

SIMSBURY PUBLIC SCHOOLS

Simsbury, Connecticut



EDUCATOR EVALUATION AND PROFESSIONAL GROWTH PLAN

Our Simsbury plan is adapted from
Connecticut's System for Educator Evaluation and Development (SEED 2014) model
and guided by *Connecticut Guidelines for Educator Evaluation*
developed by a diverse group of educators that make up the
Performance Evaluation Advisory Council (PEAC)

Simsbury Board of Education
Approved by the BOE on April 28, 2015

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ACKNOWLEDGEMENTS

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District Vision for the Simsbury Public Schools

The Simsbury Public Schools cultivate the mind, body, and character of each student. We engage students with a meaningful and rigorous academic foundation so that they can contribute to a global society with integrity, compassion, and resilience.



Core Beliefs

We believe in...

- ★ Challenging expectations
- ★ High standards
- ★ Passion for lifelong learning
- ★ Academic and extracurricular experiences that emphasize intellectual, physical, artistic, and social/emotional well-being
- ★ Collaboration and communication among families and school personnel
- ★ Building relationships between staff, students, and community
- ★ Family and community partnerships
- ★ Continuous improvement and excellence

INTRODUCTION

When teachers succeed, students succeed. Research supports that no school-level factor matters more to students' success than high-quality educators. To support our educators, we need to clearly define excellent practice and results; give accurate, useful information about educators' strengths and development areas; and provide opportunities for growth and recognition. In Simsbury, we believe that the evaluation and professional growth of teachers and administrators is essential to improving instruction and student learning. Effective educators seek professional growth opportunities, feel a personal sense of responsibility for their professional growth and the growth of colleagues, and view evaluation as an opportunity to strengthen their own skills to improve student learning.

The Simsbury Educator Evaluation and Professional Growth Plans reflect the interdependent nature of four facets – goal setting, professional development, the evaluation process, and measurable student learning goals. Just as effective teachers make connections for students, effective evaluators help teachers and administrators link student assessment data to goal setting and professional growth opportunities. This plan reflects the efforts of teachers and administrators who believe that evaluation and professional growth is necessary and can be a positive experience for educators.

The Simsbury Public Schools Educator Evaluation and Professional Growth Plans strive to treat our educators like the hard-working professionals they are. The purpose of the new evaluation model is to evaluate fairly and accurately educator performance and to help each teacher strengthen his/her practice to improve student learning.

RESEARCH AND BEST PRACTICES - Core Design Principles

The following principles guided the design of Connecticut's System for Educator Evaluation and Development (2014 SEED) that is aligned with the *Connecticut Guidelines for Educator Evaluation* which was used as the foundation for the 2014-2015 Simsbury Educator Evaluation and Professional Development Plan:

- *Consider multiple, standards-based measures of performance*
An evaluation and support system that uses multiple sources of information and evidence, results in a fair, accurate and comprehensive picture of an educator's performance. The new model defines four components of teacher effectiveness: student growth and development (45%), teacher performance and practice (40%), parent feedback (10%) and whole-school student learning indicators or student feedback (5%). The four components of the SEED model are grounded in research-based standards for educator effectiveness, Common Core State Standards, as well as Connecticut's standards: The Connecticut Common Core of Teaching (CCT); the Common Core of Leading (CCL): Connecticut School Leadership Standards; the Connecticut Framework K-12 Curricular Goals and Standards; the Smarter Balanced Assessments¹; and locally-developed curriculum standards.

- *Emphasize growth over time*

The evaluation of an educator's performance should consider his/her improvement from an established starting point. This applies to professional practice focus areas and the student outcomes they are striving to reach. Attaining high levels of performance matters—and for some educators maintaining high results is a critical aspect of their work—but the model encourages educators to pay attention to continually improving their practice. The goal-setting process in this model encourages a cycle of continuous improvement over time.

- *Promote both professional judgment and consistency*

Assessing an educator's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances of how teachers and leaders interact with one another and with students. Synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, educators' ratings should depend on their performance, not on their evaluators' biases. Accordingly, the model aims to minimize the variance between evaluations of practice and support fairness and consistency within and across schools.

- *Foster dialogue about student learning*

In the quest for accuracy of ratings, there is a tendency to focus exclusively on the numbers. The SEED model is designed to show that of equal importance to getting better results is the professional conversation between an educator and his/her supervisor which can be accomplished through a well-designed and well-executed evaluation and support system. The dialogue in the SEED model occurs more frequently and focuses on what students are learning and what administrators can do to support teaching and learning.

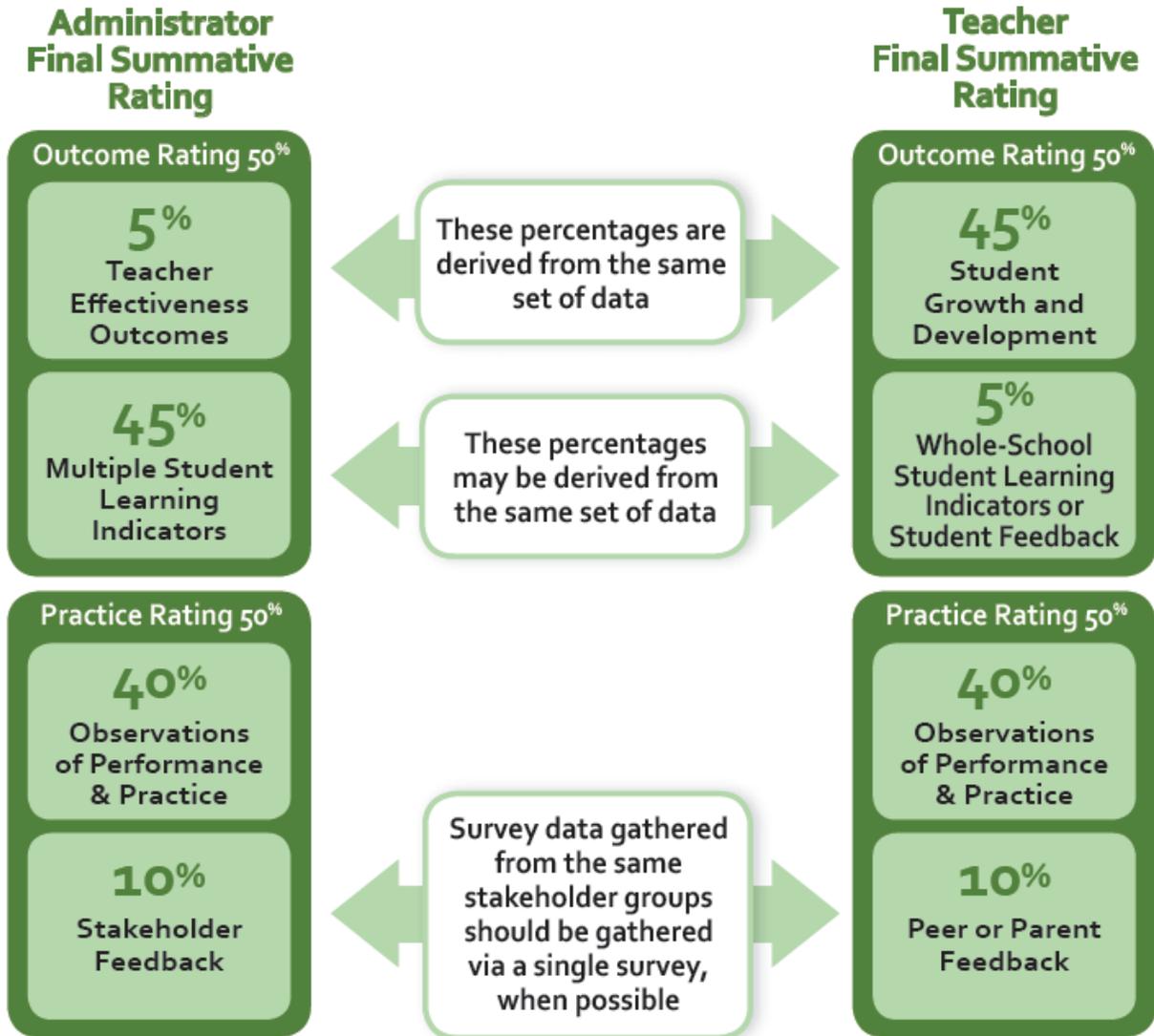
- *Encourage aligned professional development, coaching, and feedback to support teacher growth*

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

- *Ensure feasibility of implementation*

Launching this new model will require hard work. Educators will need to develop new skills and to think differently about how they manage and prioritize their time and resources. The model aims to balance high expectations with flexibility for the time and capacity considerations in our district. Sensitive to the tremendous responsibilities and limited resources that administrators have, the model is aligned with other responsibilities (e.g., writing a school improvement plan) and emphasizes the need for evaluators to build important skills in setting goals, observing practice and providing high-quality feedback. The model aims to balance high expectations with flexibility for the time and capacity considerations within districts.

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



MISSION STATEMENT

The mission of professional development in the Simsbury Public Schools is to provide educators with the knowledge and support necessary to help all students achieve high standards of learning and development.

This mission is founded on the beliefs that professional growth:

- focuses on the relationship between exemplary teaching and students' growth and learning;
- brings together educators as a community of learners who feel personal responsibility for their professional growth;
- promotes a culture for educators as adult learners, recognizing and respecting different degrees of expertise and education;
- encourages educators to become more reflective by looking at their own practices as well as the research and best practices in teaching, learning, and leadership;
- encourages educators, in working with colleagues, to take risks, explore, question, share, and debate;
- reflects collaborative development, implementation, and evaluation by educators from across the district and demonstrates ongoing, long-term planning;
- provides for sufficient time and follow up for educators to master new content and strategies and to integrate them into their practice; and
- provides the highest quality learning experiences, drawing on the expertise of district educators as well as outside resources.

GUIDING BELIEFS

This plan has been developed based on the following guiding beliefs:

- The primary purpose of teacher and administrator evaluation is to improve teaching and thereby student learning.
- Student assessment data—individual, class, and school—inform educators as they set goals based on student learning and measure the effectiveness of their work.
- Professional growth areas of focus and goals should provide an opportunity for educators to work as a team to conduct action research that will benefit students, teachers, individual schools, and the greater school community.
- Educators, like the students they teach, have specific, individual needs that must be supported through an evaluation and professional development plan that allows for differentiation. This approach acknowledges the accomplished and exemplary teacher, as well as helps all teachers achieve high levels of performance.
- With an increasing number of new teachers entering the profession, the evaluation and professional growth for beginning teachers must be specific in nature, complement the state's certification requirements (TEAM), and convey the district's support for their successful initiation to the profession.
- Clear and consistent communication of evaluation and professional growth expectations allows teachers and administrators to build trusting, professional learning communities that encourage risk taking, collaboration, and setting of high standards.
- Effective educators are reflective practitioners who work with colleagues to direct their own learning and deepen their understanding of their practice.

IMPLEMENTATION

The Simsbury Educator Evaluation and Professional Growth Plan will provide the highest level of support for staff and the greatest benefit to student learning. Towards that end:

- The plan will be communicated clearly to educators with specific delineation of evaluatee and evaluator responsibilities;
- All evaluators will receive the training required to understand and implement all aspects of the plan;
- Professional development planning will be cooperative and closely tied to educators' areas of focus and goals as part of the evaluation process;
- Professional development will be offered to staff in alignment with current Connecticut guidelines;
- Implementation of the plan will acknowledge the needs of teachers and administrators, include a vehicle for ongoing assessment and evaluation of the plan, and recognize the need to refine the plan on an ongoing basis; and
- Simsbury educators will continue to see evaluation and professional growth as necessary and beneficial components of teaching and learning.

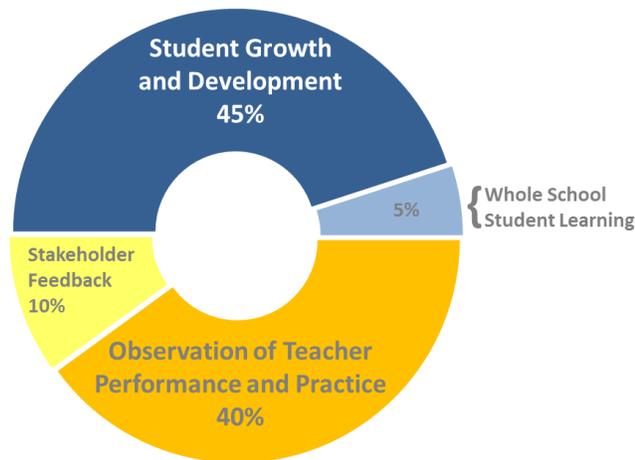
COMPONENTS OF THE TEACHER EVALUATION PLAN - AN OVERVIEW

Evaluation and Support System Overview

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in four categories, grouped in two major focus areas: Teacher Practice and Student Outcomes.

1. **Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:
 - (a) **Observation of teacher performance and practice (40%)** as defined in the Simsbury Public Schools Teaching Standards, which articulates seven standards of teacher practice
 - (b) **Stakeholder feedback (10%)** on teacher practice that is informed by surveys.

2. **Student Outcomes Related Indicators:** An evaluation of teachers' contribution to student academic progress, at the school and classroom level. This focus area is comprised of two categories:
 - (a) **Student growth and development (45%)** as determined by the teacher's student learning objectives (SLOs)
 - (b) **Whole-school measures of student learning** as determined by aggregate student learning indicators (5%).



Scores from each of the four categories will be combined to produce a summative performance rating of *exemplary*, *accomplished*, *developing* or *below standard*. The performance levels are defined as:

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

Teacher Evaluation Process and Timeline

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



**By June 15 and/or 5 days prior to the last student day (If state test data may have a significant impact on a final rating, a final rating may be revised by September 15 when state test data are available)*

Goal-Setting and Planning:

Timeframe: By **October 30**

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 performance/practice areas of focus and student learning objectives (SLOs), 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 Simsbury Teaching Standards. The teacher drafts proposed performance/practice areas of focus as related to the SPS Teaching Standards or TEAM process, a stakeholder feedback area of focus, two student learning objectives (SLOs), and a whole school feedback goal for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.
3. *Goal-Setting Conference* – The evaluator and teacher meet to discuss the teacher’s proposed teacher performance/practice areas of focus, goals and objectives in order to arrive at mutual agreement. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher’s performance/practice to support the review. The evaluator may request revisions to the proposed areas of focus, goals, and objectives if they do not meet approval criteria.

Mid-Year Check-In:Timeframe: By **February 15**

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 performance/practice areas of focus, student learning objectives (SLOs), and performance on each to date. The mid-year conference is an important point in the year for sharing successes and for addressing concerns and reviewing results thus far in 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 SLOs to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator should provide to promote teacher growth in his/her development areas of focus. [Because Simsbury values and is invested in providing teachers with collaborative time throughout the school year, one SLO will be a grade level or content-like (PLC Team) goal.]

End-of-Year Summative Review:Timeframe: Must be completed by **June 15 (and/or 5 days prior to the last student day)**

1. *Teacher Self-Assessment* – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.
2. *End-of-Year Conference* – The evaluator(s) 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 by **[June 15 (and/or 5 days prior to the last student day).]** Summative rating will be based on criteria for 4 levels of performance as outlined in the chart below:

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

3. *Scoring* – The evaluator(s) 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 and, therefore, change the final rating. Such revisions should take place as soon as state test data are available and before September 15.

Primary and Complementary Evaluators

In Simsbury, the primary evaluator for most teachers will be the school principal, assistant principal, or director, who will be responsible for the overall evaluation process, including assigning summative ratings. Simsbury will also use complementary evaluators to collaborate with the primary evaluator. Complementary evaluators can be directors or certified teachers who also have administrative certification and hold the position of department supervisor. Primary and complementary evaluators receive annual training in order to be qualified to serve in this role.

Complementary evaluators in Simsbury will collaborate with primary evaluators by conducting observations, collecting additional evidence, reviewing student learning objectives (SLOs) and providing additional feedback to teachers. A complementary evaluator will share his/her feedback with the primary evaluator as it is collected and shared with teachers. Primary and complementary evaluators will participate together in the goal-setting and planning conference, the mid-year check-in conference, and the end-of-year summative review meeting with teachers.

In Simsbury, the primary evaluators will have final responsibility for assigning the summative ratings.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators in Simsbury will complete extensive training on the evaluation model through our District Leadership Team (DLT) meetings. Simsbury will utilize a variety of practices (i.e. professional learning opportunities, Instructional Rounds, and classroom videos, etc.) to build the capacity of all district evaluators in improving the quality of written and oral feedback from supervisors to teachers; developing consistent practices among DLT members in the feedback provided to teachers; and developing and implementing a protocol that includes accountability for changes in practice including classroom implementation. This professional learning will, at times, be in collaboration with the Connecticut Center for School Change. This ongoing work of designing strategic conversations to provide feedback to teachers will be based on evidence collected from observations and will provide DLT members with comprehensive training and support to ensure that evaluators are knowledgeable/proficient in conducting teacher evaluations.

The Connecticut State Department of Education (CSDE) will provide districts with training opportunities and tools throughout the year to support district administrators and evaluators in implementing the model across their schools. Through the various training sessions, each evaluator will be assessed on an on-going basis to ensure proficiency of this tool. For those evaluators who do not meet proficiency, the Superintendent will prescribe specific professional development.

In addition, as an audit process, the CSDE may select districts at random annually to review evaluation evidence files for a minimum of two educators rated *exemplary* and two educators rated *below standard*.

SUPPORT AND DEVELOPMENT

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

Evaluation-Based Professional Learning

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

Career Development and Growth

Rewarding exemplary performers 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, the following: observation of peers; mentoring early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is *developing* or *below standard*; leading Professional Learning Communities; differentiated career pathways; and focused professional development based on areas of focus for continuous growth and development.

Improvement and Remediation Plans

If a post-tenured teacher's performance is rated as *below standard* for one year or *developing* for two consecutive years, it signals the need for the administrator to create an individual teacher improvement and remediation plan as outlined in the following section titled, "Supervised Assistance" (see Appendix I). The Supervised Assistance plan should be developed in consultation with the teacher and, if the teacher chooses, his/her union representative. Improvement and remediation plans must:

- Identify specific areas of concern as related to practice/performance areas of focus, or student learning goal;
- Identify resources, support and other strategies to be provided to address documented deficiencies;
- Indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued; and
- Include indicators of success including indication of *accomplished* or better performance at the conclusion of the improvement and remediation plan.

OVERVIEW OF TEACHER EVALUATION PLAN
Simsbury Public Schools ~ Simsbury, Connecticut

Timeline	Conferences and Observations	Lane #1	Lane #2	Lane #3
		First and Second Year Teachers and Previously Tenured	Accomplished and Exemplary Teachers	Below Standard and Developing Teachers
From: Start of School through October 30	<i>Goal Setting Conference</i> <ul style="list-style-type: none"> ▪ <i>Orientation on process</i> ▪ <i>Teacher reflection and goal setting</i> 	2 Performance/Practice Areas of focus or TEAM Focus Areas* 1 Stakeholder Area of focus 2 SLO Goals** 1 Whole School Goal (SPI)	2 Performance/Practice Areas of focus 1 Stakeholder Area of focus 2 SLO Goals** 1 Whole School Goal (SPI)	2 Performance/Practice Areas of focus 1 Stakeholder Area of focus 2 SLO Goals** 1 Whole School Goal (SPI)
By: October 30	<i>Observation Requirements</i>	1 Formal Observation		1 Formal Observation
From: December 1 through February 15	<i>Mid-Year Conference</i> <ul style="list-style-type: none"> ▪ <i>Review goals and performance to date</i> ▪ <i>Self-assessment of SPS TS Rubrics</i> 	Review Goals and Performance to date <ul style="list-style-type: none"> ▪ Revisions and/or adjustments, as necessary 	Review Goals and Performance to date <ul style="list-style-type: none"> ▪ Revisions and/or adjustments, as necessary 	Review Goals and Performance to date <ul style="list-style-type: none"> ▪ Revisions and/or adjustments, as necessary
By: May 15	<i>Observation Requirements</i>	2 Observations <ul style="list-style-type: none"> ▪ 1 Formal ▪ 1 Informal 	3 Observations <ul style="list-style-type: none"> ▪ 1 In-Class Formal/Informal observation**** ▪ 2 Non-Classroom Reviews of Practice 	2 Observations <ul style="list-style-type: none"> ▪ 1 Formal ▪ 1 Informal
From: April 15 through May 30	<i>Teacher Reflection</i>	Teacher Reflection Submitted to Evaluator	Teacher Reflection Submitted to Evaluator	Teacher Reflection Submitted to Evaluator
By: June 15 (and/or 5 days prior to last student day)	<i>End-Of-Year Conference</i> <ul style="list-style-type: none"> ▪ <i>Teacher self-assessment</i> ▪ <i>Scoring</i> 	Summative review of teacher practice/observation and goals: End-of-year rating	Summative review of teacher practice/observation and goals: End-of-year rating	Summative review of teacher practice/observation and goals: End-of-year rating
By: Sept. 15	<i>Adjustment of Summative Rating</i>	Adjustment made should State standardized test data significantly impact teacher summative rating assigned in June	Adjustment made should State standardized test data significantly impact teacher summative rating assigned in June	Adjustment made should State standardized test data significantly impact teacher summative rating assigned in June

*TEAM Focus Areas for Year 1 & 2 Teachers

**Student Learning Outcome (1 PLC SLO, 1 Individual SLO)

***Non-Classroom Reviews of Practice (Mutually agreed upon settings during Goal-Setting Conference)

****One 30 minute In-class Formal observation must occur once every three years

TEACHER PERFORMANCE AND PRACTICE RELATED INDICATORS

The Teacher Performance and Practice Related Indicators make up half (50%) of the Simsbury Teacher Evaluation and Professional Growth Plan which evaluates the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. It is comprised of two categories:

- Category #1 - Teacher Performance and Practice, which counts for 40%; and
- Category #2 - Stakeholder Feedback, which counts for 10%.

These categories will be described in detail below.

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 at the end of the year. Following observations, evaluator(s) provide teachers with specific feedback to identify teacher development needs and to tailor support to those needs.

