Builds a culture of high achievement by promoting equitable and inclusionary practices. Implements and monitors clear expectations for adult and student conduct aligned to stated values of the school			
4.3 Equitable and Ethical Practice: Maintains a focus on ethical decisions, cultural competencies, social justice, and inclusive practice for all members of the school community.			
Using evidence determine:			
(4) Exemplary: Integrates a wide range of inclusive personal and educational leadership practices to create a positive culture and climate that promotes	(3) Accomplished: Uses a range of personal and educational leadership practices to create a positive school culture and climate through equitable and ethical	(2) Developing: Uses some or inconsistent personal or educational leadership practices to create learning environments	(1) Below Standard: Applies inappropriate personal leadership practices or implements personal or educational leadership practices that negatively impact

high expectations, and equitable and inclusionary practices through equitable and ethical practices.	practices.	that are at times conducive to learning; resources are mostly aligned with priorities.	the learning environment; resources are not aligned or are misaligned.
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The following schema is used to determine the summative rating for this category:

School Based Directors:

Based on an analysis of educational and personal leadership practice, weighing instructional leadership as half, draw a summative conclusion:

Exemplary	Accomplished	Developing	Below Standard
Exceeds the expectations of educational and personal leadership practices of the Leadership Framework.	Meets expectations of educational and personal leadership practices of the Leadership Framework.	Progressing toward expectations of educational and personal leadership practices of the Leadership Framework. (developing on instructional leadership)	Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework.

Assistant Administrators and Other School-Based Administrators:

Exemplary	Accomplished	Developing	Below Standard
Exceeds the expectations of educational and personal leadership practices of the Leadership Framework.	Meets expectations of educational and personal leadership practices of the Leadership Framework	Progressing toward expectations of educational and personal leadership practices of the Leadership Framework	Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework.

Component Two: Stakeholder Feedback (10%)

Feedback from stakeholders represents 10% of your summative rating. Using your survey data, you have established parent driven goals, within your school development plans, to address stakeholder feedback. In addition, you have identified in your plan the strategies that you intended to employ to meet the target.

Examine the indicator that you established for your parent/stakeholder feedback. Determine your results. Reflect on the degree to which you made growth on this measure. Using the data collected through your School Improvement Plan, determine the degree to which you met your performance target.

Stakeholder/Parent Feedback

For your parent/stakeholder feedback goal, what were your results? Did you meet the target? What did you do to contribute to these results? What might you do differently? Or where should you go next?

Self assess and assign a rating, using this scale:

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

Component Two: Stakeholder Feedback (10%) Rating: _____

Component Three: Student Learning Indicators (45%)

Student learning is assessed in equal weight by: (a) performance and progress on the academic learning measures in the state's accountability system for schools, and (b) performance and growth on locally-determined measures. Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrators' evaluation. **Since we did not have state data this year, School Improvement Plan goals all focused on locally-determined measures. Reflect on the outcomes related to those goals. (NEWA MAP)**

**To prepare, examine each academic goal that you set as well as the whole school indicator (magnet theme related goal) that you set with your faculty. (See questions below)
Determine the results and outcomes related to each of those goals.**

Student Learning: 45%

Review of academic goals

For each of the academic goals, please describe your progress relative to the indicators of academic growth:

Goal One:

To what extent did you meet the established targets on your indicator of academic growth? Did most students meet the indicators within a few points on either side of the target? What actions did you take that contributed to the student progress? What, if anything, got in the way? What most contributed to the results?

Goal Two:

To what extent did you meet the established targets on your indicator of academic growth? Did most students meet the indicators within a few points on either side of the target? What actions did you take that contributed to the student progress? What, if anything, got in the way? What most contributed to the results?

Goal Three: Whole School Indicator

For your whole school student learning goal, what were our results? Did you meet the goal and the targets that you established? What did you do to contribute to these results? What might you do differently? Or where should you go next?

Since for 2015-2016 there is a state waiver, then the locally determined portion is rated as **45%**

Reflect on your outcomes across the three goals: **Self assess:**

Select the rating that you believe accurately reflects your outcomes:

Exemplary	Accomplished	Developing	Below Standard
Met all three objectives/goals and substantially exceeded at least 2 targets	Met 2 objectives /goals substantially with substantial progress on the third	Met 1 objective/goals and made substantial progress on at least 1 other	Met 0 objectives/goals OR Met 1 objective/goal and did not make substantial progress on the other two

Component Four: Teacher Effectiveness Outcomes (5%)

Teacher effectiveness is measured by an aggregation of teachers' student learning objectives (GOALS) . This is the basis for assessing directors' contribution to teacher effectiveness outcomes and constitutes 5% of an administrator's evaluation. After completing your evaluations of your staff, you will self assess the level of teacher effectiveness. Please bring this data to the summative discussion. Using the rubric below, please **self assess** and rate based on your teacher outcomes related to their student learning goals.