In Spring of 2010, a Think Tank comprised of district administrators, building leadership, teacher leaders and teachers came together to draft the *Simsbury Public Schools Teaching and Learning Principles* that defined what "teaching for understanding" looks like in all classrooms. These principles served as a common lens in which to look at classroom instruction in a focused, systemic, purposeful, and collective way across the district. Through significant research, reading, reflection and discussion, the members of the Think Tank successfully established agreed upon *Simsbury Public Schools Teaching and Learning Principles*. These draft teaching and learning principles were intended to provide teachers and administrators an accessible, research-based, conceptual foundation of how students learn. Once articulated and fully established in our instructional practices, these principles would function like a road map – a lens through which all curriculum, instruction, and assessment practices would be viewed to determine whether or not a given practice is serving the mission of teaching for understanding.

Our next step in moving this work forward in the winter of 2011 was to expand the original Think Tank, thus ensuring a wider voice of teacher representatives from across the district. Our intended goal was to work collectively to create a revision of our Simsbury Public Schools (SPS) Teaching Standards. The group engaged in a crosswalk exercise bringing together the 2006 SPS Teaching Standards, the draft of the SPS Teaching and Learning Principles, the new 2010 Connecticut Common Core for Teaching, and our district-identified 21st Century Essential Skills. The 2011 SPS Teaching Standards reflect what we believe are the essential elements of high quality teaching and learning practices. The resulting standards and rubrics, Simsbury Public Schools Teaching Standards (see Appendix III) and Rubrics (see Appendix IV), represent the most important skills and knowledge that teachers need to successfully educate each and every one of their students.

Observation Process

Research, such as the Gates Foundation's *Measures of Effective Teaching* study, has shown that multiple snapshots of practice conducted by multiple observers provide a more accurate picture of teacher performance than only one or two observations per year. Observations don't have to cover an entire lesson to be valid. Partial period observations can provide valuable information and save observers precious time.

Observations in and of themselves aren't useful to teachers – it's the feedback based on evidence collected in an observation that helps teachers to reach their full potential. All teachers deserve the opportunity to grow and develop through observations and timely feedback. In fact, teacher surveys conducted nationally demonstrate that most teachers are eager for more observations and feedback that they can then incorporate into their practice throughout the year.

Therefore, in the Simsbury Teacher Evaluation and Professional Growth Plan:

- Each teacher will be observed [minimally 3 times per year] through formal and/or informal observations and non-classroom reviews of practice that can be announced or unannounced:
 - **Formal Observations** – Scheduled in-class observation that lasts at least 30 minutes, with a *pre-conference* and followed by a *post-observation conference*. Formal observations are followed by both verbal and written feedback.
 - **Informal Observations** - Non-scheduled in-class observations that last at least 10 minutes. Informal observations are followed by both verbal and written feedback.
 - **Non-Classroom Reviews of Practice** – Non-classroom reviews of practice may be conducted in different settings, through mutual agreement in the goal-setting and planning conference. Non-classroom reviews of practice are followed by both verbal and written feedback. These settings **may** include, but are not limited to: reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent-teacher meetings, newsletter review, observations of coaching/mentoring other teachers, and attendance records from professional development or school-based activities/events.
- All observations will be followed by feedback, verbal (e.g., a post-conference, conversation in the hallway) **and** written (e.g., via email, write-up utilizing district evaluation forms, quick note in mailbox) within *five school days* of an observation.
- In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it is recommended that the majority of observations be unannounced.
- Teachers who receive a performance rating of below standard or developing must receive a number of observations appropriate to their individual plan, but no fewer than 3 formal in-class observations. Two of the 3 must include a pre-conference and all must include a post-conference.

Pre-conferences and Post-Conferences

Pre-conferences are valuable for giving context for the lesson, information about the students to be observed, and for setting expectations for the observation process and are required for all formal observations. Pre-conferences are optional for informal observations and non-classroom reviews of practice.

Post-conferences provide a forum for reflecting on the observation or non-classroom review of practice in relation to the Simsbury Teaching Standards and for generating action steps that will lead to the teacher's improvement. A good post-conference:

- begins with an opportunity for the teacher to share his/her self-assessment of the lesson observed;
- cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made, and where future observations may focus;
- involves verbal and written feedback from the evaluator;
- occurs within five school days of the observation; and
- allows for teachers to respond in writing.

Classroom observations provide the most evidence of the seven SPS Teaching Standards, but both pre- and post-conferences provide the opportunity for discussion of all seven standards, including practice outside of classroom instruction.

Non-Classroom Reviews of Practice

Because this evaluation model aims to provide teachers with comprehensive feedback on their practice as defined by the seven SPS Teaching Standards, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, Professional Learning Community meetings, call-logs or notes from parent-teacher meetings, newsletter review, observations of coaching/mentoring other teachers, and attendance records from professional development or school-based activities/events.

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 strategic as well as clear and direct in presenting their comments in a way that is both supportive and constructive. Feedback should include:

- specific, observable evidence gathered on observed components of the Simsbury Public Schools Teaching Standards;
- 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 Areas of Focus

As described in the Evaluation Process and Timeline (pages 11 & 15) section, teachers develop two practice and performance areas of focus that are aligned to the Simsbury Public Schools Teaching Standards. These identified areas provide an individual focus for the observations and feedback conversations.

At the start of the year, each teacher will work with his or her evaluator(s) to develop their practice and performance focus areas through mutual agreement. All focus areas should have a clear link to teaching practice and student achievement and should move the teachers towards *accomplished* or *exemplary* on the Simsbury Educator Evaluation and Professional Growth Plan.

Progress towards focus areas and action steps for achieving progress should be referenced in feedback conversations following observations throughout the year. Focus areas and action steps should be formally discussed during the mid-year conference and the end-of-year conference. Although performance and practice areas of focus are not explicitly rated as part of the Teacher Performance and Practice category, progress on areas of focus will be reflected in the scoring of Teacher Performance and Practice evidence.

Teacher Performance and Practice Scoring

Individual Observations

Evaluators will *not* provide an overall rating for each observation, but they will provide evidence for the Standards components that were observed. During observations, evaluators should take evidence-based notes, capturing specific instances of the teacher and student interactions in the classroom. Evidence-based notes are factual (e.g., the teacher asks: Which events precipitated the fall of Rome?) and not judgmental (e.g., the teacher asks good questions). Once the evidence has been recorded, the evaluator can align the evidence with the appropriate standard(s). Each standard will be scored and a summative rating will be given at the end-of-year conference.

Summative Rating of Teacher Performance and Practice (40%)

By June 15 and/or five days prior to the last student day, primary evaluators, in collaboration with complementary 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 and practice rating will be calculated by the evaluator(s) in a three-step process by:

- 1) Holistically reviewing evidence collected through observations, reviews of practice, and interactions (e.g., team meetings, conferences) and using the rubrics, evidence, and professional judgment to determine ratings for each of the seven SPS Teaching Standards, including Teacher Self-Assessment, on the SPS Teaching Standards Rubrics.
- 2) Providing a score to each of the seven SPS Teaching Standards (1– 4).
- 3) Applying a weighted score to each of the seven standards to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0 (see page 21).

Each step is illustrated below:

- 1) Evaluator holistically reviews evidence collected through observations, non-classroom reviews of practice, and interactions and uses the rubrics, evidence, and professional judgment to determine component ratings for each of the seven SPS Teaching Standards.

By the end of the year, each evaluator(s) should have collected a variety of evidence on teacher practice from the year’s observations, non-classroom reviews of practice, and interactions. Evaluator(s) then analyzes the consistency, trends, and significance of the evidence to determine a rating for each of the seven SPS Teaching Standards. Some questions to consider while analyzing the evidence and making a professional judgment include:

Consistency: What have I seen throughout the year that provides evidence of relatively uniform, consistent practice? Does the evidence paint a clear, unambiguous picture of the teacher’s performance in this area?

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

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

- 2) Once a rating has been determined, it is then translated to a 1-4 score. *Below Standard* = 1 and *Exemplary* = 4. Apply a weighted score to each of the seven SPS Teaching Standards to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0.
- 3) Each of the standard ratings is weighted according to importance and summed to form one overall rating. Strong instruction/service delivery is a major factor in improving student outcomes. Therefore, Instruction/Service Delivery is weighted significantly more at 25%; Learning Environment, Assessment, and Collaboration are weighted 15% each; with Content Knowledge, Planning, and Professionalism weighted at 10% each. All seven standards total 100%.

Simsbury Public Schools Teaching Standards

1. Content Knowledge (10%)	Teachers understand and apply essential skills, central concepts, and current instructional methodologies in their subject matter or field.
2. Learning Environment (15%)	Teachers promote student engagement, independence, and collaboration through the establishment and maintenance of a positive learning community.
3. Planning (10%)	Teachers utilize effective lesson design to plan rigorous and relevant learning tasks that enable students to construct deep meaning and to develop skills necessary for their success in a global community.
4. Instruction/Service Delivery (25%)	Teachers implement instruction designed to engage students in rigorous learning and to develop critical skills needed to solve relevant problems.
5. Assessment (15%)	Teachers use multiple measures, inclusive of formative and summative measures, to analyze student performance and progress in order to inform subsequent planning and instruction.
6. Professionalism (10%)	Teachers maximize support for student learning by exhibiting a high level of professionalism and commitment to continuous improvement and learning.
7. Collaboration (15%)	Teachers actively engage in meaningful collaboration with colleagues on the topics of teaching and student learning.

Teaching Standard	Score		Weighting		Weighted Score
1. Content Knowledge		x	10%	=	
2. Learning Environment		x	15%	=	
3. Planning		x	10%	=	
4. Instruction/Service Delivery		x	25%	=	
5. Assessment		x	15%	=	
6. Professionalism		x	10%	=	
7. Collaboration		x	15%	=	
Teacher Performance & Practice Rating (sum of all 7 weighted scores)					

The summative Teacher Performance and Practice category rating and the component ratings will be shared and discussed with teachers during the end-of-year conference. This process should also be followed in advance of the mid-year Conference to discuss progress toward Teacher Performance and Practice areas of focus and outcomes.

Category #2: Stakeholder Feedback (10%)

Feedback from stakeholders (students, staff, and parents/guardians) will be used to help determine the remaining 10% of the Teacher Practice Indicators focus area for the Simsbury Teacher Evaluation and Professional Growth Plan. Simsbury will use surveys in collaboration with Panorama (see samples in Appendix) for this category.

The process described below focuses on:

- (1) Conducting a whole-school survey (data is aggregated at the school level);
- (2) Determining several school-level areas of focus based on the survey feedback;
- (3) Teachers and evaluator(s) identifying **one** related stakeholder engagement area of focus and setting improvement targets (Form A);
- (4) Measuring progress on growth targets; and
- (5) Determining a teacher's summative rating. This stakeholder feedback rating shall be based on four performance levels.

1. Administration of a Stakeholder Survey

The survey will be conducted at the whole-school level as opposed to the teacher-level, meaning stakeholder feedback will be aggregated at the school level. This is to ensure adequate response rates from all stakeholders.

The survey will be administered in a way that allows stakeholders to feel comfortable providing feedback without fear of retribution. The survey will be confidential and survey responses will not be tied to individual names. The survey will be administered every spring and trends analyzed from year-to-year in order to create yearly Stakeholder Feedback goals.

2. Determining School-Level Areas of Focus

Principals and teachers will review the survey results at the beginning of the school year to identify areas of need and set general stakeholder engagement areas of focus based on the survey results. Ideally, this process would occur between the principal and teachers and/or teacher representatives (possibly during faculty meetings) in August or September so agreement could be reached on improvement areas of focus for the entire school.

3. Selecting a Stakeholder Engagement Area of focus and Improvement Targets

After the school-level areas of focus have been set, teachers will determine, through consultation and mutual agreement with their evaluator(s), **one** related stakeholder area of focus they would like to pursue as part of their evaluation. Possible areas of focus 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 area of focus they select. For instance, if the area of focus 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 (i.e. “If” we do X, “Then” parent engagement will improve). Part of the evaluator’s job is to ensure (1) the area of focus is related to the overall school improvement stakeholder area of focus, and (2) that the improvement targets are aligned and attainable.

4. Measuring Progress on Growth Targets

Teachers and their evaluator(s) should use their judgment in setting growth/improvement targets for the stakeholder feedback category. There are two ways a teacher can measure and demonstrate progress on their growth targets. A teacher can (1) 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 stakeholders to measure indicators they generate. For example, a teacher could conduct interviews or a brief survey to see if they improved on their growth target.

5. Arriving at a Stakeholder Feedback Rating

The Stakeholder Feedback rating should reflect the degree to which a teacher successfully reaches his/her stakeholder area of focus and improvement targets. This is accomplished through a ***review of evidence provided by the teacher*** and application of the following scale:

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

STUDENT OUTCOMES RELATED INDICATORS

The Student Outcomes Related Indicators half of the Simsbury Teacher Evaluation and Professional Growth Plan comes directly from the Connecticut SEED plan and captures the teacher's impact on students. Every teacher is in the profession to help children learn and grow, and teachers already think carefully about what knowledge, skills and talents they are responsible for nurturing in their students each year. As a part of the evaluation process, teachers will document those aspirations and anchor them in data.

Student Related Indicators includes two categories:

- Category #3 - Student growth and development, which counts for 45%; and
- Category #4 - Whole-school student learning which counts for 5%

These categories will be described in detail below.

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

Overview of Student Learning Objectives (SLOs)

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 called **Student Learning Objectives (SLOs)** as the approach for measuring student growth during the school year.

SLOs in the Simsbury Teacher Evaluation and Professional Growth Plan will support teachers in using a continuous improvement planning cycle that will be familiar to most Simsbury educators:



While this process should feel generally familiar, the Simsbury Teacher Evaluation and Professional Growth Plan will ask teachers to set more specific and measurable targets and to develop them through consultation with colleagues in the same grade level or teaching the same subject, and through mutual agreement with evaluators. The four SLO phases are described in detail below:

SLO Phase 1: Data Gathering
Gather relevant student data

This first phase is the discovery phase, occurring in the first few weeks at the start of the school year. Once teachers know their rosters, they will access as much information as possible about their new students' baseline skills and abilities, relative to the grade level or course the teacher is teaching. End-of-year assessments from the previous spring, prior grades, benchmark assessments and quick demonstration assessments are all examples of sources teachers can tap to understand both individual student and group strengths and challenges. This information will be critical for goal setting in the next phase.

SLO Phase 2: Goal Setting
Set two SLOs (Goals for learning)

Each teacher will write two SLOs (each weighted 22.5%), one of which will be a collaborative goal with their grade or content level PLC and one individual. Teachers whose students take a standardized assessment will create one SLO based on standardized indicators and one SLO based on either one non-standardized indicator or one additional standardized indicator. All other teachers will develop their two SLOs based on non-standardized indicators.

As stated in the CT Guidelines for Educator Evaluation, a **standardized assessment** is characterized by the following attributes:

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

For non-tested area teachers, the following are examples of district assessments that may be used (this is not an exhaustive list): benchmark and end-of-course; district writing assessments using district rubric; performance assessments; and others that are mutually agreed upon in the goal-setting conference.

To create their SLOs, teachers will follow these four steps:

Step 1: Decide on the Student Learning Objectives:

The objectives will be broad goals for student learning. The objective should address a central purpose of the teacher’s assignment and it should pertain to a large proportion of his/her students. Each SLO 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., common core standards), or district standards for the grade level or course. Depending on the teacher’s assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in art/music classes).

Teachers are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of SLOs. Teachers with similar assignments may have identical objectives although they will be individually accountable for their own students’ results.

The following are examples of SLOs based on student data:

Teacher Category	Student Learning Objective
Grade 8 Physical Education	Students will understand and apply the elements of the 4 main components of fitness (muscular strength, muscular endurance, flexibility and cardiovascular endurance) through a variety of learning tasks and 4 assessments throughout the school year.
Grade 6 ELA	Students will write arguments to support claims with clear reasons and relevant evidence, including the acknowledgement of opposing claims, references to credible sources, a concluding statement, and a formal style. Students will draw evidence from literary or informational texts to support analysis, reflection, and research; scored against district rubric.

Step 2: Select SMART Goals: (Indicators of Academic Growth and Development)

A **SMART Goal** is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. Each SLO **must** include multiple SMART Goals, but may include one additional standardized indicator (adjustment to %, if more than one indicator for each SLO), if there is mutual agreement.

Each SMART Goal should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. SMART Goals can also address student subgroups, such as high or low-performing students or ELL students. It is through the Phase I examination of student data that teachers will determine what level of performance to target for which students. The Template for Setting SMART Goals should be referenced as a resource for setting SLOs/SMART Goals (Appendix VI).

Since SMART Goals are calibrated for the teacher’s particular students, teachers with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all 2nd grade teachers in a district might use the same reading assessment results as their SMART Goal, but the performance target and/or the proportion of students expected to achieve proficiency would likely vary among 2nd grade teachers.

Taken together, an SLO's SMART Goal(s), if achieved, would provide evidence that the objective was met. Here are some examples of SMART Goals that might be applied to SLO examples:

Grade / Subject	SLO	SMARTGoal
7th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.	By May 20: <ul style="list-style-type: none"> • Students who scored a 0-1 out of 12 on the pre-assessment will score 6 or better • Students who scored a 2-4 will score 8 or better • Students who scored 5-6 will score 9 or better • Students who scored 7 will score a 10 or better (This is one SMARTGoal, assessment/measure of progress that outlines differentiated targets based on pre-assessments).
9th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate, and apply information to solve problems and accomplish tasks.	By May 15: <ul style="list-style-type: none"> • 90%-100% of all students will meet (scoring a 3 or 4) or higher on 5 of the 6 standards (as measured by 8 items) on the digital literacy assessment rubric. (This is one SMARTGoal, assessment/measure of progress, illustrating a minimum proficiency standard for a large proportion of students).
10th Grade Algebra 2	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.	By May 30: <ul style="list-style-type: none"> • 80% of Algebra 2 students will score an 85 or better on district Algebra 2 math end-of-course assessment. (This is one SMARTGoal, assessment/measure of progress, illustrating a minimum proficiency standard for a large proportion of students).
9th Grade English	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inference drawn from the text.	By May 18: <ul style="list-style-type: none"> • 8 students who scored 50-70 on the pre-test will increase scores by 18 points on the post test • 14 students who score 30-49 will increase by 15 points • 3 students who scored 0-29 will increase by 10 points (This is one SMARTGoal, assessment/measure of progress that has been differentiated to meet the needs of varied students' performance groups).
1st Grade Reading	Students will improve their reading level, accuracy, fluency, and comprehension as measured by the DRA2.	By June 1: <ul style="list-style-type: none"> • 5/22 students who are below grade level expectations, per the K end-of-year assessment will move up 3 DRA levels • 14/22 students who are on grade level expectations, per the K end-of-year assessment will move up 7 DRA levels • 3/22 students who are above grade level expectations, per the K end-of-year assessment will move up 5-7 DRA levels (This is one SMARTGoal, assessment/measure of progress that outlines differentiated targets based on pre-assessments).
K Physical Education	Students will demonstrate competency in a variety of motor skills and movement patterns.	By June 1: <ul style="list-style-type: none"> • 13 of the 13 who performed 3 of the 4 components of the overhand throw will demonstrate all 4 components of the overhand throw • The remaining 24 students who performed 2 of the 4 components of the overhand throw will demonstrate 3 of the 4 components of the overhand throw • 10 of the 15 who performed 1 component of the overhand throw will demonstrate 2 or more components of the overhand throw (This is one SMARTGoal, assessment/measure of progress that outlines differentiated targets based on fall pre-assessments).

Step 3: Provide Additional Information:

During the goal-setting process, teachers and evaluator(s) will document the following:

- the rationale for the objective, including relevant standards;
- any important technical information about the indicator evidence (like timing or scoring plans);
- the baseline data that was used to set each SMART Goal;
- interim assessments the teacher plans to use to gauge students’ progress toward the SLO during the school year (optional); and
- any training or support the teacher thinks would help improve the likelihood of meeting the SLO.

Step 4: Submit SLOs to Evaluator for Approval:

SLOs are proposals until the evaluator(s) approves them. While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs and SMART Goals, ultimately, the evaluator must formally approve all SLO/SMART Goal proposals.

The evaluator will examine each SLO/SMART Goal relative to three criteria described below. SLOs must meet all three criteria to be approved. If they do not meet one or more criteria, the evaluator will provide written comments and discuss their feedback with the teacher during the fall Goal-Setting Conference. SLOs/SMART Goals that are not approved must be revised and resubmitted to the evaluator within five days.

SLO Criteria ~ Development Guide

Priority of Content	<ul style="list-style-type: none"> <input type="checkbox"/> Is the content aligned to the essential learning outcomes and common core standards for your grade level content / course? <input type="checkbox"/> Are the skills and/or knowledge critical for advancement to future coursework (i.e. if students do not master the standards, they will not be able to progress to the next level)? <input type="checkbox"/> Does the content reflect school and district priorities? <input type="checkbox"/> Is the scope of the content appropriate for the length of the instructional interval?
Rigor of Target	<ul style="list-style-type: none"> <input type="checkbox"/> Is the target anchored in baseline data including historical data (i.e. district, school and student level data) and multiple measures if possible? <input type="checkbox"/> Does the rationale explain how the rigor and attainability of the numerical target was determined? For example, the target is based on the past performance of students <i>or</i> the expectation of a year’s growth <i>or</i> the mastery of a standard <i>or</i> incremental improvement. <input type="checkbox"/> Does the numerical target represent an appropriate amount of student learning for the interval of instruction? <input type="checkbox"/> Does the SLO differentiate targets for individuals or groups of students based on baseline data so that all targets are rigorous, yet attainable?
Quality of Measure & Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Does the source(s) of evidence provide the data you need to determine if the target has been met? <input type="checkbox"/> Is the measure(s) aligned to the standards and does it provide evidence relative to the target? <input type="checkbox"/> Is the measure appropriate for the student population? <input type="checkbox"/> Does the measure meet the criteria established by the grade/course, school, or district?

SLO Phase 3: Progress Monitoring
Monitor student performance in relation to the SLOs

Once SLOs are approved, teachers should monitor students’ progress towards the objectives. They can, for example, examine student work products; administer interim assessments and track students’ accomplishments and struggles. Teachers will share their interim findings with colleagues during collaborative time, and they will keep their evaluator apprised of progress through the mid-year conference.

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

SLO Phase 4: Assessing
Measure and evaluate student outcomes relative to the SLOs

By the end of the school year, the teacher will have collected the evidence required by their indicators and submit it to their primary evaluator. Along with the evidence, teachers will complete and submit a self assessment which asks teachers to reflect on the SLO outcomes by responding to the following statements:

1. Describe the results and provide evidence for each indicator supporting your overall assessment of whether this objective was met or not met.
2. Describe what you did that produced these results, what you learned, and how you will use that information going forward.

Evaluators will review the evidence and the teacher’s self-assessment and assign one of four ratings to each SLO: *Exemplary* (4), *Accomplished* (3), *Developing* (2), or *Below Standard* (1). These ratings are defined as follows:

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

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

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

The final student growth and development rating for a teacher is the average of their two SLO scores. For example, if one SLO was *Developing* (2), and the other SLO was *Accomplished* (3), the student growth and development rating would be 2.5 $[(2+3)/2]$. The individual SLO ratings and the student growth and development rating will be shared and discussed with teachers during the end-of-year conference.

NOTE: For SLOs that include a SMARTGoal based on state standardized tests, results may not be available in time to score the SLO prior to the June 15 (and/or five days prior to the last student day) deadline. In this instance, if evidence for other SMARTGoals in the SLO is available, the evaluator can score the SLO on that basis. Or, if state tests are the basis for all SMARTGoals, then the teacher's student growth and development rating will be based only on the results of the SLO that is based on non-standardized SMARTGoals.

However, once the state test evidence is available, the evaluator is required to score or rescore the SLO, 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: Whole-School Student Learning Indicator (5%)

Whole-School Student Learning Indicator

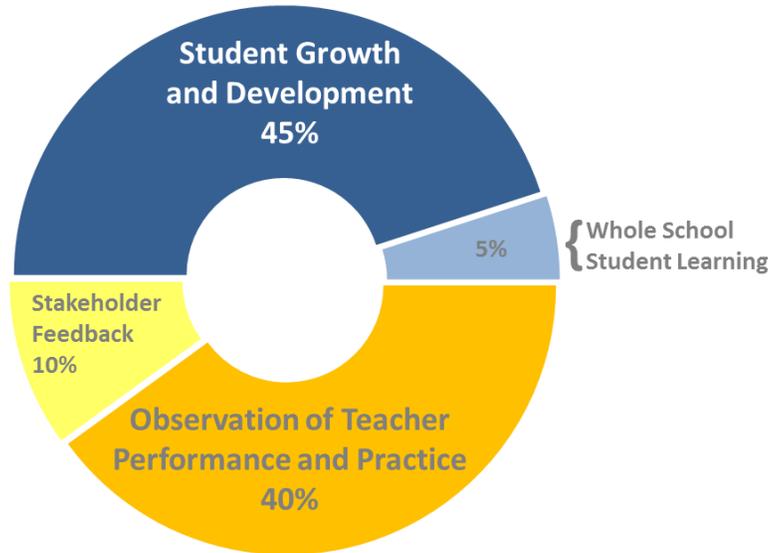
Simsbury will include the whole-school student learning indicator in teacher evaluation. A teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for the administrator's evaluation rating at that school. For all schools in Simsbury, this will be based the administrator's progress on SLO targets, which correlates to the whole-school student learning on an administrator's evaluation.

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

SUMMATIVE TEACHER EVALUATION SCORING

Summative Scoring

The individual summative teacher evaluation rating will be based on the four categories of performance, grouped in two major focus areas: Student Outcomes Related Indicators and Teacher Practice Related Indicators.



Every educator will receive one of four performance ratings:

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

The rating will be determined using the following steps:

- 1) Calculate a Teacher Practice Related Indicators score by utilizing the observation of teacher performance and practice score and the stakeholder feedback score
- 2) Calculate a Student Outcomes Related Indicators score by utilizing the student growth and development score and whole-school student learning indicator or student feedback score
- 3) Use Summative Matrix to determine Summative Rating

Each step is illustrated below:

- 1) Calculate a Teacher Practice Related Indicators rating by utilizing the observation of teacher performance and practice score and the stakeholder feedback score.

The observation of teacher performance and practice counts for 40% of the total rating and stakeholder feedback counts for 10% of the total rating. Multiply these weights by the category scores to get the category points, rounding to a whole number where necessary. The points are then translated to a rating using the rating table below.

Category	Score	Weight	Weighted Score
Observation of Teacher Performance and Practice (Category 1)	3.4	80%	2.72
Stakeholder Feedback (Category 2)	3	20%	.6
Teacher Practice Related Indicators Score (sum of A & B)			3.32

Rating Table

Teacher Practice Indicators Points	Teacher Practice Indicators Rating
3.5-4.0	Exemplary
2.5-3.49	Accomplished
1.5-2.49	Developing
1-1.49	Below

- 2) Calculate a Student Outcomes Related Indicators rating by utilizing the student growth and development score and whole-school student learning indicator or student feedback score.

The student growth and development category counts for 45% of the total rating, and the whole-school student learning indicator category counts for 5% of the total rating. Multiply these weights by the category scores to get the focus area points. The points are then translated to a rating using the rating table below.

Student Outcomes Related Indicators

Category	Score		Weight	Weighted Score
Student Growth and Development (SLOs) (Category 3)	SLO 1	2	45%	.9
	SLO 2	3	45%	1.35
Whole School Learning Indicator (Category 4)	3		10%	.3
Student Outcomes Related Indicators Score				2.55

Rating Table

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
3.5-4.0	Exemplary
2.5-3.49	Accomplished
1.5-2.49	Developing
1-1.49	Below

3) Use the Summative Matrix to determine Summative Rating

Identify the rating for each area and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is *accomplished* and the Student Outcomes Related Indicators rating is *accomplished*. The summative rating is therefore *accomplished*. If the two areas are highly discrepant (e.g., a rating of *exemplary* for Teacher Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to make a summative rating.

Summative Rating Matrix		Teaching Practice Rating			
		4	3	2	1
Student Outcomes Rating	4	Exemplary	Exemplary	Accomplished	Gather Further Information
	3	Exemplary	Accomplished	Accomplished	Developing
	2	Accomplished	Accomplished	Developing	Developing
	1	Gather Further Information	Developing	Developing	Below Standard

Adjustment of Summative Rating: Summative ratings must be completed for all teachers by June 15 (and/or five days prior to the last student day) 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 a teacher may be *significantly* impacted by State standardized test data, the evaluator may recalculate the teacher’s summative rating when the data is available and submit the adjusted rating no later than September 15. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

Simsbury shall define effectiveness and ineffectiveness utilizing current and historical summative ratings derived from the evaluation system as described below.

- Novice teachers (years 1-4) shall generally be deemed effective if said educator receives at least two sequential summative *developing* ratings and one *accomplished* rating, with the *accomplished* rating earned in the fourth year of a novice teacher's career. A *below standard* rating shall only be permitted in the first year of a novice teacher's career, assuming a pattern of growth toward *developing* and *accomplished* by the beginning of year four. Superintendents shall offer a contract to any educator he/she deems effective at the end of year four. This shall be accomplished through the specific issuance to that effect.
- A post-tenure educator shall generally be deemed ineffective and in need of supervised assistance if said educator receives at least two sequential summative *developing* ratings or one *below standard* rating at any time.

APPENDIX

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Appendix I: SUPERVISED ASSISTANCE

Overview:

The purpose of Supervised Assistance is to provide support and assistance to tenured staff members who have demonstrated a deficiency (*below standard* performance in one year or *developing* performance over the course of two years) in one or more specified components of their teaching, as described in the Teacher Practice Related Indicators and/or the Student Outcomes Indicators.

Tenured teachers will be assigned to Supervised Assistance by their primary evaluator in collaboration with the complementary evaluator to correct identified performance problems. This placement should come as no surprise to the tenured teacher since a series of observations, documentation, and interventions should have taken place throughout the educator evaluation plan. It is expected that teachers and evaluators will work collaboratively within this phase to clarify expectations and address problems in order to improve teaching and student learning opportunities.

Supervised Assistance consists of two levels, as described below.

Level One

Definition of the Problem:

The primary evaluator must provide verbal and written notification that the teacher is being moved into Level One of Supervised Assistance. Notification must identify which components of the Teacher Practice Related Indicators and/or the Student Outcomes Related Indicators are deficient and the specific data used to identify the problem. Teachers are encouraged to discuss their placement on Supervised Assistance with a Simsbury Education Association (SEA) representative and may have SEA representation at all subsequent meetings.

Plan of Action:

Following a conference with the primary evaluator, the teacher develops, within five school days, an action plan to address the deficiency. The plan includes the specific area of concern, identification of what must be accomplished to address the concerns, strategies for resolving the problem, types of assistance needed (evaluator, peer, department supervisor), indicators of improvement based on multiple sources of data (including classroom observations by the evaluator(s)), and a timeline for meeting performance expectations (not to exceed 45 school days). The plan must be approved by the primary evaluator, who may choose to include in the process complementary evaluators of the teacher. The primary evaluator will provide support and assistance to the teacher in developing and implementing the plan of action.

Evaluation:

After data has been collected, the teacher and primary evaluator will meet to discuss whether the teacher has met the plan's objectives, and a Supervised Assistance Evaluation supported by data will be completed.

The administrator will make one of following recommendations:

1. The problem or deficiency has been resolved satisfactorily (demonstrating *accomplished* performance) and the teacher returns to Educator Evaluation and Professional Development plan developed at the start of the cycle.
2. The teacher has made progress, but not yet addressed all concerns and remains in Level One of Supervised Assistance for a mutually agreed upon time (not to exceed 45 school days).
3. The problem has not been resolved, and the teacher is placed in Level Two of Supervised Assistance.

Based on individual circumstances, the primary evaluator may move a teacher to Level Two at any point during Level One intervention.

Level Two

Definition of the Problem:

The primary evaluator must provide verbal and written notification to the teacher and all of the teacher's evaluators and to the Director of Personnel that the teacher is being moved to Level Two of Supervised Assistance. Notification should include specific data to substantiate the move to Level Two intervention, as related to the concerns identified in Level One. The teacher is encouraged to have Simsbury Education Association (SEA) representation at meetings.

Plan of Action:

A meeting will be convened by the Director of Personnel to establish that the concerns previously expressed by the primary evaluator (as linked to the Teacher Practice and/or Student Outcomes Related Indicators) have not been resolved. A new remediation plan not to exceed 45 school days will be developed by the administrator (with teacher input) following the format used in Level One. The plan will be approved by the Director of Personnel.

Weekly meetings between teacher and evaluator(s) will take place to discuss data collected and progress towards addressing the goals of the remediation plan. The primary administrator and/or the teacher may choose to include the complementary evaluators of the teacher at the weekly meetings. Status reports will be provided to the Director of Personnel throughout the process.

The primary evaluator will make one of following recommendations:

1. The problem or deficiency has been satisfactorily resolved and the teacher returns to the Educator Evaluation and Professional Development plan developed at the start of the cycle.
2. The problem or deficiency has not been resolved and moves to progressive disciplinary action outside the scope of this plan.

Based on individual circumstances, the primary evaluator may move a teacher to progressive disciplinary action at any point during Level Two interventions.

SIMSBURY PUBLIC SCHOOLS

Supervised Assistance Form

This form is to be initiated by the evaluator as written notification when a tenured teacher is being placed on Supervised Assistance.

Teacher: _____ Grade/Subject/School: _____

Evaluator: _____ Date: _____

A. NOTIFICATION AND CONFERENCE

1. Date of Conference:

Individuals Present:

Supervised Assistance Level (check): Level 1 Level 2

2. Summary of the Problem.

3. Components of the Simsbury Teaching Standards that are deficient, including specific data, as well as documentation showing previous attempts to address the deficiencies.

4. Date action plan due from teacher (5 school days following conference):

C. EVALUATION

1. Date of evaluation meeting:

Individuals present:

2. Teacher's comments relating to accomplishment of action plan objectives (to be submitted in advance of evaluation meeting):

3. Evaluator's comments relating to accomplishment of plan of action objectives:

4. Evaluator's recommendation:

Teacher Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

Asst. Superintendent Signature: _____ Date: _____

¹ For use with Level Two remediation plan.

Teacher's Comments:

Appendix II: APPEAL PROCESS/DISPUTE RESOLUTION REGARDING PROCEDURAL AND/OR CONTENT ISSUES

Purpose:

Problems and disagreements are expected to be resolved professionally, informally and cooperatively by the primary evaluator and teacher at the building level. The purpose of the appeal process is to secure fair solutions to unresolved problems or disputes of the evaluation process related to procedural concerns or where the primary evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. An appeal may be requested at any time during the evaluation process.

Procedures:

The teacher will submit an Appeal Procedure Worksheet to the Director of Personnel and the evaluator within five (5) school days of the last attempt to resolve the issue at the building level. Specific information with references to the procedural/content concerns should be provided on the worksheet. The Director of Personnel will meet with both evaluator and evaluatee within five (5) school days of receipt of the Appeal Procedure Worksheet. The Director of Personnel will facilitate a resolution of the issue: if unable to do so, the Director will arrange an Appeal Committee review, which will consist of a joint meeting with both the primary evaluator and evaluatee within ten (10) school days of the previously held meeting.

Appeal Committee:

An Appeal Committee of five (5) members will be formed by the Director of Personnel, who will chair the committee. The evaluatee and evaluator will each select one member. The Director of Personnel will select two (2) members of the Districtwide Professional Growth and Evaluation Committee, one of whom must be a teacher.

The Appeal Committee will meet with the primary evaluator and evaluatee and provide each with the opportunity to present concerns. The teacher may have SEA representation at this meeting. Following this meeting, the Appeal Committee will reach consensus regarding recommendations. If consensus cannot be reached, the Superintendent will consult with the Director of Personnel-Chairperson of the Appeal Committee, and the Superintendent will decide the outcome of the appeal. Resolutions must be topic-specific and timely. The Director of Personnel will prepare and present written recommendations to both parties within five (5) school days of the decision.

At the request of a district or employee, the CSDE or a third-party designated by the CSDE can review evaluation ratings that include dissimilar ratings in different categories (e.g., include both exemplary and below standard ratings). In these cases, CSDE will determine a final summative rating.

Confidentiality:

The discussions that take place by the Appeal Committee are to be treated with strict confidentiality.

SIMSBURY PUBLIC SCHOOLS
Appeal Procedure Worksheet

Problems and disagreements are expected to be resolved informally and cooperatively by the evaluator and teacher at the building level. The purpose of the appeal process is to secure resolutions to unresolved problems or disagreements related to procedural concerns of the evaluation process. An appeal may be requested at any time during the evaluation process.

Teacher: _____ Grade/Subject/School: _____

Evaluator: _____ Date: _____

A. INITIATION OF APPEAL

1. Statement of Appeal (Identify specific areas, sections, and procedures that are the focus of the appeal)

2. Name of Appeal Committee representative selected by teacher:

3. Teacher Signature: _____

This Appeal Procedure Worksheet should be submitted to the Director of Personnel.

B. SUMMARY AND OUTCOME OF APPEAL

1. Appeal Committee Members

Director of Personnel (Chair): _____

Member selected by teacher: _____

Member selected by evaluator: _____

Districtwide Professional Growth and Evaluation Committee members (one of whom must be a teacher) selected by Director of Personnel:

2. Summary of Issue/Concern:

3. Outcome of the Appeal

Director of Personnel's Signature: _____ Date: _____

Copies to: Teacher, Principal, Supervisor/Director, Central Office

Appendix III - Simsbury Public Schools' Teaching Standards (Derived from the CCT)

STANDARD	CRITICAL ATTRIBUTES
<p><u>CONTENT KNOWLEDGE:</u> <i>Teachers understand and apply essential skills, central concepts, and current instructional methodologies in their subject matter or field by:</i></p> <ol style="list-style-type: none"> Demonstrating discipline-specific knowledge and skills as described in national and state professional teaching standards; Using content area literacy skills to enable students to construct meaning through reading, writing, listening, speaking, viewing and presenting/creating; and Applying current research and practice in their subject matter to develop appropriate instructional methodologies. 	<p><u>CONTENT RICH RESPONSES:</u> Teachers identify and respond to misconceptions, fielding questions appropriately and accurately, and connecting student feedback back to the content using vocabulary of the discipline.</p> <p><u>CONTENT SPECIFIC TECHNIQUES:</u> Teacher facilitates an environment that allows the student to learn the knowledge, skills and relevance of the specific discipline.</p>
<p><u>LEARNING ENVIRONMENT:</u> <i>Teachers promote student engagement, independence, and collaboration through the establishment and maintenance of a positive learning community by:</i></p> <ol style="list-style-type: none"> Creating a class climate that is responsive to and respectful of the learning needs of all students; Promoting engagement in and shared responsibility for the learning process, and providing opportunities for students to initiate their own questions and inquiries; Supporting character education through instruction and modeling that promotes social responsibility and ethical behavior; and Maximizing the amount of time spent on learning by effectively managing student behavior, routines, and transitions. 	<p><u>KINDS OF TALK</u> Tone & delivery are age appropriate; Appropriate balance of teacher and student interaction; Students dialogue about content/skill; Students ask questions of each other, teacher, or in writing;</p> <p><u>PARTICIPATION/ACCESS</u> Content and physical settings promote full participation; Task requires all students participate; tenets of character program are evident.</p> <p><u>PRODUCTIVITY</u> Sustained time on task - little/no interruptions (mental, physical) to learning tasks; Organized & fluid transitions – clarity, prompting, protocol between & within tasks.</p>
<p><u>PLANNING:</u> <i>Teachers utilize effective lesson design to plan rigorous and relevant learning tasks that enable students to construct deep meaning and to develop skills necessary for their success in a global community by:</i></p> <ol style="list-style-type: none"> Utilizing a lesson design model to design instruction based upon a thorough knowledge of district curriculum, students' prior knowledge, assessment data, and the individual needs of all students; Designing authentic learning tasks that actively engage students in the work of the discipline and challenge them to develop critical thinking, inquiry, and problem-solving skills; Designing learning tasks that demonstrate appropriate balance between collaborative and individual student work; Selecting appropriate assessment strategies to monitor ongoing student progress and inform instruction; and Designing or selecting academic and/or behavioral interventions for all students through differentiated, supplemental, specialized instruction when primary instruction alone is not sufficient to meet their needs. 	<p><u>LESSON DESIGN/STRUCTURE</u> Clear objectives evident; Includes elements of agreed upon good lesson design (See <i>Focus p52-54</i>); Planned check for understanding; Lesson is sequenced and responsive to student needs as evidenced by scaffolding and differentiation.</p> <p><u>ENGAGING & RELEVANT TASK</u> Connections to previous and future learning; Purposeful materials & technology; Active learning; Serves the objective and needs of all learners.</p>
<p><u>INSTRUCTION:</u> <i>Teachers implement instruction designed to engage students in rigorous learning and to develop critical skills needed to solve relevant problems by:</i></p> <ol style="list-style-type: none"> Using a variety of research-based instructional strategies and technological resources to enable students to construct meaning and apply new learning; Fostering high levels of learner engagement through authentic tasks to promote students' curiosity about the world; Varying the student and teacher roles in ways that develop independence and interdependence that will result in the gradual release of responsibility to students; Using differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities and/or particular gifts and talents; and Monitoring student learning in order to adjust teaching and provide specific and timely feedback to students to improve their performance. 	<p><u>MULTIPLE MODES OF INSTRUCTION</u> Teacher plays a variety of roles (e.g. direct instruction, small group instruction, facilitation, questions & answer) and makes effective choices about instructional strategies, including the use of technology.</p> <p><u>IN-TIME ADJUSTMENTS</u> Teacher skillfully adjusts instruction based on student questions, assessment data, and/or checks for understanding; provides feedback (group and individual) much like a "coach."</p> <p><u>PROMOTING ENGAGEMENT</u> Teacher ensures that students are actively involved in the learning and can describe the purpose of the lesson; students demonstrate intellectual curiosity by questioning, responding, and/or persisting with the task.</p>