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

Determining Summative Ratings

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

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

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

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

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

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

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

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

At this point, we combine the Leadership Practice and the Stakeholder Feedback. Combining the 40% +10%, for the **50%** where would you situate your results?:

Exemplary 4	Accomplished 3	Developing 2	Below Standard 1
50% =			

Outcomes Rating: Student Learning (45%) + Teacher Effectiveness (5%) = 50%			
At this point, we combine the Student Learning and Teacher Effectiveness outcomes. Combining the 45% +5%, for the 50% where would you situate your results?:			
Exemplary 4	Accomplished 3	Developing 2	Below Standard 1
50% =			

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

The overall rating combines the practice and outcomes ratings using the matrix below. Each administrator shall annually receive a summative rating in one of four levels:

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

Circle the rating for Practice. Circle the rating for Outcomes. Connect the two on the rubric.

	<i>PRACTICE RELATED INDICATORS RATING</i>			
	Exemplary	Accomplished	Developing	Below

					Standard
<i>OUTCOMES RELATED INDICATORS RATING</i>	Exemplary	Exemplary	Exemplary	Accomplished	Gather Further Information
	Accomplished	Accomplished	Accomplished	Accomplished	Gather further information
	Developing	Accomplished	Developing	Developing	Below Standard
	Below Standard	<i>Gather further information</i>	Below Standard	Below Standard	Below Standard

Determine the final rating:

Summative Evaluation Final Rating: _____

Final Summative Rating Form (05/01/15)

Component One: Leadership Practice (40%)

Rate each Performance Expectation using all evidence both provided and observed through site visits, conferences, and conferences

<p>Performance Expectation 1: Instructional Leadership: Effective instructional leaders work in their school communities/contexts to collaboratively articulate a mission, vision and goals focused on academic achievement for all through collaborative processes.</p>			
<p>1.1 Mission, Vision and Goals: Develops and maintains a clear instructional mission and vision for all students that is shared by the school community and articulated in a strategic plan.</p>			
<p>1.2 Student Achievement Focus: Sets clear and high expectations for student academic, social, and behavioral outcomes. Regularly develops and uses multiple sources of student learning information in collaboration with school and district staff to develop, monitor, and adjust instructional focus and strategic plan based on student needs.</p>			
<p>1.3 Collaborative Practice: Works with others for the good of the school. Creates a clear structure and direction for the work of teams. Builds the capacity of teams to make decisions aligned to mission of the school and district.</p>			
<p>Using evidence determine:</p>			
<p>(4) Exemplary: Collaboratively integrates a wide range of personal leadership practices to provide instructional leadership to engage all members of the school community to achieve the mission, vision and goals for academic, behavioral and social improvement for all students.</p>	<p>(3) Accomplished: Integrates a range of personal leadership practices to provide instructional leadership to engage the school community to achieve the mission, vision, and goals for instructional improvement for students.</p>	<p>(2) Developing: Uses some or inconsistent leadership practices to address some aspects of achieving the mission, vision and goals for improvement.</p>	<p>1) Below Standard: Applies inappropriate personal leadership practices or implements personal or leadership practices that work against instructional improvement.</p>

<p>Performance Expectation 2: Human Capital: Effective leaders recruit, select, retain, and develop staff over the course of their careers through systems of high quality support and evaluation.</p>			
<p>2.1: Recruitment, Selection, and Retention: Recruits, selects, develops, and retains effective educators needed to implement school mission and strategic plan.</p>			
<p>2.2: Professional Learning: Establishes a collaborative professional learning program linked to student, classroom, and school data, individual teacher needs, and school goals.</p>			
<p>2.3: Observation and Performance Evaluation: Ensures high quality, standards based instruction by building the capacity of teachers to lead and perfect their craft.</p>			
<p>Using evidence determine:</p>			
<p>(4) Exemplary: Collaboratively integrates a wide range of personal and educational leadership practices to effectively recruit, select, retain and develop staff throughout their careers through differentiated approaches</p>	<p>(3) Accomplished: Integrates a range of personal and educational leadership practices to develop staff over the course of their career through support and evaluation and staff development.</p>	<p>(2) Developing: Uses some or inconsistent personal and educational leadership practices to address some aspects of recruiting, selecting, or developing and retaining staff.</p>	<p>(1) Below Standard: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that lead to staff turnover or lack of focus on the school mission.</p>
<p>Performance Expectation 3: Management and Operations: Effective leaders manage and create environments that are conducive to learning and use their personal and leadership practices to ensure safety, security and resource management.</p>			
<p>3.1 Management of the Learning Environment: Uses all available resources to create an environment conducive to student and adult learning.</p>			
<p>3.2 Safety and Security: Develops, Implements, and regularly evaluates a comprehensive safety and security plan</p>			
<p>3.3 Resource Management: Conducts needs analysis and clearly aligns budget with instructional vision and school strategic plan</p>			