STANDARD	CRITICAL ATTRIBUTES
<p><u>ASSESSMENT:</u> <i>Teachers use multiple measures, inclusive of formative and summative measures, to analyze student performance and progress in order to inform subsequent planning and instruction by:</i></p> <ul style="list-style-type: none"> a) Demonstrating understanding of the different purposes and types of assessments that capture the complexity of student learning across the hierarchy of cognitive skills; b) Providing students with assessment criteria and individualized, timely, and descriptive feedback to help improve their performance and assume responsibility for their learning; c) Supporting students’ progress by communicating academic and behavioral performance expectations and results with students, their families and other educators; and d) Using academic, behavioral, and health data to select or design interventions for students and to assist in the development of individualized education programs for students with disabilities. 	<p><u>CHECKS FOR UNDERSTANDING:</u> Teacher makes some use of formative assessment (formal or informal) to probe for understanding; teacher brings data to bear for instructional decisions.</p> <p><u>QUALITY OF ASSESSMENT TASK:</u> Assessment form follows function (e.g., complex skills require open-ended or performance-based assessments); task should capture higher-order thinking skills.</p> <p><u>OBSERVABLE CRITERIA AND MEANINGFUL FEEDBACK:</u> Teacher communicates objectives and students can articulate expected outcomes; use of scoring tools (checklists, rubrics, exemplars, etc.) is evident; feedback is descriptive -- not general; there may be evidence of assessment modification to meet individual needs.</p>
<p><u>PROFESSIONALISM:</u> <i>Teachers maximize support for student learning by exhibiting a high level of professionalism and commitment to continuous improvement and learning by:</i></p> <ul style="list-style-type: none"> a) Demonstrating respect and responsible behavior in all communications and interactions with stakeholders of the learning community; b) Reflecting regularly on their instructional practices and professional responsibilities; c) Seeking out and participating in learning opportunities to enhance skills related to teaching and meeting the needs of all students; d) Understanding the legal rights of students in order to create and/or implement individualized plans accordingly; and e) Demonstrating behaviors as defined in the Code of Professional Responsibility for Educators. 	<p><u>PROFESSIONAL CONDUCT & LEGAL RESPONSIBILITY</u> Support of district mission and core beliefs; Demonstration of a problem-solving stance (vs. adversarial) to navigate professional tension; Teacher leadership- within/outside of the school community; Awareness of / adherence to BOE policy and laws of State of Connecticut (e.g., Facebook, mandated reporters); Understanding of legal rights of students with disabilities and their families.</p> <p><u>PROFESSIONAL LEARNING:</u> Personal commitment to professional growth (degree of self-evaluation/reflection, awareness and application of current trends); Follow up on professional development areas of growth/need per past evaluations or observations; Impact of PLC collaborative work on this educator’s teaching and student learning; Involvement in outside professional organizations and/or higher education.</p> <p><u>COMMUNICATION:</u> Respectful interactions with all stakeholders; Timely, effective written and verbal communication with students, families, administrators, colleagues; Clear boundaries and confidentiality upheld with students, families and staff.</p>
<p><u>COLLABORATION:</u> <i>Teachers actively engage in meaningful collaboration with colleagues on topics of teaching and learning by:</i></p> <ul style="list-style-type: none"> a) Coming prepared to collaborative settings; b) Sharing instructional practices and materials; c) Reviewing and interpreting data to improve instruction, assessment and curricula; and d) Recognizing consensus and carrying out team decisions. 	<p><u>PREPARATION</u> Teacher comes with student work and/or data that is ready for analysis; team has purpose/goal clearly articulated.</p> <p><u>PARTICIPATION</u> Meaningful participation and sharing of the “work” (e.g., no dominators/hibernators; asking good questions; sharing instructional practices; receptive to others’ opinions; professional tension is “healthy”; equitable distribution of the work).</p> <p><u>COMMITMENTS</u> Evidence that teacher carries out team decisions and shares experiences with colleagues in future meetings with the intention to positively impact teaching and learning.</p>

Appendix IV:

**Simsbury Public Schools
Teaching Standards Rubrics**

SIMSBURY PUBLIC SCHOOLS
Teaching Standard Rubric #1 – Content Knowledge

Standard 1				
Content Knowledge: Teachers understand and apply essential skills, central concepts, and current instructional methodologies in their subject matter or field by:				
Content Knowledge Indicators	Below: 1	Developing: 2	Accomplished: 3	Exemplary: 4 In addition to characteristics in Category 3
<p><i>Demonstrating discipline-specific knowledge and skills as described in national and state professional teaching standards;</i></p> <p><i>Using content area literacy skills to enable students to construct meaning through reading, writing, listening, speaking, viewing and presenting/creating; and</i></p> <p><i>Applying current research and practice in their subject matter to develop appropriate instructional methodologies.</i></p>	<p>Teacher lacks understanding of the essential skills, knowledge, vocabulary, and concepts related to his/her discipline and makes content errors and fails to correct them.</p>	<p>Teacher has a basic understanding of the essential skills, knowledge, vocabulary, and concepts related to his/her discipline.</p>	<p>Teacher has a comprehensive understanding of the essential skills, knowledge, vocabulary, and concepts related to his/her discipline and responds to students' inquiries accurately.</p>	<p>Teacher demonstrates mastery of the essential skills, knowledge, vocabulary, and concepts related to his/her discipline, and regularly shares expertise across the school/district.</p>
	<p>Teacher demonstrates fractured knowledge of content area literacy skills, the CCSS, or district curriculum and thereby limits students' ability to construct meaning.</p>	<p>Teacher lacks understanding of the alignment to CCSS and district curriculum. Teacher helps student construct meaning by demonstrating some knowledge of content area literacy skills</p>	<p>Teacher's knowledge of a variety of content area literacy skills that are aligned to the CCSS and district curriculum facilitate students' construction of meaning.</p>	<p>Teacher seeks opportunities to make interdisciplinary connections using content area literacy skills aligned with CCSS, in innovative ways enabling students to construct meaning, solve problems, and make connections.</p>
	<p>Teacher has limited knowledge of current research in their content area.</p>	<p>Teacher has some knowledge of current research in his/her content area and teaching methods. There is inconsistent application into his/her instructional practice.</p>	<p>Teacher applies current research in his/her content area and teaching methods into his/her instructional practice.</p>	<p>Teacher contributes to the research base in his/her content area through action research and collaboration with his/her department, school, and larger community of educators.</p>
CRITICAL ATTRIBUTES				
<p><u>CONTENT RICH RESPONSES</u> Teachers identify and respond to misconceptions, fielding questions appropriately and accurately, and connecting student feedback back to the content using vocabulary of the discipline.</p>		<p><u>CONTENT SPECIFIC TECHNIQUES:</u> Teacher facilitates an environment that allows the student to learn the knowledge, skills and relevance of the specific discipline.</p>		

SIMSBURY PUBLIC SCHOOLS
Teaching Standard Rubric #2 – Learning Environment

Standard 2 Learning Environment: <i>Teachers promote student engagement, independence, and collaboration through the establishment and maintenance of a positive learning community by:</i>				
Learning Environment Indicators	Below: 1	Developing: 2	Accomplished: 3	Exemplary: 4 In addition to characteristics in Category 3
<p><i>Creating a class climate that is responsive to and respectful of the learning needs of all students;</i></p> <p><i>Promoting engagement in and shared responsibility for the learning process, and providing opportunities for students to initiate their own questions and inquiries;</i></p> <p><i>Supporting character education through instruction and modeling that promotes social responsibility and ethical behavior; and</i></p> <p><i>Maximizing the amount of time spent on learning by effectively managing student behavior, routines, and transitions.</i></p>	<p>Patterns of classroom interactions both between the teacher and students and among the students are generally negative, inappropriate and/or insensitive to students. Teacher does not address disrespectful behavior.</p> <p>Students show little or no investment into the task at hand. Hard work is not expected or valued. Physical setting is unsafe, not student-centered and/or there is poor alignment to the learning task.</p> <p>Teacher does not reference or model expectations of behavior in accordance with adopted character education programs.</p> <p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect inconsistency. Teacher attempts to respond to disrespectful and off-task behavior.</p> <p>The teacher conveys that student success is based on student-ability rather than high teacher expectations. Students are interested in compliant task completion rather than quality. Physical setting is safe and may be student-centered, but is not always aligned with the learning task.</p> <p>Teacher inconsistently references and models expectations of behavior in accordance with adopted character education programs.</p> <p>Some instructional time is lost due to partially effective classroom routines and procedures. The teacher’s management of instructional groups, transitions, and/or handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting students follow established norms.</p>	<p>Teacher-student interactions demonstrate caring and respect in an age appropriate manner. Interactions among students are generally polite, respectful and risk-taking is encouraged.</p> <p>The classroom culture promotes high expectations and the teacher conveys that students can be successful with hard work. Students understand their role as learners and consistently expend the effort to learn. Organization of physical space is safe, student-centered and facilitates the learning task.</p> <p>Teacher consistently references and models expectations of behavior in accordance with adopted character education programs.</p> <p>Effective classroom routines and procedures result maximizing of instructional time The teacher’s management of instructional groups and/or the handling of materials and supplies is consistently successful. With minimal guidance and prompting, students follow established classroom norms.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring and sensitivity to students as individuals. Risk-taking within the community is frequently evident.</p> <p>The teacher conveys high expectations for learning by all students & insists on hard work. Students assume responsibility for high quality by initiating improvements, making revisions, and/or helping peers. Physical setting is conducive to varying student & instructional needs.</p> <p>Teacher naturally incorporates school character education regularly into classroom instruction. Teacher effectively supports students’ independent problem solving and modeling of behavior in accordance with adopted character education programs.</p> <p>Instructional time is maximized due to efficient classroom procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and are frequently initiated by students.</p>
	CRITICAL ATTRIBUTES			
<p><u>KINDS OF TALK</u> Tone & delivery are age appropriate; Appropriate balance of teacher and student interaction; Students dialogue about content/skill; Students ask questions of each other, teacher, or in writing;</p>	<p><u>PARTICIPATION/ACCESS</u> Content and physical setting promotes full participation; Task requires all students participate; tenets of character program are evident.</p>		<p><u>PRODUCTIVITY</u> Sustained time on task - little/no interruptions (mental, physical) to learning tasks; Organized & fluid transitions – clarity, prompting, and protocol between and within tasks.</p>	

SIMSBURY PUBLIC SCHOOLS
Teaching Standard Rubric #3 – Planning

Standard 3				
Planning: Teachers utilize effective lesson design to plan rigorous and relevant learning tasks that enable students to construct deep meaning and to develop skills necessary for their success in a global community by:				
Planning Indicators	Below: 1	Developing: 2	Accomplished: 3	Exemplary: 4 In addition to characteristics in Category 3
<p><i>Utilizing a lesson design model to design instruction based upon a thorough knowledge of district curriculum, students’ prior knowledge, assessment data, and the individual needs of all students;</i></p> <p><i>Designing authentic learning tasks that actively engage students in the work of the discipline and challenge them to develop critical thinking, inquiry, and problem-solving skills;</i></p> <p><i>Designing learning tasks that demonstrate appropriate balance between collaborative and individual student work;</i></p> <p><i>Selecting appropriate assessment strategies to monitor ongoing student progress and inform instruction</i></p> <p><i>Designing or selecting academic and/or behavioral interventions for all students through differentiated, supplemental, specialized instruction when primary instruction alone is not sufficient to meet their needs.</i></p>	<p>Teacher designs lesson objectives that are not aligned with the curriculum, students’ prior knowledge, assessment data and that represent basic learning outcomes. Activities have no clear link to the lesson objective.</p> <p>Teacher uses the same materials, strategies and technology despite the lesson objective, students’ prior knowledge, individual needs or the learning task.</p> <p>Teacher does not incorporate opportunities for both collaborative and individual work.</p> <p>Teacher selects single-measure assessments that may/may not measure student learning objectives or inform instruction.</p> <p>Teacher develops lesson objectives and methods for attainment similarly for every student and does not account for individual learners needs.</p>	<p>Teacher designs lesson objectives that require clarification and are not always aligned with curriculum or student assessment results. Sequence of lessons and activities are partially aligned with the lesson objectives and students’ prior knowledge.</p> <p>Teacher frequently uses the same materials, instructional strategies and technology that focus on a more literal understanding of content.</p> <p>Teacher inconsistently incorporates opportunities for both collaborative and individual work.</p> <p>Teacher demonstrates some understanding of assessment tools, but often uses the same methods of assessment despite different anticipated outcomes. Plans include sharing assessment criteria with students.</p> <p>Teacher inconsistently anticipates and plans for students’ misconceptions and accommodations are infrequently developed to meet individual needs.</p>	<p>Teacher designs a clear lesson objective that is aligned with the grade level curriculum, and accounts for students’ prior knowledge and assessment results. Teacher consistently plans lessons allowing for a gradual release of control/responsibilities to the student as aligned with the lesson objective and individual student needs.</p> <p>Teacher uses varied materials, instructional strategies (collaborative and individual) and technology to construct challenging, authentic tasks that align with the lesson objective and consider individual students’ scaffolding needs</p> <p>Teacher consistently incorporates opportunities for both effective collaborative and individual work.</p> <p>Teacher selects a variety of assessment tools for use, aligned with curriculum and content standards, to monitor and evaluate student’s individual and collective learning in attaining the lesson objective. Teacher incorporates students’ feedback in this selection of assessment(s).</p> <p>Teacher consistently anticipates and plans for students’ misconceptions and plans interventions that accommodate all learners to achieve the lesson objective(s).</p>	<p>Teacher designs lesson objective(s) that align with the curriculum, student prior knowledge and assessment results. Lesson objectives also engage students in an in-depth understanding of content, promote both independence and interdependence, and incorporate higher level learning of content skills and/or concepts.</p> <p>Teacher consistently develops tasks and assessments that embed technology, are authentic, challenging, purposeful, and offer multiple avenues for students to demonstrate the knowledge and skills required by the lesson objective.</p> <p>Teacher incorporates student feedback into designing opportunities for both collaborative and individual work and plans for the use of protocols to facilitate learning.</p> <p>Teacher selects a variety of assessment tools for use, aligned with curriculum and content standards, to monitor and evaluate student’s individual and collective learning in attaining the lesson objective. Teacher provides opportunities for students to self-assess and monitor their own progress over time.</p> <p>Teacher consistently anticipates and plans for misconceptions and facilitates the process for students to work through those misconceptions successfully. Teacher provides opportunities for student choice and for specialized instructional and/or behavioral interventions.</p>
CRITICAL ATTRIBUTES				
LESSON DESIGN/STRUCTURE Clear objectives evident; Includes elements of agreed upon good lesson design (See <i>Focus p52-54</i>); Planned check for understanding; Lesson is sequenced and responsive to student needs as evidenced by scaffolding and differentiation.			ENGAGING & RELEVANT TASK Connections to previous and future learning; Purposeful materials & technology; Active learning; Serves the objective and needs of all learners.	

SIMSBURY PUBLIC SCHOOLS
Teaching Standard Rubric #4 – Instruction

Standard 4 Instruction: Teachers implement instruction designed to engage students in rigorous learning and to develop critical skills needed to solve relevant problems by:				
Instruction Indicators	Below: 1	Developing: 2	Accomplished: 3	Exemplary: 4 In addition to characteristics in Category 3
<p><i>Using a variety of research-based instructional strategies and technological resources to enable students to construct meaning and apply new learning;</i></p> <p><i>Fostering high levels of learner engagement through authentic tasks to promote students’ curiosity about the world;</i></p> <p><i>Varying the student and teacher roles in ways that develop independence and interdependence that will result in the gradual release of responsibility to students;</i></p> <p><i>Using differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities and/or particular gifts and talents; and monitoring student learning in order to adjust teaching and provide specific and timely feedback to students to improve their performance.</i></p>	<p>Role of teacher and students does not vary. Strategies do not consistently align with student outcomes. Little or no technology is used in instruction.</p> <p>Checking for understanding is not evident. There is little or no deviation from the lesson plan when student learning needs are not being met.</p> <p>Tasks are random and not tied to curricular goal. Tasks are lacking in rigor and do not include high level questioning. Learning goals and lesson objectives are not apparent.</p>	<p>Role of teacher and students vary occasionally but are not consistently aligned with student learning outcomes. There is evidence of effective instructional strategies but they are implemented with limited success. There is some evidence of technology use but it is not consistently purposeful.</p> <p>Checking for understanding is inconsistent. Instructional adjustments are occasionally made based on the learning needs of students. Feedback may be offered but is not consistently aligned with learning outcomes.</p> <p>Learning goals and lesson objectives are inconsistently communicated. Tasks and activities are inconsistently aligned with learning. The rigor of individual tasks varies but may be overly supported through teacher centered instruction. Regular questioning occurs but is not consistently of a high level.</p>	<p>Role of teacher and students varies consistently. Effective instructional strategies aligned to learning outcomes are implemented. Technology is purposefully incorporated in instruction.</p> <p>Checking for understanding is consistent throughout lessons. Purposeful adjustments are made based on the learning needs of students. Regular feedback is provided aligned with learning outcomes.</p> <p>Learning goals and lesson objectives are consistently and clearly communicated. Tasks and activities are clearly aligned with goals and lesson objectives and are designed to appropriately challenge learners. Effective questioning results in high level thinking and regular student discourse.</p>	<p>Role of teacher and students varies consistently. Innovative instructional strategies are implemented that promote risk-taking and allow students to exceed expectations of the learning outcomes. Technology is incorporated in innovative ways that enhance instruction.</p> <p>In addition to regularly checking for understanding, learning misconceptions are anticipated. Real time adjustments provide opportunities to meet or exceed learning outcomes.</p> <p>Learning goals and lesson objectives are generated with student input. Learning tasks incorporate student input and creativity. A variety of teacher and student generated questions promote a high level of student discourse.</p>
CRITICAL ATTRIBUTES				
<p align="center"><u>Multiple Modes of Instruction</u></p> <p>Teacher plays a variety of roles (e.g. direct instruction, small group instruction, facilitation, questions & answer) and makes effective choices about instructional strategies, including the use of technology</p>	<p align="center"><u>In-Time Adjustments</u></p> <p>Teacher skillfully adjusts instruction based on student questions, assessment data, and/or checks for understanding; Provides feedback (group and individual) much like a “coach”</p>		<p align="center"><u>Promoting Engagement</u></p> <p>Teacher ensures that students are actively involved in the learning and can describe the purpose of the lesson; Students demonstrate intellectual curiosity by questioning, responding, and/or persisting with the task.</p>	

SIMSBURY PUBLIC SCHOOLS
Teaching Standard Rubric #5 – Assessment

Standard 5				
Assessment: Teachers use multiple measures to analyze student performance and progress in order to inform subsequent planning and instruction by:				
Assessment Indicators	Below: 1	Developing: 2	Accomplished: 3	Exemplary: 4 In addition to characteristics in Category 3
<p><i>Demonstrating understanding of the different purposes and types of assessments that capture the complexity of student learning across the hierarchy of cognitive skills;</i></p> <p><i>Providing students with assessment criteria and individualized, timely, and descriptive feedback to help improve their performance and assume responsibility for their learning;</i></p> <p><i>Supporting students’ progress by communicating academic and behavioral performance expectations and results with students, their families and other educators;</i></p> <p><i>Using academic, behavioral, and health data to select or design interventions for students and to assist in the development of individualized education programs for students with disabilities.</i></p>	<p>Assessments are not aligned with curriculum and/or instructional goals and are lacking in criteria through which student performance will be assessed.</p> <p>Formative and summative assessment measures are not used appropriately to monitor classroom progress. .</p> <p>There is little or no assessment or monitoring of student learning; feedback is limited or irrelevant to students and families. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>Assessments are occasionally aligned with curriculum and instructional goals but are rarely used to inform planning and instruction</p> <p>Formative and summative assessments are selected that are aligned to curriculum and learning outcomes to monitor classroom progress.</p> <p>Plans include providing students with information about their current progress, including general strengths and areas of need for the class as a whole. Teacher developed assessment criteria are provided but may be unclear.</p> <p>Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general and feedback to families is limited. Students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions prompts and/or assessments are rarely used to diagnose evidence of learning.</p>	<p>Assessments are clearly aligned with curriculum and instructional goals and used to determine mastery and plan instruction.</p> <p>A variety of formative and summative assessment tools and strategies are designed or selected to monitor and evaluate students’ learning.</p> <p>Plans include providing individual students with information about their progress, general strengths, and areas of need. Some opportunities for student reflection/self-assessment are provided.</p> <p>Assessment is regularly used during instruction, through monitoring of progress of learning through real time adjustments of teacher, resulting in accurate, specific and timely feedback to students and families that advance learning. Question, prompts, and/or assessments are used to diagnose evidence of learning.</p>	<p>A variety of assessment tools and strategies appropriate to individual students’ needs are designed or selected to monitor and evaluate individual and whole group learning throughout the learning plan.</p> <p>Strategies are planned to engage students in using assessment criteria to reflect upon and self-assess and monitor their own progress over time.</p> <p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students are aware of, and there is evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions, prompts, and or assessments are used regularly to diagnose evidence of learning by individual students.</p>
CRITICAL ATTRIBUTES				
<p align="center"><u>Checks for Understanding</u></p> <p>Teacher makes some use of formative assessment (formal or informal) to probe for understanding; teacher brings data to bear for instructional decisions.</p>	<p align="center"><u>Quality of Assessment Task</u></p> <p>Assessment form follows function (e.g., complex skills require open-ended or performance-based assessments); task should capture higher-order thinking skills.</p>	<p align="center"><u>Observable Criteria and Meaningful Feedback</u></p> <p>Teacher communicates objectives and students can articulate expected outcomes; use of scoring tools (checklists, rubrics, exemplars, etc.) is evident; feedback is descriptive -- not general; there may be evidence of assessment modification to meet individual needs.</p>		

SIMSBURY PUBLIC SCHOOLS
Teaching Standard Rubric #6 – Professionalism

Standard 6 Professionalism: Teachers maximize support for student learning by exhibiting a high level of professionalism and commitment to continuous improvement and learning by:				
Professionalism Indicators	Below: 1	Developing: 2	Accomplished: 3	Exemplary: 4 In addition to characteristics in Category 3
<p><i>Demonstrating respect and responsible behavior in all communications and interactions with stakeholders of the learning community.</i></p> <p><i>Reflecting regularly on their instructional practices and professional responsibilities;</i></p> <p><i>Seeking out and participating in learning opportunities to enhance skills related to teaching and meeting the needs of all students;</i></p> <p><i>Understanding the legal rights of students in order to create and/or implement individualized plans accordingly; and</i></p> <p><i>Demonstrating behaviors as defined in the Code of Professional Responsibility for Educators.</i></p>	<p>Poor communication occurs with families regarding instructional programs and student progress. Information to students and families is not shared in a timely, culturally sensitive and effective manner. Educator does not utilize available communication technology (PowerSchool, website).</p> <p>There is little or no evidence of reflective practice. Summative reflection lacks student data and evidence of student learning.</p> <p>Professional development learning is not incorporated into instructional practice.</p> <p>Ethical judgment is questionable and student confidentiality is not maintained.</p> <p>Feedback is not welcome from evaluators and appropriate adjustments to practice are not made.</p>	<p>Inconsistent communication with families regarding instructional programs and student progress. Information to students and families is inconsistently available and use of available communication technology (PowerSchool, website) is not used on a regular basis.</p> <p>Reflections on practice are inconsistent as adjustments to instruction are made on occasion. Summative reflection includes some student data.</p> <p>Through inconsistent participation in and implementation of district professional development, there are limited improvements in instructional quality.</p> <p>There are inconsistencies with ethical judgment, as well as inconsistencies with maintaining confidentiality with student records.</p> <p>Feedback is accepted and adjustments are made to improve instructional practice.</p>	<p>Consistent communication with families regarding instructional programs and student progress. Information to students and families is conveyed in a timely, culturally sensitive and effective manner utilizing available communication technology (i.e. PowerSchool and educator websites)</p> <p>Reflections on practice are apparent through thoughtful and regular adjustments in instruction to meet the needs of all students. Summative reflection is rich in student data and informed decision making.</p> <p>Through participation in and implementation of new learning from district professional development, teacher’s instructional capacity continues to grow and student needs are met at high levels.</p> <p>Is ethical, forthright, uses good judgment, and maintains confidentiality with student records.</p> <p>Feedback is welcome and timely adjustments are made to improve instructional practice. Shares responsibility for grade-level and school wide activities during the school day.</p>	<p>Proactive and consistent communication regarding student progress is conveyed in a timely, culturally sensitive and effective manner utilizing available communication technology. Educator integrates new technology to more effectively communicate with teachers. Website is a model for other educators.</p> <p>Reflection is modeled through leading in collaborative settings, using student data to plan and adjust instruction, and presenting summative reflection documents that may be used as an exemplar of reflective practice.</p> <p>Educator may assist in planning and/or leading professional development at the district level. Student performance is connected to plan and all students make noticeable gains in their performance.</p> <p>Is a model of ethical practice and always uses thoughtful judgment and maintains confidentiality.</p> <p>Feedback is welcome and invited from peers, evaluators, and students. Peers may also solicit feedback from this educator to improve their practice.</p> <p>Is a leader of the community during and after the school day.</p>
CRITICAL ATTRIBUTES				
<p><u>PROFESSIONAL CONDUCT & LEGAL RESPONSIBILITY</u> Support of district mission and core beliefs; Demonstration of a problem-solving stance (vs. adversarial) to navigate professional tension; Teacher leadership-within/outside of the school community; Awareness of / adherence to BOE policy and laws of State of Connecticut (e.g., Facebook, mandated reporters); Understanding of legal rights of students with disabilities and their families.</p>	<p><u>PROFESSIONAL LEARNING</u> Personal commitment to professional growth (degree of self-evaluation/reflection, awareness and application of current trends); Follow up on professional development areas of growth/need per past evaluations or observations; Impact of PLC collaborative work on this educator’s teaching and student learning; Involvement in outside professional organizations and/or higher education.</p>		<p><u>COMMUNICATION</u> Respectful interactions with all stakeholders; Timely, effective written and verbal communication with students, families, administrators, colleagues; Clear boundaries and confidentiality upheld with students, families and staff.</p>	

**SIMSBURY PUBLIC SCHOOLS
Teaching Standard Rubric #7 - Collaboration**

Standard 7				
Collaboration: <i>Teachers actively engage in meaningful collaboration with colleagues on topics of teaching and learning by:</i>				
Collaboration Indicators	Below: 1	Developing: 2	Accomplished: 3	Exemplary: 4 In addition to characteristics in Category 3
<p><i>Coming prepared to collaborative settings;</i></p> <p><i>Sharing instructional practices and materials;</i></p> <p><i>Reviewing and interpreting data to improve instruction, assessment and curricula; and</i></p> <p><i>Recognizing consensus and carrying out team decisions.</i></p>	<p>Rarely and/or ineffectively collaborating with colleagues; conversations often lack focus on improving student learning.</p> <p>Rarely sharing with colleagues conclusions about student progress and/or rarely seeks feedback.</p> <p>Participating in planning and decision making at the school, department, and/or grade level only when asked and rarely contributes relevant ideas or expertise.</p>	<p>Not consistently collaborating with colleagues in ways that support productive team effort.</p> <p>Only occasionally sharing with colleagues conclusions about student progress and/or only occasionally seeks feedback from them about practices that will support improved student learning.</p> <p>Occasionally participating in planning and decision making at the school, department, and/or grade level and occasionally contributes relevant ideas or expertise.</p>	<p>Regularly seeking out and being prepared to participate in opportunities to work with and learn from others by actively pursuing opportunities to improve one’s own knowledge and instructional practice in order to cultivate student learning.</p> <p>Systematically working with colleagues to use student performance data to evaluate the merit of collective pedagogical practices.</p> <p>Consistently making collaborative decisions and commitments about what individual and collective pedagogical practices they will initiate, maintain, develop and/or discontinue.</p>	<p>Going above and beyond and taking on leadership roles with collaborative groups, such as PLCs and in doing so, improves one’s own knowledge and professional practice while fostering student learning.</p> <p>Individually and with colleagues, draws appropriate, actionable conclusions and commitments from a thorough analysis of a wide range of assessment data that improve short- and long-term instructional decisions. Is able to model this element.</p> <p>Readily sharing newly learned knowledge and pedagogical practices and coaches peers through difficult instructional decisions and situations.</p>
CRITICAL ATTRIBUTES				
PREPARATION	PARTICIPATION		COMMITMENTS	
Teacher comes with student work and/or data that is ready for analysis; team has purpose/goal clearly articulated.	Meaningful participation and sharing of the “work” (e.g. no dominators/hibernators; asking good questions; sharing instructional practices; receptive to others opinions; professional tension is “healthy”; equitable distribution of the work).		Evidence that teacher carries out team decisions and shares experiences with colleagues in future meetings with the intention to positively impact teaching and learning.	

Appendix V: Simsbury Public Schools ~ SLO Development Tool

CRITERIA	
1. PRIORITY of Content	<input type="checkbox"/> Is the content aligned to the core standards and essential learning outcomes for your grade level content / course?
	<input type="checkbox"/> Are the skills and/or knowledge critical for advancement to future learning (i.e. if students do not master the skills, they will not be able to progress to the next level)?
	<input type="checkbox"/> Does the content reflect school and district priorities?
	<input type="checkbox"/> Is the scope of the content appropriate for the length of the instructional period?
	Notes:
2. RIGOR of Target	<input type="checkbox"/> Is the target anchored in baseline data including historical data (i.e. district, school, department, and student level data) and multiple measures, if possible?
	<input type="checkbox"/> Does the rationale explain how the rigor and attainability of the numerical target was determined? (For example, the target is based on the past performance of students <i>or</i> the expectation of a year’s growth <i>or</i> the mastery of a standard <i>or</i> incremental improvement.)
	<input type="checkbox"/> Does the target represent an appropriate amount of student learning for the interval of instruction?
	<input type="checkbox"/> Does the SLO differentiate targets for individuals or groups of students based on baseline data so that all targets for all groups are rigorous, yet attainable?
	Notes:
3. QUALITY of Measure & Evidence	<input type="checkbox"/> Does the source(s) of evidence provide the data you need to determine if the target has been met?
	<input type="checkbox"/> Is the measure(s) aligned to the core standards and essential learning outcomes and does it provide evidence relative to the target?
	<input type="checkbox"/> Is the measure appropriate for the student population?
	<input type="checkbox"/> Does the measure meet the criteria established by the grade/course, school, or district?
	Notes:
Action Planning	
✓ Think about what the instructional strategies will be that you will use to support students in reaching the target for this SLO(s).	
✓ Think about the kind of professional development that you and/or your PLC need to support the successful implementation of the SLO(s)?	

The evaluator will examine each SLO/SMART Goal relative to three criteria described above. SLOs must meet all three criteria to be approved. If they do not meet one or more criteria, the evaluator will provide written comments and discuss their feedback with the teacher during the fall Goal-Setting Conference. SLOs/SMART Goals that are not approved must be revised and resubmitted to the evaluator within five days (SPS Educator & Professional Growth Plan, p.28).

Appendix VI: Template for Setting SMART Goals

The SMART goal-setting process ensures that every goal is measurable and clear. The advantages of the SMART goal-setting process are:

- Provides a structured approach to a complex task;
- Gives a clear framework for creating meaningful and achievable goals;
- Accommodates all kinds of goals;
- Is easy to teach others how to develop;
- Helps to define goals in terms that can be widely understood; and
- Requires thinking through the implementation as well as the outcome.

The characteristics of SMART goals are:

- **Specific and Strategic**
 - The goal should be well defined enough that anyone with limited knowledge of your intent should understand what is to be accomplished.
- **Measurable**
 - Goals need to be linked to some form of a common measure that can be used as a way to track progress toward achieving the goal.
- **Aligned and Attainable**
 - The goal must strike the right balance between being attainable and aligned to standards but lofty enough to impact the desired change.
- **Results-Oriented**
 - All goals should be stated as an outcome or result.
- **Time-Bound**
 - The time frame for achieving the goal must be clear and realistic.

SMART goals Dos and Don'ts

DO:

Create a plan
Start small
Write it down
Be specific
Track your progress
Celebrate your success
Ask for support sooner than later
Make commitments

DON'T:

Expect to accomplish without effort
Focus on too much at once
Forget to make a deadline
Deal in absolutes
Expect perfection
Keep your goal on a shelf
Beat yourself up over shortcomings
Try to accomplish it alone
Forget that you CAN DO IT!

SMART Goal

Specific, Measurable, Achievable, Relevant, Timely

I believe that if _____
_____ then _____
_____ would improve.

Student(s): _____

What is the focus of the goal?

What instructional strategies will be used?

How will the student(s) be assessed?

When will the effectiveness and next steps be determined?

Appendix VII: Panorama Survey Samples

Simsbury Public Schools Student Survey – Grades 3-5

The following survey will assist us in collecting important information to make our schools better places for you and for all students. You will be asked questions about different aspects of your school. There are no right or wrong answers. The results are anonymous. If you have any questions about this survey, please ask your teacher or principal. Thank you for your help!

1. How much does your teacher encourage you to do your best?
2. Overall, how high are your teacher's expectations of you?
3. How often does your teacher take time to make sure you understand the material?
4. How much do you participate in class?
5. How excited are you about going to this class?
6. How much does your teacher want to learn about what you do when you are not in school?
7. If you had something on your mind, how carefully would your teacher listen to you?
8. Overall, how much do you feel like you belong at your school?
9. How much support do the adults at your school give you?
10. How much respect do students at your school show you?
11. How often are people disrespectful to others at your school?
12. At your school, how fairly do the adults treat the students?
13. If a student is bullied in school, how difficult is it for him or her to get help from an adult?
14. How likely is it that someone from your school will bully you online?
15. Overall, how safe do you feel at your school?
16. How worried are you that students at your school speak negatively about you behind your back?
17. If you have a problem while working towards an important goal, how well can you keep working?
18. When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?
19. When your teacher asks, "how are you?", how often do you feel that your teacher really wants to know your answer?
20. In your school, are there clear rules against hurting other people (for example, hitting, pushing, or tripping)?
21. Have you seen students being hurt at school more than once by other students (for example, pushed, slapped, punched, or beaten up)?
22. Are there groups of students who make others feel left out?
23. Are there students at your school who will try to stop students from making fun of others?
24. Do students in your school respect differences in other students (for example, if they are a boy or girl, where they come from, what they believe)?
25. Do your parents or the people who take care of you make you feel welcome at your school?
26. Please share any additional feedback you feel is important.

**Simsbury Public Schools
Student Survey – Grades 6-12**

The following survey will assist us in collecting important information to make our schools better places for you and for all students. You will be asked to share your thoughts on school climate, safety and student engagement. The results are anonymous. If you have any questions about this survey, please ask a teacher or your principal. Thank you for your help!

1. How much do your teachers encourage you to do your best?
2. Overall, how high are your teachers' expectations of you?
3. How often do your teachers take time to make sure you understand the material?
4. How much do you participate in class?
5. When you are not in school, how often do you talk about ideas from school?
6. How excited are you about going to school?
7. When your teachers ask how you are doing, how often do you feel that your teachers are really interested in your answer?
8. How interested are your teachers in what you do outside of class?
9. If you came back to visit school three years from now, how excited would your teachers be to see you?
10. Overall, how much do you feel like you belong at your school?
11. How much respect do students in your school show you?
12. How connected do you feel to the adults at your school?
13. How much do you matter to others at this school?
14. How often are people disrespectful to others at your school?
15. At your school, how fairly do the adults treat the students?
16. If a student is bullied in school, how difficult is it for him or her to get help from an adult?
17. How likely is it that someone from your school will bully you online?
18. Overall, how safe do you feel at your school?
19. How worried are you that students at your school speak negatively about you behind your back?
20. If you have a problem while working towards an important goal, how well can you keep working?
21. How likely is it that you can motivate yourself to do unpleasant tasks if they will help you accomplish your goals?
22. In your school, are there clear rules against hurting other people (for example, hitting, pushing, or tripping)?
23. Have you seen students being hurt at school more than once by other students (for example, pushed, slapped, punched, or beaten up)?
24. Are there students at your school who will try to stop students from insulting or making fun of others?
25. Do students in this school respect each other's differences (for example, gender, race, culture, disability, sexual orientation, learning differences, etc.)?
26. Please share any additional feedback you feel is important.

**Simsbury Public Schools
Staff Survey**

The following survey will assist us in collecting important information regarding school climate, communication and leadership practices. The results of this survey are anonymous and will be used for future improvement efforts. If you have any questions regarding this survey, please contact Sue Homrok-Lemka, Assistant Superintendent, at (860)651-3361. Thank you for your participation.

1. Do you have an opportunity to participate in leadership roles at your school?
2. Do administrators invite teachers to play a meaningful role in making decisions for your school?
3. Do administrators at your school encourage collaboration among teachers to increase student learning?
4. Do school administrator's value teacher feedback?
5. Do school administrators communicate a clear vision for your school?
6. Does the principal set high expectations for students and staff?
7. Does your administrator at your school seem to care about you as a person?
8. Do you feel comfortable going to at least one member of your school's administrative team if you have a problem?
9. Do teachers take responsibility for student achievement at your school?
10. Do administrators at your school behave in a professional manner?
11. Do parents take responsibility for student achievement at your school?
12. Are parents given opportunities to be involved at your school?
13. Do you often communicate with students and parents about their academic progress in class?
14. Do teachers in your school hold each other accountable for meeting expectations?
15. In the last year, have you had the opportunity to learn and grow?
16. Do you have access to the technology and other resources that you need at your school for your classes?
17. At your school, is there honest communication on important school issues?
18. Do you feel your contributions at your school are important?
19. Do students treat adults with respect at your school?
20. Is your school's discipline program effective?
21. Do adults treat students with respect at your school?
22. Is your school sensitive to issues regarding race, gender, sexual orientation and disabilities?
23. Is staff morale high at your school?
24. Are you satisfied with your school as a place to work?
25. Are students at your school engaged in their classes?
26. In your school, are there clear rules against physically hurting other people (for example, hitting, pushing or tripping)?
27. Have you seen students push, slap, punch or beat up other students more than once in your school?
28. Are there groups of students in the school who exclude others and make them feel bad for not being a part of the group?
29. Will students at your school try to stop students from insulting or making fun of others?
30. Do students in your school respect each other's differences (for example, gender, race, culture, disability, sexual orientation, learning differences, etc.)?
31. Are parents/guardians made to feel welcome at your school?
32. Please share any additional feedback you feel is important.

**Simsbury Public Schools
Family Survey**

The following survey will assist us in collecting important information regarding school climate, communication and leadership practices. The results of this survey are anonymous and will be used for future improvement efforts. If you have any questions regarding this survey, please contact Sue Homrok-Lemke, Assistant Superintendent, at (860)651-3361. Thank you for your participation.

1. Are the principal and/or assistant principal available to parents and willing to listen?
2. Do administrators have high expectations for students at your school?
3. Does the principal make safety a priority?
4. Does the principal keep the school focused on academic achievement?
5. Does the administration exhibit respect and professionalism among all members of the school community?
6. Do administrators deal with problems and conflicts fairly?
7. Do school leaders communicate a clear vision for your school?
8. Are district administrators inspiring leaders?
9. Is communication to home from school easy to understand?
10. Are you satisfied with the response you get when you contact your child's school with questions or concerns?
11. Are teachers at your school available to parents and willing to listen?
12. Are you well informed about the progress your child is making in class?
13. Do you often communicate with your child's teacher(s), whether in person, by phone, by email, or in some other way?
14. Do you know whom to contact at your school, if you have questions or concerns?
15. Do you feel well informed about what is going on at the school?
16. Do administrators keep you informed about school decisions?
17. Do you have a voice in the school's decision-making process?
18. Does your child's school provide opportunities for parents to serve as leaders?
19. If your child has a problem, is there someone at school who can help?
20. Do the adults at your school truly care about your child?
21. Does the school have a clear code of conduct/set of rules?
22. Do students treat each other respect at your child's school?
23. Does the school hold students to very high behavioral standards?
24. Is bullying a problem at your child's school?
25. Does the school environment support learning?
26. Are the school facilities clean and well maintained?
27. Is your child's school sensitive to issues regarding race, gender, sexual orientation and disabilities?
28. Do you feel welcome at your child's school?
29. Does your child enjoy going to school?
30. Do the arts help to engage your child in school?
31. Does physical education help to engage your child in school?
32. Does music help to engage your child in school?
33. Does science help to engage your child in school?
34. Will students at your child's school try to stop students from insulting or making fun of other students?
35. Do students in your child's school respect each other's differences (for example, gender, race, culture, disability, sexual orientation, learning differences, etc.)?
36. In general, do you believe parents/guardians feel welcome at your child's school?
37. Please share any additional feedback you feel is important.

Appendix VIII: Timeline for Professional Development *Sample*

Simsbury Public Schools Professional Development Calendar

Date	Elementary	Middle School	High School	Specials (LM, PE, Art, Music)	Special Ed.	TEAM
August	New Teacher Orientation (NTO) Sessions (Detailed Agenda available – AS T&L Office)					Included in NTO
August 1:00 – 3:00	Grade level / Department Meetings					
August 8:00 – 10:00 & 10:00-12:00 4 hours PD	Curricular 2 hrs.	Department 2 hrs.	Department 2 hrs.	Department 2 hrs.	Department 2 hrs.	X
	Building 2 hrs.	Building 2 hrs.	Building 2 hrs.	X	X	
September 3 hours PD	Department / Grade Level PLC Work: PGP Work Session					
October 3 hours PD	Curricular	Department	Department	K-12	K-12	TBD
November 6 hours PD	Technology Conference – 6 hours (Curricular / Department / other, as approved for PM)					
January 3 hours PD	Curricular	Department	Department	K-12	K-12	X
February 3 hours PD	Building	Building	Building	X	X	X
March 6 hours PD	Curricular 2 HR	Department 2 HR	Department 2 HR	K-12 (2 hr)	K-12 (2 hr)	X
	Building 2HR	Building 2 HR	Building 2 HR	X	X	
	District Technology - 2 HR - TBD					
April 3 hours PD	Building	Building	Building	X	X	TBD
May 3 hours PD	Grade Level / Building	Department	Department	7-12* *Check with EP	7-12* *Check with EP	
June 3 hours PD	Curricular	Department	Department	K-8 *Check with SHS	K-8 *Check with SHS	

Appendix IX: Conference Forms (Beginning, Middle, & End-of-Year)

Start-of-Year Teacher Evaluation Conference Agenda

<p>1. Identified Focus Areas related to teacher practice</p> <ul style="list-style-type: none"> • Review last year’s ratings • Discuss <u>Instruction</u> goal (share student engagement descriptors) • Discuss <u>Teacher Choice</u> goal • Accept Focus areas/Identify needed revisions • Discuss potential plans for observations/reviews of practice 	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">7 minutes</div>
<p>2. Stakeholder feedback goal</p> <ul style="list-style-type: none"> • Teacher discusses chosen goal • Administrator(s) respond • Agree as to how it will be <u>measured</u> • Accept goal/Identify needed revisions 	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">5 minutes</div>
<p>3. Student Learning Objectives</p> <ul style="list-style-type: none"> • Review each goal and data it was based on • Check for alignment with school, departmental goals • Discuss timeline for <u>measurement</u> of goal (May conference) • Accept goals/Identify needed revisions 	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">10 minutes</div>
<p>4. School Performance Index</p> <ul style="list-style-type: none"> • Administrator(s) shares school data – areas for celebration and areas for focus • Teacher responds • School-wide targets are identified – teacher should briefly reflect on how they contribute to SPI goals 	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">5 minutes</div>
<p>5. PLC Discussion</p> <ul style="list-style-type: none"> • Teacher shares perception of PLC dynamics • Administrator(s) shares perception of PLC dynamics • Discuss goals for PLC beyond identified SLO’s • Discuss potential observations, feedback, or support expected from administrator(s) 	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">7 minutes</div>
<p>6. Review Other Aspects of Teacher Performance</p> <ul style="list-style-type: none"> • Standardized Test Results (AP, CMT, CAPT, district assessments) • Grade distributions from 2012-13 (including EOC assessments) • Teacher attendance from 2012-13 • Contributions to school community (beyond classroom) 	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">7 minutes</div>
<p>7. Closing Thoughts</p> <ul style="list-style-type: none"> • Teacher • Administrator(s) 	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">4 minutes</div>
<hr style="border: 1px solid black; width: 100%;"/>	
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">45 minutes</div>	

Mid-Year Teacher Evaluation Conference
Agenda

The mid-year conference is a great conversational opportunity for teachers/support services faculty to share progress toward their professional goals and areas of focus, discuss what further information needs to be gathered over the remainder of the year, and articulate what additional supports are necessary in order to achieve anticipated outcomes. Further, the conference provides administrators the opportunity to give further feedback on progress toward these efforts.