Using evidence determine:			
(4) Exemplary: Integrates a wide range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning through appropriate and innovative resource management.	(3) Accomplished: Uses a range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning, with resources that align with the school priorities.	(2) Developing: Uses some or inconsistent personal or educational leadership practices to create a learning environment that is at times conducive to learning; resources are mostly aligned with priorities	(1) Below Standard: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not or are misaligned.

Performance Expectation 4: Culture and Climate: Effective leaders promote family and community engagement through personal and educational leadership practices and promote equitable and inclusionary practices, grounded in ethical and equitable practices.			
4.1 Family and Community Engagement: Promotes the growth of all students by actively engaging with families, community partners, and other stakeholders to support the mission of the school and district			
4.2 School Culture and Climate: Builds a culture of high achievement by promoting equitable and inclusionary practices. Implements and monitors clear expectations for adult and student conduct aligned to stated values of the school			
4.3 Equitable and Ethical Practice: Maintains a focus on ethical decisions, cultural competencies, social justice, and inclusive practice for all members of the school community.			
Using evidence determine:			
(4) Exemplary: Integrates a wide range of inclusive personal and educational leadership	(3) Accomplished: Uses a range of personal and educational leadership practices to create a	(2) Developing: Uses some or inconsistent personal or educational leadership practices to create	(1) Below Standard: Applies inappropriate personal leadership practices or implements personal

practices to create a positive culture and climate that promotes high expectations, and equitable and inclusionary practices through equitable and ethical practices.	positive school culture and climate through equitable and ethical practices.	learning environments that are at times conducive to learning; resources are mostly aligned with priorities.	or educational leadership practices that negatively impact the learning environment; resources are not aligned or are misaligned.
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Based on an analysis of educational and personal leadership practice, weighing instructional leadership as half, draw a summative conclusion:

Exemplary	Accomplished	Developing	Below Standard
Exceeds the expectations of educational and personal leadership practices of the Leadership Framework.	Meets expectations of educational and personal leadership practices of the Leadership Framework.	Progressing toward expectations of educational and personal leadership practices of the Leadership Framework. (developing on instructional leadership)	Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework.

Assistant Administrators and Other School-Based Administrators:

Exemplary	Accomplished	Developing	Below Standard
Exceeds the expectations of educational and personal leadership practices of the Leadership Framework.	Meets expectations of educational and personal leadership practices of the Leadership Framework	Progressing toward expectations of educational and personal leadership practices of the Leadership Framework	Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework.

Component One: Leadership Practice (40%) Rating: _____

Practice Rating: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%			
Exemplary 4	Accomplished 3	Developing 2	Below Standard 1

Component Four: Teacher Effectiveness Outcomes (5%) Rating: _____

Outcomes Rating: Student Learning (45%) + Teacher Effectiveness (5%) = 50%			
Exemplary 4	Accomplished 3	Developing 2	Below Standard 1

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

The overall rating combines the practice and outcomes ratings using the matrix below. Each administrator shall annually receive a summative rating in one of four levels:

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

Circle the rating for Practice. Circle the rating for Outcomes. Connect the two on the matrix.

		<i>PRACTICE RELATED INDICATORS RATING</i>			
		Exemplary	Accomplished	Developing	Below Standard
<i>OUTCOMES RELATED INDICATORS RATING</i>	Exemplary	Exemplary	Exemplary	Accomplished	Gather Further Information
	Accomplished	Accomplished	Accomplished	Accomplished	Gather further information
	Developing	Accomplished	Developing	Developing	Below Standard
	Below Standard	<i>Gather further information</i>	Below Standard	Below Standard	Below Standard

Summative Evaluation Final Rating: _____