<p>1. Student Growth and Development - Category III</p> <ul style="list-style-type: none"> • Teacher reviews Student Learning Outcomes (SLOs) identified in the beginning of year conference • Teacher discusses evidence that supports movement toward SLO attainment <ol style="list-style-type: none"> i. Share successes thus far. ii. How are my students performing? iii. How do I know? iv. How will I respond instructionally to these results? v. What additional support do I need from my administrator(s)? • Teacher and administrator determine whether any adjustments to the SLOs are necessary. 	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">15 minutes</div>
<p>2. SPI Target - Category IV</p> <ul style="list-style-type: none"> • Discuss SPI data received from 2012-2013 school year (global and sub-group performance) • Discuss SPI and connection to the summative rating in June 	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">3 minutes</div>
<p>3. Areas of Focus: Teaching Standards</p> <p>A) General discussion</p> <ul style="list-style-type: none"> • Teacher-led conversation about work toward/accomplished in focus areas • Quick discussion about observations to date including future considerations and observation possibilities <p>B) Review Preliminary Ratings of the Teaching Standards Utilizing the Rubrics</p> <ul style="list-style-type: none"> • Teacher shares self-evaluation scores • Administrator(s) shares preliminary ratings for each standard • Discuss areas where ratings differ: <ol style="list-style-type: none"> i. Person with lower rating speaks first ii. Use specific language in the rubric to cite evidence of the “lane” iii. Other party responds iv. Collaboratively decide what further evidence is needed v. Check for alignment with school, departmental goals 	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">15 minutes</div>
<p>4. Stakeholder Feedback Area of Focus - Category II</p> <ul style="list-style-type: none"> • Teacher shares evidence/successes addressing the focus area • What additional support is needed? 	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">5 minutes</div>
<p>5. Teacher Practice Preliminary Rating (Choice of evaluator)</p> <ul style="list-style-type: none"> • <i>Note: Administrators/Department Supervisor should have summative screen up and accessible during this aspect of the conversation. Insert data based upon above conversation elements</i> 	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">5 minutes</div>
<p>6. Closing Thoughts</p> <ul style="list-style-type: none"> • Teacher closing thoughts • Administrator(s) closing thoughts 	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">3 minutes</div>
<p>TOTAL TIME</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">46 minutes</div>

End-of-Year Teacher Evaluation Conference
Agenda

1. Student Learning Objectives – Category III
 - Teacher presents data from assessments identified in beginning of year conference
 - Teacher discusses relevant findings from the data about student performance (significant growth, students who did not meet goal and why, implications for next year, etc.)
 - Administrator(s) review initial goal and determines rating for each SLO (4 = Exceeds goal; 3 = meets goal; 2 = Approaching goal; 1= Below goal)
 - Rating is entered into SIMS system
 - Repeat process for SLO #2
 - Share final rating for “Student Outcomes” half of the evaluation

2. SPI Target – Category IV
 - Not in play for 2014
 - In future, will count for 5% of rating

3. Areas of Focus: Teaching Standards – Category I
 - A. General Discussion
 - Teacher briefly reports any highlights of his/her work accomplished since the mid-year conference related to identified standards (instruction and one that was chosen)
 - Discuss potential focus areas for 2014-15.
 - B. Review ratings on teaching standards (if necessary)
 - Teacher should identify standard(s) where preliminary ratings needed further discussion.
 - Teacher provides evidence (artifacts, observation reports, assessments, etc.) to support his/her conclusions for self-rating. Evidence should be grounded in the language of the rubrics.
 - Discussion and final rating.

4. Stakeholder Feedback Area of focus – Category II
 - Teacher shares evidence/successes related to goal
 - Administrator(s) review initial goal and determines rating for the stakeholder feedback goal (4 = Exceeds goal; 3 = meets goal; 2 = Approaching goal; 1= Below goal)

5. Sharing of Final Evaluation Rating
 - Administrators should have summative rating screen accessible during the conference and should display final ratings for teacher.

6. Closing
 - Teacher shares highlights for 2013-14 not yet discussed.
 - Teacher shares future priorities/areas of focus identified in self-assessment.
 - Administrator(s) responds and can use notes section of the conference tab in SIMS to record any other commendations or recommendations. (optional)

45 minutes

Appendix X: Categories 1, 2, 3 Forms

Simsbury Educator Evaluation Plan
 Category 1: Observation of
 Teacher Performance and Practice

Area of Focus #1	Area of Focus #2
Standard:	Standard:
Specific elements of the standard:	Specific elements of the standard:
Activities/strategies designed to achieve this goal:	Activities/strategies designed to achieve this goal:

Simsbury Educator Evaluation Plan

Category 2: Stakeholder Feedback

Stakeholder Feedback Focus	
School Stakeholder Feedback Focus	
Teacher Stakeholder Feedback Focus	
Activities / strategies designed to achieve this area of focus?	

Simsbury Educator Evaluation Plan

Category 3: Student Learning Outcomes / SMART Goals

Student Growth and Development – SLO: Individual Focus

Subject / Grade Level	
SLO: Individual Focus (What knowledge and skills do you want students to demonstrate as a result of your instruction?)	
Rationale: Data used to support this goal. (Why is this an important area of improvement, is based on data, and is aligned with district?)	
SMART Goal: *	
SMART Goal:	

*There must be at least one SMART Goal per SLO, but you could have two or three, if desired/needed.

Simsbury Educator Evaluation Plan

Category 3: Student Learning Outcomes / SMART Goals

Student Growth and Development – SLO: Collaborative PLC Focus	
Subject / Grade Level	
SLO: Collaborative PLC Focus (What knowledge and skills do you want students to demonstrate as a result of your instruction?)	
Rationale: Data used to support this goal. (Why is this an important area of improvement, is based on data, and is aligned with district?)	
SMART Goal: *	
SMART Goal:	

*There must be at least one SMART Goal per SLO, but you could have two or three, if desired/needed.

Appendix XI: Pre / Post Observation Forms

SIMSBURY PUBLIC SCHOOLS PRE-OBSERVATION PLANNING FORM

Directions: This information should be provided to the evaluator at the time of the pre-conference OR prior to the observation. This planning form must be completed prior to a formal observation.

Teacher:	Position:	School:	
<i>Lane #1:</i> Non-Tenured Teacher: <input type="checkbox"/> Year I <input type="checkbox"/> Year II <input type="checkbox"/> Year III <input type="checkbox"/> Year IV Previously Tenured Teacher: <input type="checkbox"/> Year I <input type="checkbox"/> Year II <i>Lane #2: Accomplished and Exemplary Teacher:</i> <input type="checkbox"/> <i>Lane #3: Below and Developing Teacher:</i> <input type="checkbox"/>			<input type="checkbox"/> Formal Observation <input type="checkbox"/> Informal Observation

Evaluator:			
Date of Pre-Conference:	Observation Date:	Class or Subject:	Time:
Topic of Instruction:			

Simsbury Public Schools' Teaching Standards 2011 – Derived from the CCT 2010

1. Teachers understand and apply essential skills, central concepts, and current instructional methodologies in their subject matter or field.
2. Teachers promote student engagement, independence, and collaboration through the establishment and maintenance of a positive learning community.
3. Teachers utilize effective lesson design to plan rigorous and relevant learning tasks that enable students to construct deep meaning and to develop skills necessary for their success in a global community.
4. Teachers implement instruction designed to engage students in rigorous learning and to develop critical skills needed to solve relevant problems.
5. Teachers use multiple measures, inclusive of formative and summative measures, to analyze student performance and progress in order to inform subsequent planning and instruction.
6. Teachers maximize support for student learning by exhibiting a high level of professionalism and commitment to continuous improvement and learning.
7. Teachers actively engage in meaningful collaboration with colleagues on the topics of teaching and student learning.

- 1) **State the unit goal, enduring understanding or big idea:**

- 2) **Identify the major knowledge and skills being taught in this lesson, i.e. what students will know/understand and be able to demonstrate as a result of this lesson.**

- 3) **Where does this lesson fit within unit sequence?**

- 4) **Describe the assessment method(s) used to monitor student learning in the lesson.**

- 5) **Identify instructional strategies that will be used to facilitate learning for all students.**

- 6) **Is there anything the evaluator needs to know about the students, room, recent events, etc.?**

- 7) **Is there a specific focus for which you would like to receive feedback from the evaluator?**

Revised 9/16/2013

**SIMSBURY PUBLIC SCHOOLS
POST-OBSERVATION REFLECTIONS FORM**

Directions: Reflective responses should be provided to the evaluator at the time of the post conference; in the event that the post-conference is held immediately after the observation, these essential questions will guide post-conference discussion. This reflections form is to be submitted following the formal observation.

Teacher:	Position:	School:	
<i>Lane #1:</i> Non-Tenured Teacher: <input type="checkbox"/> Year I <input type="checkbox"/> Year II <input type="checkbox"/> Year III <input type="checkbox"/> Year IV Previously Tenured Teacher: <input type="checkbox"/> Year I <input type="checkbox"/> Year II <i>Lane #2: Accomplished and Exemplary Teacher:</i> <input type="checkbox"/> <i>Lane #3: Below and Developing Teacher:</i> <input type="checkbox"/>			<input type="checkbox"/> Formal Observation <input type="checkbox"/> Informal Observation

Evaluator:	Observation Date:	Class or Subject:	Time:
Date of Post-Conference:			
Topic of Instruction:			

Simsbury Public Schools' Teaching Standards 2011 – Derived from the CCT 2010

- 8. Teachers understand and apply essential skills, central concepts, and current instructional methodologies in their subject matter or field.
- 9. Teachers promote student engagement, independence, and collaboration through the establishment and maintenance of a positive learning community.
- 10. Teachers utilize effective lesson design to plan rigorous and relevant learning tasks that enable students to construct deep meaning and to develop skills necessary for their success in a global community.
- 11. Teachers implement instruction designed to engage students in rigorous learning and to develop critical skills needed to solve relevant problems.
- 12. Teachers use multiple measures, inclusive of formative and summative measures, to analyze student performance and progress in order to inform subsequent planning and instruction.
- 13. Teachers maximize support for student learning by exhibiting a high level of professionalism and commitment to continuous improvement and learning.
- 14. Teachers actively engage in meaningful collaboration with colleagues on the topics of teaching and student learning.

- 1) **What do you think went well?**
- 2) **What evidence of student learning do you have from this lesson?**
- 3) **If you could teach this lesson again, is there anything you would do differently and why?**
- 4) **Did anything occur during this lesson that was not typical or anticipated? How did it affect the outcome of your lesson?**
- 5) **Please comment on the progress of your PGP. How is it supporting student learning?**
- 6) **Other Comments:**

Revised 9/16/2013

Appendix XII: End-of-Year Summative Rating Form

Teacher Name:

School:

Position:

Date:

The individual summative teacher evaluation rating will be based on the four categories of performance, grouped in two major focus areas: Student Outcomes Related Indicators and Teacher Practice Related Indicators.

The rating will be determined using the following steps:

- 1) Calculate a Teacher Practice Related Indicators score by utilizing the observation of teacher performance and practice score and the stakeholder feedback score
- 2) Calculate a Student Outcomes Related Indicators score by utilizing the student growth and development score and whole-school student learning indicator or student feedback score
- 3) Use Summative Matrix to determine Summative Rating

Observation of Teacher Performance and Practice 40%

Teaching Standard	Score		Weighting		Weighted Score
1. Content Knowledge		x	10%	=	
2. Learning Environment		x	15%	=	
3. Planning		x	10%	=	
4. Instruction/Service Delivery		x	25%	=	
5. Assessment		x	15%	=	
6. Professionalism		x	10%	=	
7. Collaboration		x	15%	=	
Teacher Performance & Practice Rating (sum of all 7 weighted scores)					

Stakeholder Feedback 10%

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

Description of Progress toward Focus Area:

Student Growth and Development 45%

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

Description of Progress toward Focus Area:

Whole School Student Learning Indicator (5%)

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

Calculate a Teacher Practice Related Indicators rating by utilizing the observation of teacher performance and practice score and the stakeholder feedback score.

The observation of teacher performance and practice counts for 40% of the total rating and stakeholder feedback counts for 10% of the total rating. Multiply these weights by the category scores to get the category points, rounding to a whole number where necessary. The points are then translated to a rating using the rating table below.

Category	Score	Weight	Weighted Score
Category 1: Observation of Teacher Performance and Practice		80%	
Category 2: Stakeholder Feedback		20%	
Teacher Practice Related Indicators Score (sum of 1 &2)			

Calculate a Student Outcomes Related Indicators rating by utilizing the student growth and development score and whole-school student learning indicator or student feedback score.

The student growth and development category counts for 45% of the total rating and the whole-school student learning indicator category counts for 5% of the total rating. Multiply these weights by the category scores to get the focus area points. The points are then translated to a rating using the rating table below.

Student Outcomes Related Indicators

Category	Score	Weight	Weighted Score
Category 3: Student Growth and Development (SLOs)	SLO 1	45%	
	SLO 2	45%	
Category 4: Whole School Learning Indicator		10%	
Student Outcomes Related Indicators Score (sum of 3&4)			

Indicators Score	Indicators Rating
3.5-4.0	Exemplary
2.5-3.49	Accomplished
1.5-2.49	Developing
1-1.49	Below

Identify the rating for each area and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is *accomplished* and the Student Outcomes Related Indicators rating is *accomplished*. The summative rating is therefore *accomplished*. If the two areas are highly discrepant (e.g., a rating of *exemplary* for Teacher Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to make a summative rating.

Summative Rating Matrix		Teaching Practice Rating			
		4	3	2	1
Student Outcomes Rating	4	Exemplary	Exemplary	Accomplished	Gather Further Information
	3	Exemplary	Accomplished	Accomplished	Developing
	2	Accomplished	Accomplished	Developing	Developing
	1	Gather Further Information	Developing	Developing	Below Standard

Areas of Focus for Next Year:

Evaluator Comments:

Teacher Comments:

Teacher Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

Complementary Evaluator Signature: _____

Date: _____

SIMSBURY PUBLIC SCHOOLS
Simsbury, Connecticut



Administrator
Professional Growth
&
Evaluation Plan

Approved by the Simsbury BOE on April 28, 2015
Adapted from the CSDE 2014 SEED Model

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Appendix I:	Common Core of Leading: Connecticut School Leadership Standards <ul style="list-style-type: none">• Tool to Map Evidence to Leader Evaluation Rubric
Appendix II:	SPS Summative Evaluator Ratings
Appendix III:	SLO Quality Test for Administrators
Appendix IV:	Intervention and Remediation Process
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ACKNOWLEDGEMENTS

SIMSBURY BOARD OF EDUCATION ~ 2014-2015

Lydia Tedone, Chair
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Todd Burrick

Thomas Doran
Thomas Frank
Susan Salina
Tara Donohue Willerup

ADMINISTRATOR PROFESSIONAL GROWTH AND EVALUATION COMMITTEE ~ 2014-2015

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Brian White – Principal, Henry James

District Vision for the Simsbury Public Schools

The Simsbury Public Schools cultivate the mind, body, and character of each student. We engage students with a meaningful and rigorous academic foundation so that they can contribute to a global society with integrity, compassion, and resilience.



Core Beliefs

We believe in...

- ★ Challenging expectations
- ★ High standards
- ★ Passion for lifelong learning
- ★ Academic and extracurricular experiences that emphasize intellectual, physical, artistic, and social/emotional well-being
- ★ Collaboration and communication among families and school personnel
- ★ Building relationships between staff, students, and community
- ★ Family and community partnerships
- ★ Continuous improvement and excellence

THE ADMINISTRATOR EVALUATION PLAN

The administrative evaluation plan consists of two components and is designed to provide both support and growth for Simsbury administrators as they address the needs of their school or program and the needs of the school district. The Connecticut State Department of Education's *Standards for School Leaders* and the *Simsbury Continuous Improvement Plan* serve as the basis for administrators' identification of needs, goal setting, and summative evaluation.

GUIDING BELIEFS

The evaluation and professional growth of administrators has been developed based on the following guiding beliefs:

- The primary purpose of administrator evaluation is to improve administrator effectiveness, teacher performance and student learning.
- Student assessment data – individual, class, and school - inform administrators as they set goals based on student learning, monitor student learning and measure the effectiveness of their work.
- Administrators, like the teachers they supervise, have specific, individual needs that must be supported through an evaluation and professional development plan that allows for differentiation.
- Clear and consistent communication of evaluation and professional growth expectations allows administrators to build a trusting, professional learning community that encourages risk taking, collaboration, and setting of high standards.
- Effective administrators are reflective practitioners who work with colleagues to direct their own learning and deepen their understanding of their leadership.

**OBJECTIVES FOR PROFESSIONAL GROWTH
AND
ADMINISTRATOR EVALUATION**

1. To enhance the professional skills of the staff so they may more effectively meet the needs of all students.
2. To provide equitable opportunities for focused continuing education and professional development for all educators.
3. To provide feedback that motivates personal and professional growth.
4. To facilitate communication and collaboration among educators to improve teaching and learning.
5. To provide assistance to educators for their continuous improvement.
6. To establish a procedure by which individual and district goals can be translated into performance objectives.
7. To contribute to good morale by demonstrating just and equitable personnel practices.
8. To acknowledge and recognize educators' growth, improvement, and contributions promoting professional growth.
9. To provide differentiated professional learning opportunities that acknowledge and are responsive to differences in skills, experience and learning needs.

Core Design Principles

The Working Group has designed this state model for the evaluation of principals and other administrators on the basis of four core design principles that, we believe, will resonate with educators and leaders in many districts.

- 1. Focus on what matters most:** The model defines four components of administrator effectiveness: multiple student learning indicators (45%), leadership practice (40%), stakeholder feedback (10%) and teacher effectiveness outcomes (5%). Since the first two categories make up 85% of an administrator's evaluation, we focus the bulk of our model design on specifying these two categories. In addition, we take the view that some aspects of administrator practice – most notably instructional leadership – have a bigger influence on student success and therefore demand increased focus and weight in the evaluation model. The four components of the SEED model are grounded in research-based standards for educator effectiveness, Common Core State Standards, as well as Connecticut's standards: The Connecticut Common Core of Teaching (CCT); the Common Core of Leading (CCL): Connecticut School Leadership Standards; the Connecticut Framework K-12 Curricular Goals and Standards; the Smarter Balanced Assessments¹; and locally-developed curriculum standards.
- 2. Emphasize growth over time:** The evaluation of an individual's performance should primarily be about their improvement from an established starting point. This applies to their professional practice focus areas and the outcomes they are striving to reach. Attaining high levels of performance matters – and for some administrators, maintaining high results is a critical aspect of their work – but the model should encourage administrators to pay attention to continually improving their practice. Through the goal-setting processes in this model encourages a cycle of continuous improvement over time.
- 3. Promote both professional judgment and consistency:** Assessing an educator's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances of how teachers and leaders interact with one another and with students. Synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, educators' ratings should depend on their performance, not on their evaluators' biases. Accordingly, the model aims to minimize the variance between evaluations of practice and support fairness and consistency within and across schools.
- 4. Foster dialogue about student learning:** In the quest for accuracy of ratings, there is a tendency to focus exclusively on the numbers. The SEED model is designed to show that of equal importance to getting better results is the professional conversation between an educator and his/her supervisor which can be accomplished through a well-designed and well-executed evaluation and support system. The dialogue in the SEED model occurs more frequently and focuses on what students are learning and what administrators can do to support teaching and learning.
- 5. Ensure feasibility of implementation:** Launching this new model will require hard work. Educators will need to develop new skills and to think differently about how they manage and prioritize their time and resources. The model aims to balance high expectations with flexibility for the time and capacity considerations in our district. Sensitive to the tremendous responsibilities and limited resources that administrators have, the model is aligned with other responsibilities (e.g., writing a school improvement plan) and emphasizes the need for evaluators to build important skills in setting goals, observing practice and providing high-quality feedback. The model aims to balance high expectations with flexibility for the time and capacity considerations within districts.

OVERVIEW OF ADMINISTRATOR EVALUATION MODEL

Introduction

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

Evaluation Procedures and Definitions

This document outlines a revised model for the evaluation and development of administrators in the Simsbury Public Schools. It is based on the 2014 SEED model and the Connecticut Guidelines for Educator Evaluation (June, 2012). This model was piloted in the 2013-14 school year and was fully implemented starting in the 2014-2015 academic year.

Evaluators

Evaluators are defined as district administrators who hold the intermediate administrative certificate (092). Administrators are the only staff designated to evaluate certified staff.

Phases of Evaluation

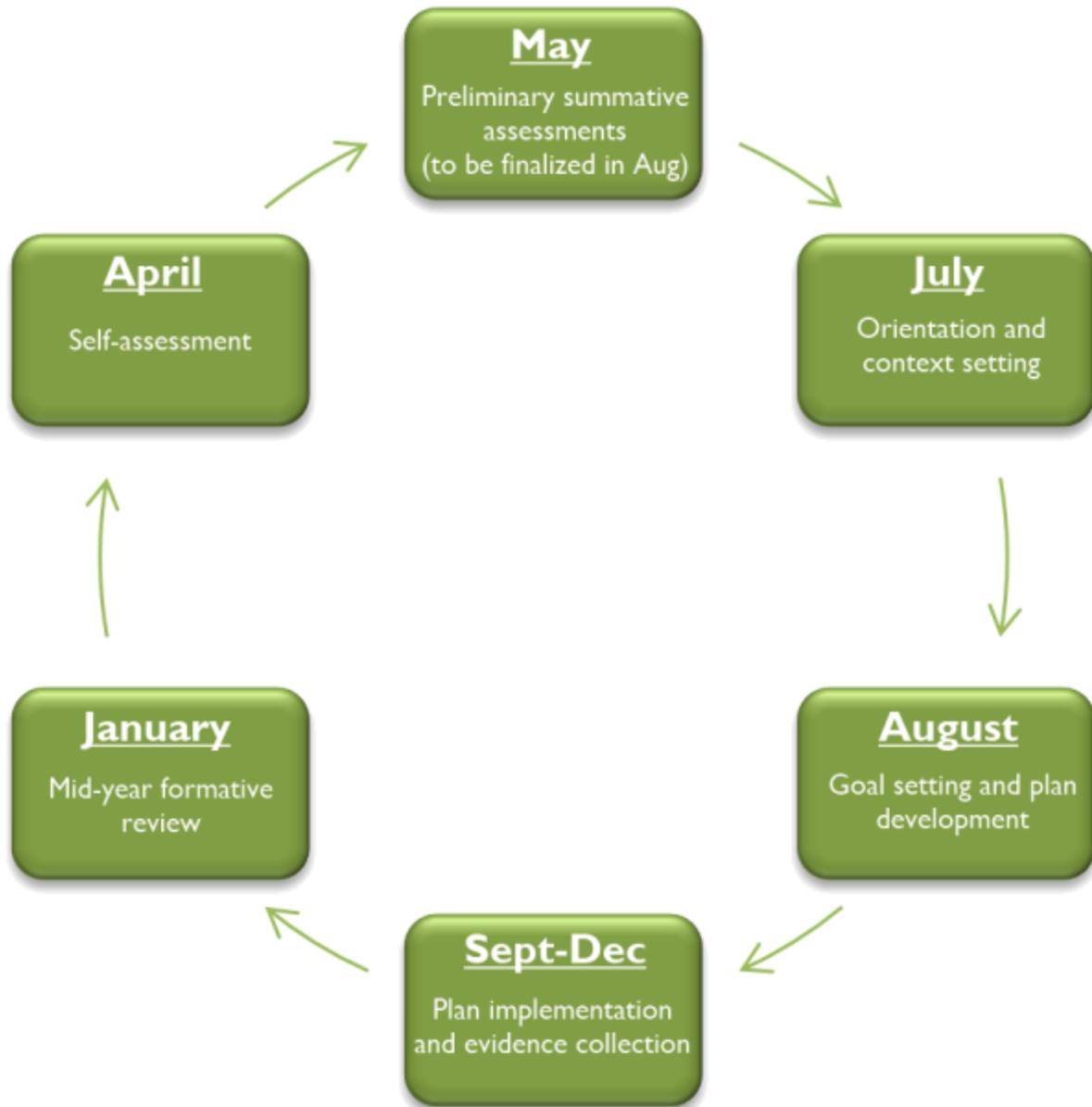
For the purposes of evaluation, administrators will be participating in one of two phases:

- Continuous Professional Growth Phase
- Intervention Process

The Intervention Process is described more fully on pages 47-52.

ADMINISTRATOR EVALUATION PROCESS

An annual cycle and sequence of events for administrators and evaluators to follow has been outlined below that lends well to a meaningful and feasible process. Each administrator participates in the evaluation process as a cycle of continuous improvement.



Step 1: July/August: Orientation, Planning for District Goals and Leadership Practice:

The administrator begins the process by examining:

1. Relevant student data, including but not limited to: district performance measures, state measures of academic learning, AP, ACT, SAT data, graduation rates, and School Performance Index (SPI) ratings.
2. Stakeholder survey data (parent, teacher, and student data as applicable).

The administrator will participate in a collaborative conversation to develop district goals and to facilitate the development of the district strategic plan, including district level plans for professional learning.

Step 2: August/September/October:

The administrator and his or her evaluator will meet to establish goals in the following three categories:

1. Leadership Practice Plan (40%) [2 Goals]:

The administrator will develop a leadership practice plan based on a self-assessment using the Leadership Evaluation Rubric (see Appendix) Administrators will identify at least two areas in which they wish to improve their professional practice. Each administrator will create a plan for professional learning and identify specific action steps and resources needed to support learning.

2. School Instructional Plan (45%) [3 Goals/SLOs]:

Administrators will formulate three student learning objectives (SLOs) on measures they select. Certain parameters apply:

- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in the State's approved application for flexibility under the Elementary and Secondary Education Act.

For school-based administrators, these SLOs (written as SMART Goals) are in addition to school goals related to SPI and will be embedded into the school Continuous Improvement Plan (CIP). The CIP will also detail the school-based action steps and plans for professional learning to support goal achievement. The principal shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:

- The objectives are adequately ambitious.
- There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
- The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
- The professional resources are appropriate to supporting the administrator in meeting the performance targets.

3. Stakeholder Feedback Goal (10%) [1 Area of Focus]:

Additionally, each administrator will develop one area of focus related to stakeholder feedback. This area of focus may be contained within the Leadership Practice Plan School or in the Improvement Plan as appropriate, depending on the nature of the focus. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the area of focus, supports and sources of evidence to be used.

Step 3: Plan Implementation and Evidence Collection: As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator’s practice. For the evaluator, this must include at least two school site visits. Four school site visits will be held for any administrator new to the school or district, and for any administrator who has received a summative rating of *developing* or *below standard*. Evaluators should provide timely feedback after each visit.

Step 4: January/February: Mid-Year Formative Review: The administrator and evaluator hold a Mid-Year Formative Conference, with explicit discussion of progress toward administrator’s six goals, supported by evidence. The meeting is also an opportunity to discuss any changes in the context (e.g., a large influx of new students) that could impact accomplishment of the goals; goals may be adjusted at this point.

Step 5: By August 1: Summative Review and Ratings: The administrator and evaluator meet to discuss the administrator’s self-assessment and all evidence collected over the course of the year. After the meeting, the evaluator assigns a rating, based on all available evidence. The evaluator completes the summative evaluation report, shares it with the administrator, and adds it to the administrator’s personnel file, along with any written response from the administrator.

Preliminary ratings are based on all available data and are made in the spring so that they can be used for any employment decisions as needed. Since some components may not be completed at this point, these guidelines should be used in arriving at a rating:

- If stakeholder survey results are not yet available, then the observation of practice rating should count for 50% of the preliminary rating.
- If the teacher effectiveness ratings are not yet available, then the student learning measures should count for 50% of the preliminary rating.
- If the state accountability measures are not yet available, then the student learning objectives should count for the full assessment of student learning.
- If none of the summative student learning indicators can yet be assessed, then the evaluator should examine the most recent interim assessment data to assess progress and arrive at an assessment of the administrator’s performance on this component.

Summative ratings must be completed for all administrators by August 1 of a given school year. Should state standardized test data not be available at the time of a final rating, a preliminary 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 administrator’s summative rating when the data is available and submit the adjusted rating no later than September 15. This adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

Step 6: July/August: Self-Assessment: Administrators assess their practice on the six performance expectations of the Leadership Evaluation Rubric. Administrators review their Leadership Practice goals, outcomes of Student Learning Outcome goals, and consider feedback from the evaluator in preparation for the year ahead.

SUPPORT AND DEVELOPMENT

As a standalone, evaluation cannot hope to improve leadership practice and student learning. However, when paired with effective, relevant and timely support and opportunities for professional learning, the evaluation process has the potential to help move administrators along the path to exemplary practice.

Professional Learning

In any sector, professionals learn and grow through honest assessment of current performance, clear goal-setting for future performance, and taking action to close the gap. Professional learning opportunities focus on analyzing and refining teaching methods and best practices developed by and shared between and among educators, and address both individual learning needs and collective needs driven by new standards, assessments and school or district initiatives. This approach is intended to enhance collaborative practice and foster collective responsibility for improved student performance. Throughout the professional growth and evaluation process, every administrator will be identifying professional learning goals through mutual agreement with his/her evaluator. These goals serve as the foundation for ongoing conversations about the administrator's practice and impact on student outcomes. The professional learning opportunities for each administrator should be address individual strengths and needs that are identified through the evaluation process. A needs assessment process may also reveal areas of common need among administrators, which may be addressed in district-wide professional learning opportunities.

Improvement and Remediation Plans

If an administrator's performance is rated as *developing* or *below standard*, it signals the need for the creation of an individual administrator improvement and remediation plan. Details of such plans are described in the Intervention Process section of this document. The improvement and remediation plan will be developed in consultation with the administrator and his/her exclusive bargaining representative. Improvement and remediation plans must:

- Identify resources, support and other strategies to be provided to address documented deficiencies;
- Indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is created; and
- Include indicators of success including a summative rating of *Accomplished* or better at the conclusion of the improvement and remediation plan.

Career Development and Growth

Opportunities for career development and professional growth are critical in both building confidence in the evaluation system itself and in building the capacity of all administrator s. Examples of such opportunities include, but are not limited to: observing peers; mentoring early-career administrator s; participating in development of administrator improvement and remediation plans for peers whose performance is *developing* or *below standard*; facilitating professional learning opportunities; leading district-wide committees; and participating in focused professional development based on goals for continuous growth and development.

Ensuring Fairness and Accuracy: Evaluator Training

The district will provide all evaluators of administrators with training focused on the administrator evaluation system, including at least, but not limited to, training on conducting effective observations and providing high-quality feedback.

Definition of Effectiveness and Ineffectiveness

Simsbury Public Schools shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from this evaluation system.

Effective	Administrator has received a summative rating of <i>Accomplished</i> or <i>exemplary</i> .
Ineffective	Administrator has received two consecutive ratings of <i>developing</i> or one rating of <i>below standard</i> .

Dispute Resolutions Process

Formulation of Professional Growth Plan (or Action Plan in Intervention Process): The following procedures will be used in cases where the evaluator and administrator cannot agree on the areas of focus for the evaluation period:

1. If a disagreement arises concerning the formulation of the Professional Growth Plan (or the Action Plan in the Intervention Process), the administrator shall first discuss the matter with the primary evaluator.
2. If the disagreement cannot be resolved, the administrator will be advised to contact the President of the Simsbury Administrators’ Association, who will attempt to mediate a resolution.
3. If the problem remains unresolved, the administrator shall submit a written formal appeal with the primary evaluator within five school days. A formal written appeal shall include a statement describing the issue and a proposed remedy.
4. If the disagreement is not resolved, the appeal will be forwarded to the superintendent.
5. After reviewing the appeal, the superintendent will prescribe a resolution of the disagreement.
6. The decision of the superintendent will be final.
7. Should an administrator’s immediate evaluator be the superintendent, and a dispute arises that cannot be resolved, a mutually agreed-upon an arbiter will be brought in to mediate the dispute.

Summative Evaluation: The following procedures shall be used when administrators disagree with comments and/or the final ratings on the *Summative Evaluation Report*.

1. Disagreements related to ratings and/or administrative comments on the *Summative Evaluation Report* shall be discussed with the evaluator in an attempt to resolve differences.
2. If the issue is not resolved, the administrator may submit in writing the points of disagreement and the reasons. This statement will be attached to the *Summative Evaluation Report* and placed in the administrator’s personnel file.

System Overview

Administrator Evaluation and Support Framework

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

1. **Leadership Practice Related Indicators (50%):** An evaluation of the core leadership practices and skills that positively affect student learning. This category is comprised of two components:
 - a) **Observation of Leadership Performance and Practice (40%)** as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards.
 - b) **Stakeholder Feedback (10%)** on leadership practice through surveys.

2. **Student Outcomes Related Indicators (50%):** An evaluation of an administrator’s contribution to student academic progress, at the school and classroom level. This category is comprised of two components:
 - a) **Student Learning (45%)** assessed in equal weight by: (a) progress on the academic learning measures in the state’s accountability system for schools and (b) performance and growth on locally-determined measures.
 - b) **Teacher Effectiveness Outcomes (5%)** as determined by an aggregation of teachers’ success with respect to Student Learning Objectives (SLOs)

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

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

*Throughout this plan, anytime there is reference to *Proficient*, it is deemed *Accomplished* in the SPS Administrator Evaluation Plan.

Process and Timeline

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. The annual cycle (see below) allows for flexibility in implementation and lends itself well to a meaningful and doable process. Often the evaluation process can devolve into a checklist of compliance activities that do little to foster improvement and leave everyone involved frustrated. To avoid this, the model encourages two things:

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

Each administrator participates in the evaluation process as a cycle of continuous improvement. The cycle is the centerpiece of state guidelines designed to have all educators play a more active, engaged role in their professional growth and development. For every administrator, evaluation begins with goal-setting for the school year, setting the stage for implementation of a goal-driven 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.

Superintendents can determine when the cycle starts. For example, many will want their principals to start the self-assessment process in the spring in order for goal-setting and plan development to take place prior to the start of the next school year. Others may want to concentrate the first steps in the summer months and continue into the start of the school year in order to engage teachers in the goal-setting conversations.



* Summative assessment to be finalized in August.

ADMINISTRATOR EVALUATION: CATEGORIES AND RATINGS



Category #1: Leadership practice (40%)

An assessment of an administrator’s leadership practice—by direct observation of practice and the collection of other evidence— is 40% of an administrator’s summative rating. The Common Core of Leading: Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June of 2012, define effective administrative practice through six performance expectations:

1. **Vision, Mission and Goals (10%):** Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.
2. **Teaching and Learning (50%):** Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.
3. **Organizational Systems and Safety (10%):** Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.
4. **Families and Stakeholders (10%):** Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.
5. **Ethics and Integrity (10%):** Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.
6. **The Education System (10%):** Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal, and cultural contexts affecting education.

Improving teaching and learning is at the core of what effective educational leaders do. As such, Performance Expectation 2 (Teaching and Learning) comprises half (50%) of the leadership practice rating and the other five performance expectations are equally weighted*. In order to arrive at these ratings, administrators are measured against the Leader Evaluation Rubric. The four performance levels are:

- **Exemplary:** The Exemplary Level indicates the capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders distinguishes Exemplary performance from Accomplished performance.
- **Accomplished:** Leaders rated accomplished are meeting expectations in serving as effective leaders in their school or district.
- **Developing:** The Developing Level indicates a general knowledge of leadership practices but those practices do not necessarily lead to positive results.
- **Below Standard:** The Below Standard Level indicates a limited understanding of leadership practices and general inaction on the part of the leader.

**See Administration Evaluation Adaption Model DRAFT for Central Office Administrators for other district leaders*

USING THE LEADER EVALUATION RUBRIC

The Leadership Evaluation rubric is designed to serve as a guide and resource for school leaders and evaluators to talk about practice, identify specific areas for growth and development, and have language to use in describing what improved practice would be.

Evaluators and administrators will review and rate performance for each of the six Performance Expectations. Administrators and evaluators may discuss performance at the Element level, using the detailed Indicator rows as supporting information as needed. As part of the evaluation process, evaluators and school leaders should identify a few specific areas for ongoing support and growth.

A rubric is not required for assistant principals or central office administrators. Evidence-based ratings may be generated directly from the Connecticut School Leadership Standards. The Leadership Evaluation rubric may be used in situations where it is applicable to the role of the assistant principal or central office administrator.

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the preponderance of evidence for each performance expectation in the Connecticut School Leadership Standards. Evaluators collect written evidence about and observe the administrator’s leadership practice across the six performance expectations.

Principals and Central Office Administrators:			
Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
<i>Exemplary</i> on Teaching and learning + <i>Exemplary</i> on at least 2 other performance expectations + No rating below <i>Accomplished</i> on any performance expectation	At least <i>Accomplished</i> on Teaching and Learning + At least <i>Accomplished</i> on at least 3 other performance expectations + No rating below <i>Developing</i> on any performance expectation	At least <i>Developing</i> on Teaching and Learning + At least <i>Developing</i> at least 3 other performance expectations	<i>Below Standard</i> on Teaching and learning Or <i>Below Standard</i> on at least 3 other performance expectations
Assistant Principals and other School-Based Administrators:			
Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
<i>Exemplary</i> on at least half of measured performance expectations + No rating below <i>Accomplished</i> on any performance expectation	At least <i>Accomplished</i> on at least a majority of performance expectations + No rating below <i>Developing</i> on any performance expectation	At least <i>Developing</i> on at least a majority of performance expectations	<i>Below Standard</i> on at least half of performance expectations

Category #2: Stakeholder Feedback (10%)

Growth on feedback measures from stakeholders is a critical component of an administrator’s summative rating. Feedback from stakeholders (students, staff, and parents/guardians) will be used to help determine the remaining 10% of the Administrator Practice Indicators focus area for the Simsbury Teacher Evaluation and Professional Growth Plan. Simsbury will use surveys designed by Panorama with input from SPS administrators (see Appendix) for this category.

The process described below focuses on:

- (1) Conducting a whole-school survey (data is aggregated at the school level);
- (2) Determining several school-level areas of focus based on the survey feedback;
- (3) Teachers and evaluator(s) identifying **one** related stakeholder engagement area of focus and setting improvement targets;
- (4) Measuring progress on growth targets; and
- (5) Determining a teacher’s summative rating; this will be based on four performance levels.

Administration of a Stakeholder Survey

The survey will be conducted at the whole-school level; therefore, stakeholder feedback will be aggregated at the school level. This is to ensure adequate response rates from all stakeholders.

- The survey will be administered in a way that allows stakeholders to feel comfortable providing feedback without fear of retribution. The survey will be confidential and survey responses will not be tied to individual names. The survey will be administered every spring and trends analyzed from year-to-year in order to identify yearly Stakeholder Feedback goals.

Stakeholders

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

Arriving at a Stakeholder Feedback Summative Rating

Ratings should reflect the degree to which an administrator makes growth on feedback measures, using data from the prior 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

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

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.

Student Outcomes Related Indicators includes two components:

1. Student Learning, which counts for 45%; and
2. Teacher Effectiveness Outcomes, which counts for 5%.

Component #3: Student Learning (45%)

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

State Measures of Academic Learning (22.5%):

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

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

1. **School Performance Index (SPI) progress** – changes from baseline in student achievement on Connecticut's standardized assessments.
PLEASE NOTE: SPI calculations will not be available for the 2014-15 school year due to the transition from state legacy tests to the Smarter Balanced Assessment. Therefore, 45% of an administrator's rating for Student Learning will be based on student growth and performance on locally determined measures.
2. **SPI progress for student subgroups** – changes from baseline in student achievement for subgroups on Connecticut's standardized assessments.

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

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

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

*All of the current academic learning measures in the state accountability system assess status achievement of students or changes in status achievement from year to year. There are no true growth measures. If the state adds a growth measure to the accountability model, it is recommended that it count as 50% of a principal's state academic learning rating in Excelling schools, 60% in Progressing and Transition schools, and 70% in Review and Turnaround schools.

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

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

SPI Progress (all students and subgroups)

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

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

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

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

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

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

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

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

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

Locally-Determined Measures ~ Student Learning Objectives (22.5%):

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

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

Phases of the Process:



Examples of Student Learning Objectives: (Directly from the SEED document)

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

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

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).
- Students’ progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.
- Students’ performance or growth on school- or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.

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

Grade Level	SLO
Elementary	By June, 85% of grade 3 students will read on grade level by achieving a 38 on the DRA2 and a DRP score of 47 or above. By June, 85% of grade 6 students will meet or exceed the end-of-year writing standard by achieving a minimum of 53 on the district analytic writing rubric.
Middle School	By June, 83% of grade 8 students will meet or exceed standard on end-of-course assessments as measured by district developed content area rubrics. By June, 90% of students in grades 7 & 8 will achieve at or above goal in the area of writing as measured by district developed writing rubrics for the three genres of writing.
High School	Ninety percent (90%) of Grade Nine students will have acquired a minimum of 6.5 graduation credits as of August 30, 20XX. Eighty-three (83%) of high school students that sit for an Advanced Placement exam will achieve a score of 3 or higher.
Central Office Administrator	Through the provision of job-embedded learning related to CTCS, writing standards, use of the district writing rubric, calibrated scoring and examination of student work, all elementary teachers will provide targeted instruction that will raise achievement in writing. Specifically, by June, all students will demonstrate an increase in their ability to both comprehend and write about informational text by gaining at least one score point on the Evidence and Elaboration strand using the District Writing Rubric on grade-created, content-specific writing assignments (minimum 3x per year).

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

- First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
- The administrator uses available data to craft an improvement plan for the school/area. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The administrator chooses student learning priorities for her/his own evaluation that are (a) aligned to district priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
- The administrator chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators (**see the CSDE Student Learning Goals/Objectives 2014: A Handbook for Administrators and Teachers, SLO Form and SLO Quality Test on CSDE website**).

- The administrator shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:
 - The objectives are adequately ambitious.
 - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
 - The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
 - The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The administrator and evaluator collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

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

Locally Determined Student Learning Objectives (22.5%)			
Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
Met all 3 objectives and substantially exceeded at least 2 targets	Met 2 objectives and made at least substantial progress on the 3rd	Met 1 objective and made substantial progress on at least 1 other	Met 0 objectives Or Met 1 objective and did not make substantial progress on either of the other 2

Arriving at Student Learning Summative Rating

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

		State Measures of Academic Learning			
		4	3	2	1
Locally Determined Measures of Academic Learning	4	Exemplary	Exemplary	Accomplished	Gather Further Information
	3	Exemplary	Accomplished	Accomplished	Developing
	2	Accomplished	Accomplished	Developing	Developing
	1	Gather Further Information	Developing	Developing	Below Standard

Component #4: Teacher Effectiveness Outcomes (5%)

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

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

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

Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
81-100% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation	61-80% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation	41-60% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation	0-40% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation

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

Summative ADMINISTRATOR EVALUATION Rating

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

- **Exemplary:** The Exemplary Level indicates the capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders distinguishes Exemplary performance from *accomplished* performance.
- **Accomplished:** Leaders rated accomplished are meeting expectations in serving as effective leaders in their school or district.
- **Developing:** The Developing Level indicates a general knowledge of leadership practices but those practices do not necessarily lead to positive results.
- **Below Standard:** The Below Standard Level indicates a limited understanding of leadership practices and general inaction on the part of the leader.

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

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

Determining Summative Ratings

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

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

The practice rating derives from an administrator's performance on the six performance expectations of the leader evaluation rubric and the three stakeholder feedback 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.

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

The outcomes' rating derives from the two student learning measures— state test results and student learning objectives—and teacher effectiveness outcomes. State reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year.

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

Each step is illustrated below:

A. PRACTICE: Leadership Practice (40%)

+ Stakeholder Feedback (10%) = 50%

The practice rating derives from an administrator’s performance on the six performance expectations of the Common Core of Leading Evaluation Rubric (CCL) and the one stakeholder feedback target. The observation of administrator performance and practice counts for 40% of the total rating and stakeholder feedback counts for 10% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

Component	Score (1-4)	Weight	Summary Score
Observation of Leadership Practice	2	40	80
Stakeholder Feedback	3	10	30
TOTAL LEADER PRACTICE-RELATED POINTS			110

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

B. OUTCOMES: Student Learning (45%)

+ Teacher Effectiveness Outcomes (5%) = 50%

The outcomes rating is derived from student learning – student performance and progress on academic learning measures in the state’s accountability system (SPI) and student learning objectives – and teacher effectiveness outcomes. As shown in the **Summative Rating Form**, state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table.

Component	Score (1-4)	Weight	Points (score x weight)
Student Learning (SPI Progress and SLOs)	3	45	135
Teacher Effectiveness Outcomes	2	5	10
TOTAL STUDENT OUTCOMES-RELATED POINTS			145

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

C. OVERALL: Leader Practice + Student Outcomes

The overall rating combines the practice and outcomes ratings using the matrix below. Using the ratings determined for each major category: Student Outcomes-Related Indicators and Leader Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. For the example provided, the Leader Practice-Related rating is developing and the Student Outcomes-Related rating is proficient. The summative rating is therefore proficient.

If the two major categories are highly discrepant (e.g., a rating of *exemplary* for Leader Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to determine a summative rating.

Final Rating Matrix

Summative Rating Matrix		Overall Leader Practice Rating			
		4	3	2	1
Overall Student Outcomes Rating	4	Exemplary	Exemplary	Accomplished	Gather Further Information
	3	Exemplary	Accomplished	Accomplished	Developing
	2	Accomplished	Accomplished	Developing	Developing
	1	Gather Further Information	Developing	Developing	Below Standard

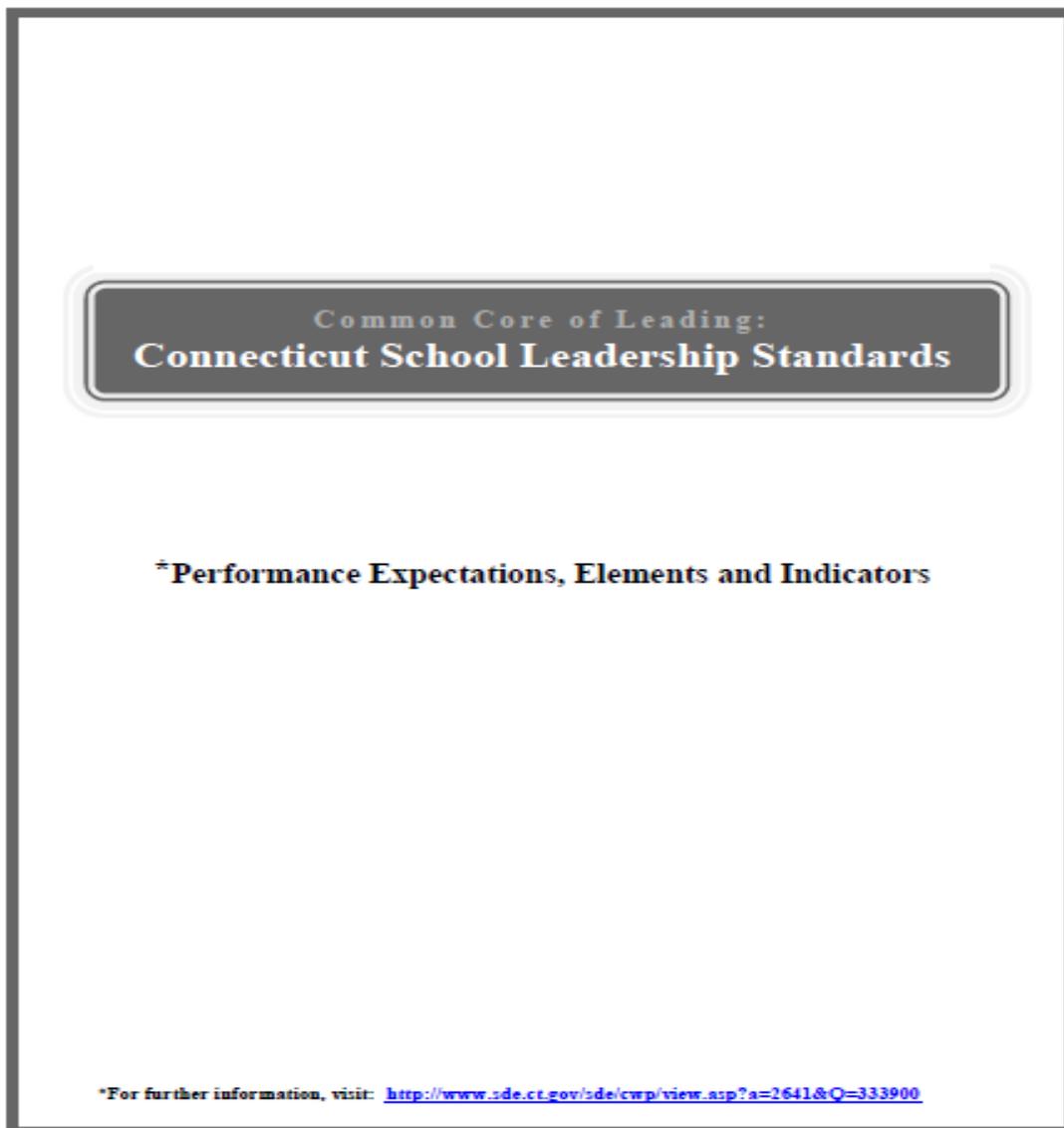
Adjustment of Summative Rating:

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

Appendix

- Appendix I:** **Common Core of Leading: Connecticut School Leadership Standards**
- **Tool to Map Evidence to Leader Evaluation Rubric**
- Appendix II:** **SPS Summative Evaluator Ratings**
- Appendix III:** **SLO Quality Test for Administrators**
- Appendix IV:** **Intervention and Remediation Process**
- Appendix V:** **Panorama Survey Samples**
- Appendix VI:** **Timeline for Professional Development**
- **District**
 - **Administrative Council**
- Appendix VII:** **Administrator Professional Growth & Evaluation Plan Template**

Appendix I: Common Core of Leading: Connecticut School Leadership Standards



PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

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

Element A. High Expectations for All: Leaders ensure that the creation of the vision, mission and goals establish high expectations for all students and staff.

Element B. Shared Commitments to Implement the Vision, Mission, and Goals: Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders.

Element C. Continuous Improvement toward the Vision, Mission, and Goals: Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

PERFORMANCE EXPECTATION 2: Teaching and Learning

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

Element A. Strong Professional Culture: Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

Element B. Curriculum and Instruction: Leaders understand and expect faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.

Element C. Assessment and Accountability: Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps.

PERFORMANCE EXPECTATION 3: Organizational Systems and Safety

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

Element A. Welfare and Safety of Students, Faculty and Staff: Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.

Element B. Operational Systems: Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

Element C. Fiscal and Human Resources: Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

Overview of the Performance Expectations, Elements and Indicators

PERFORMANCE EXPECTATION 4: Families and Stakeholders

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

Element A. Collaboration with Families and Community Members: Leaders ensure the success of all students by collaborating with families and other stakeholders.

Element B. Community Interests and Needs: Leaders respond and contribute to community interests and needs to provide high quality education for students and their families.

Element C. Community Resources: Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

PERFORMANCE EXPECTATION 5: Ethics and Integrity

Education leaders ensure the success and achievement of all students and staff by modeling ethical behavior and integrity.

Element A. Ethical and Legal Standards of the Profession: Leaders demonstrate ethical and legal behavior.

Element B. Personal Values and Beliefs: Leaders demonstrate a commitment to values, beliefs, and practices aligned with the vision, mission and goals for student learning.

Element C. High Standards for Self and Others: Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

PERFORMANCE EXPECTATION 6: The Education System

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

Element A. Professional Influence: Leaders improve the broader social, cultural, economic, legal, and political, contexts of education for all students and families.

Element B. The Educational Policy Environment: Leaders uphold and contribute to policies and political support for excellence and equity in education.

Element C. Policy Engagement: Leaders engage policymakers to inform and improve education policy.

Simsbury Public Schools

Performance Expectation 2: Teaching and Learning

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

ELEMENT A: Strong Professional Culture

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

Element B: Curriculum and Instruction

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

Element C: Assessment and Accountability

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

Performance Expectation 3: Organizational Systems and Safety

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

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

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

Element B: Operational Systems

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

Element C: Fiscal and Human Resources

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

Performance Expectation 4: Families and Stakeholders

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

Element A: Collaboration with Families and Community Members

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

--

Element B: Community Interests and Needs

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

--

Element C: Community Resources

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

--

Performance Expectation 5: Ethics and Integrity

*Education leaders ensure the success and well-being
of all student and staff
by modeling ethical behavior and integrity.*

Element A: Ethical and Legal Standards of the Profession

Leaders demonstrate ethical and legal behavior.

--

Element B: Personal Values and Beliefs:

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

--

Element C: High Standards for Self and Others.

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

--

Performance Expectation 6: The Education System

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

Element A: Professional Influence

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

Element B: The Educational Policy Environment

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

Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

**Appendix II:
Simsbury Public Schools
ADMINISTRATIVE SUMMATIVE RATINGS FORM**

Administrator Name:	Evaluator's Name:
School:	School Year:

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

PRACTICE RATING (40%)				
Performance Expectations & Elements	Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
PE 1: Vision, Mission and Goals				
PE 2: Teaching and Learning				
PE 3: Organizational System & Safety				
PE 4: Families and Stakeholders				
PE 5: Ethics and Integrity				
PE 6: The Education System				
PROFESSIONAL PRACTICE RATING				
	Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
OVERALL PRACTICE RATING (40%)				

LEADERSHIP PRACTICE Rating Scale (40%)

Principals and Central Office Administrators:			
Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
<i>Exemplary</i> on Teaching and learning + <i>Exemplary</i> on at least 2 other performance expectations + No rating below <i>Accomplished</i> on any performance expectation	At least <i>Accomplished</i> on Teaching and Learning + At least <i>Accomplished</i> on at least 3 other performance expectations + No rating below <i>Developing</i> on any performance expectation	At least <i>Developing</i> on Teaching and Learning + At least <i>Developing</i> at least 3 other performance expectations	<i>Below Standard</i> on Teaching and learning Or <i>Below Standard</i> on at least 3 other performance expectations

Assistant Principals and other School-Based Administrators:			
Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
<i>Exemplary</i> on at least half of measured performance expectations + No rating below <i>Accomplished</i> on any performance expectation	At least <i>Accomplished</i> on at least a majority of performance expectations + No rating below <i>Developing</i> on any performance expectation	At least <i>Developing</i> on at least a majority of performance expectations	<i>Below Standard</i> on at least half of performance expectations

Component #2: Stakeholder Feedback (10%)

STAKEHOLDER FEEDBACK (10%)				
	Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
		Substantially Exceeded Indicators of Performance	Meeting Indicators of Performance	Meeting Some Indicators of Performance, but not others
Stakeholder Feedback Rating (10%)				

CALCULATING A PRACTICE RATING

Combine Leadership Practice (40%) and Stakeholder Feedback (10%)

Component	Score (1-4)	Weight	Points (Score x Weight)
Leadership Practice (40%)		40	
Stakeholder Feedback (10%)		10	
		Total Score:	

Use Table to assign a rating:

Rating Table		Administrator Practice Rating:
Practice Points	Practice Rating	
175-200	Exemplary	
127-174	Accomplished	
81-126	Developing	
50-80	Below Standard	

Component #3: Student Learning (45%)

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

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

SPI Progress (all students and subgroups)

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

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

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

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

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

Calculation of SPI and Subgroups:

Measure	Score	Weight	Summary Score
SPI Progress			
SPI Subgroup 1 Progress			
SPI Subgroup 2 Progress			
SPI Subgroup 3 Progress			
SPI Subgroup 4 Progress			
Total:			

State Assessment Results (22.5%):

	Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
	At or above 3.5	2.5 to 3.4	1.5 to 2.4	Less than 1.5
Administer Rating (22.5%)				

Locally Determined Student Learning Objectives (22.5%)

Student Learning Objectives (22.5%)	Exemplary (4) Substantially Exceeded Indicators of Performance	Accomplished (3) Meeting Indicators of Performance	Developing (2) Meeting Some Indicators of Performance, but not others	Below Standard (1) Not Meeting Indicators of Performance
SLO #1				
SLO #2				
SLO #3				

Locally Determined Student Learning Objectives (22.5%)

	Exemplary (4) Met all 3 objectives and substantially exceeded at least 2 targets	Accomplished (3) Met 2 objectives and made at least substantial progress on the 3rd	Developing (2) Met 1 objective and made substantial progress on at least 1 other	Below Standard (1) Met 0 objectives Or Met 1 objective and did not make substantial progress on either of the other 2
Administrator Rating (10%)				

Student Learning Summative Rating (45%):

	Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
State-Tested (22.5%)				
Local Measure (22.5%)				
Administrator Rating:				

Arriving at Student Learning Summative Rating:

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

		State Measures of Academic Learning			
		4	3	2	1
Locally Determined Measures of Academic Learning	4	Exemplary	Exemplary	Accomplished	Gather Further Information
	3	Exemplary	Accomplished	Accomplished	Developing
	2	Accomplished	Accomplished	Developing	Developing
	1	Gather Further Information	Developing	Developing	Below Standard

Component #4: Teacher Effectiveness Rating (5%)

	Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
	81-100% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation	61-80% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation	41-60% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation	0-40% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation
Administrator Rating:				

CALCULATING AN OUTCOMES RATING

Combine Student Learning (45%) and Teacher Effectiveness Outcomes (5%)

Component	Score (1-4)	Weight	Points (Score x Weight)
Student Learning (45%)		45	
Teacher Effectiveness (5%)		5	
		Total Score:	

Use Table to assign an Outcomes rating:

Rating Table		Administrator Outcomes Rating:
Practice Points	Practice Rating	
175-200	Exemplary	
127-174	Accomplished	
81-126	Developing	
50-80	Below Standard	

Final Rating Matrix

Summative Rating Matrix		Overall Leader Practice Rating			
		4	3	2	1
Overall Student Outcomes Rating	4	Exemplary	Exemplary	Accomplished	Gather Further Information
	3	Exemplary	Accomplished	Accomplished	Developing
	2	Accomplished	Accomplished	Developing	Developing
	1	Gather Further Information	Developing	Developing	Below Standard

Final Administrator Rating:

	Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
Administer Rating				

Administrator Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

Complementary Evaluator: _____

Date: _____

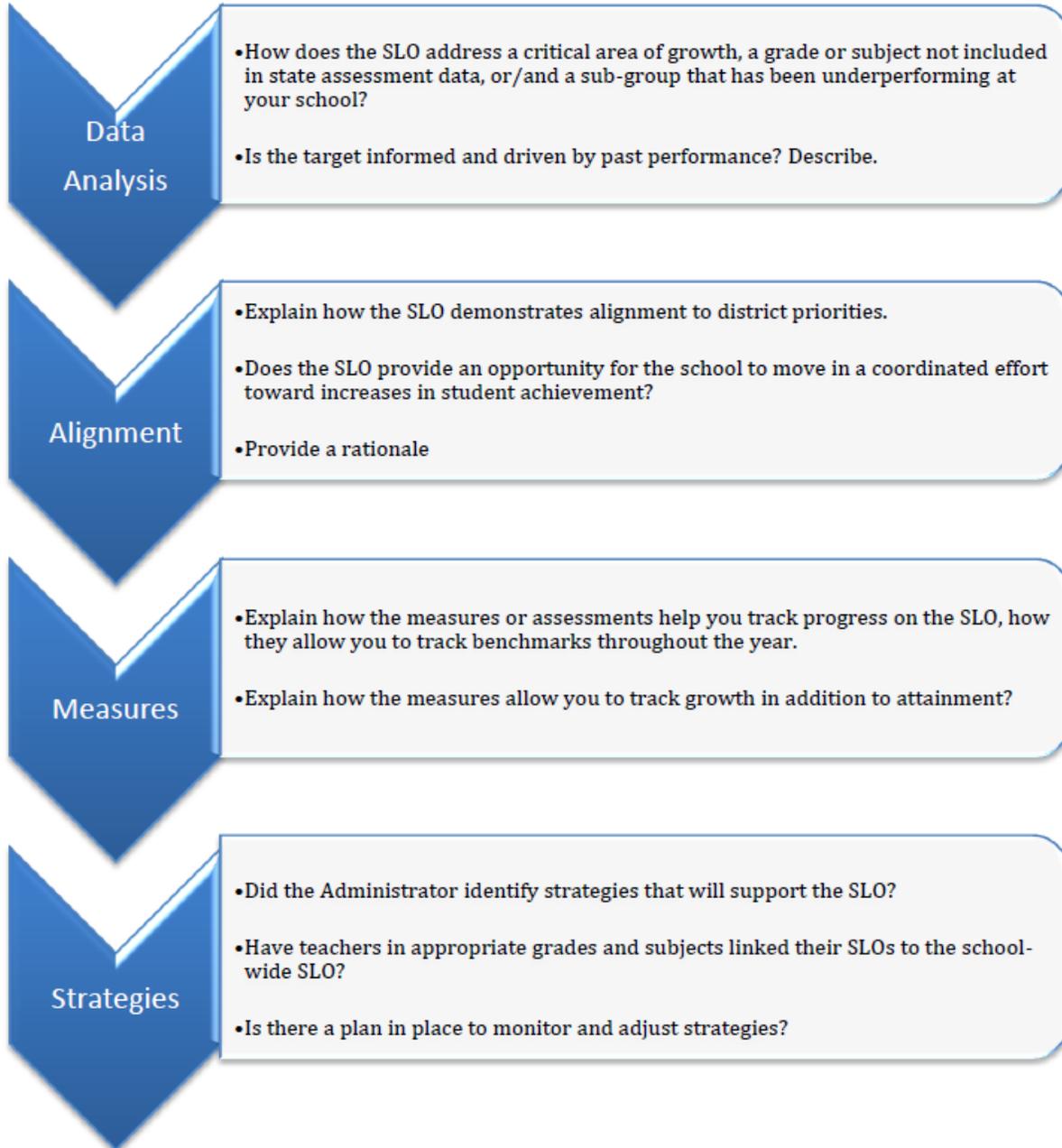
*Signatures above indicate that a conference between the administrator and evaluator(s) was conducted. The administrator's signature on this form indicates that s/he has seen all ratings/comments on the summative form. The administrator's signature does not necessarily indicate agreement.

An evaluation response may be attached before placement in the personnel file.

Evaluation response attached? YES NO

Appendix III: SLO Quality Test for Administrators

SLO “Quality” Test



Appendix IV:

Intervention Process

Administrators in Simsbury who are not meeting the performance expectations specified in Connecticut's 2012 Common Core of Leading (CCL) may be assigned to a formal Intervention Process. This designation is reserved for administrators who have been identified as having serious needs or deficiencies related to professional competence that must be addressed and corrected and administrators deemed ineffective according to district standards or who have received a summative rating of *developing* or *below standard*; it is not a disciplinary process.

Administrators will be placed in this process by the administrator's primary evaluator. The administrator has the right to association representation in the meetings with the evaluator related to the intervention process. The goal of this process is to address and correct deficiencies or to recommend further action by the district if required. If these deficiencies are not corrected, there will be a recommendation for termination.

Under the 2012 Connecticut Guidelines for Educator Evaluation, the district shall place administrators into the Intervention Process as follows:

SCENARIO	POTENTIAL OUTCOME
An administrator demonstrates significant performance issues in the first 90 days of employment.	Administrator may be terminated in accordance with the provisions of the Connecticut General Statute, Section 10-153b.
A non-tenured administrator demonstrates significant and documented performance issues.	Administrator may be terminated or non-renewed in accordance with the provisions of the Connecticut General Statute, Section 10-153b. The district may, but is not required to, place the administrator into the Intervention Process.
A tenured administrator receives a summative rating of <i>developing</i> or <i>below standard</i> .	Administrator will be placed into the Intervention Process and a plan for improvement and remediation will be developed.
After receiving a previous summative rating of <i>Accomplished</i> or better, a tenured administrator demonstrates performance issues.	Administrator will be placed into the Intervention Process and a plan for improvement and remediation will be developed.

Administrator's Responsibilities

The administrator is an integral part of the improvement process. Administrators assigned to this process will work cooperatively with their evaluators to develop and implement an action plan to help the administrator meet performance expectations. Administrators may participate in professional learning that will build their competence, will work with individuals and utilize resources provided by the district under the improvement plan, and are expected to show clear evidence of an intensive effort to improve performance.

Intervention Process

Professional Assistance

1. After receiving a summative rating of *developing* or *below standard*, an administrator will automatically be placed on Professional Assistance for the following school year. The administrator will be advised to contact the President of the Simsbury Administrators Association (SSASA).
2. The *Professional Assistance Action Plan* will be collaboratively developed by the administrator, an SSASA representative, and the evaluator, written no later than September 30 and shared with the Superintendent, unless the Superintendent is the evaluator. Administrators in the Intervention Process set Student Outcomes Goals. This Action Plan replaces a Leadership Practice Plan and may include a Stakeholder Feedback Goal.
3. In addition, the action plan will delineate the following:
 - a. identification of the documented deficiencies in need of improvement;
 - b. plan for improvement with specific actions steps, including timelines, resources, support, and data to be collected;
 - c. expectations for improved performance and indicators of success, including a summative rating of *Accomplished* or better at the conclusion of the improvement and remediation plan;
 - d. identification of a qualified colleague as a peer support (if applicable). This colleague will serve as a peer support but will have no role in the evaluation process.
 - e. a monitoring system that includes a specific number of observations and/or conferences, including a mid-year conference.
4. At the end of the school year, the evaluator will complete the *Professional Assistance Action Plan Evaluation Report*. This report includes :
 - a. an administrator-developed summary of what he/she has done to remediate the concern(s);
 - b. a summary of the assistance provided;
 - c. a record of observations, data and conferences conducted to monitor performance;
 - d. an assessment of performance in the area(s) of identified concern or deficiency;
 - e. overall summative rating; and
 - f. a clear statement of the status of the concern:
 - i. Problem or area of concern is resolved and the administrator has received an overall summative rating of *Accomplished* or better. The administrator is removed from the Intervention Process and is re-assigned to the Continuous Professional Growth phase.
 - ii. Problem or area of concern is not resolved and/or the administrator received a summative rating of *developing* or *below standard*. The evaluator will make one of the following recommendations:
 1. Recommend that the administrator remain in the Intervention Process on Professional Assistance.
 2. Recommend that the administrator remain in the Intervention Process and be placed on Intensive Assistance.
 3. Recommend that the administrator be considered for dismissal in accordance with the provisions of the Connecticut General Statute, Section 10-153b.

Intensive Assistance

1. Administrators who have significant performance issues related to professional competence may be placed directly into Intensive Assistance. The administrator will receive written notice that a meeting will be conducted by the Superintendent to discuss the administrator's performance.
2. The *Intensive Assistance Action Plan* will be collaboratively developed by the administrator, the evaluator, and the Superintendent within ten (10) school days. The action plan will include:
 - i. identification of the documented deficiencies in need of improvement;
 - ii. plan for improvement with specific actions steps, including timelines, resources, support, and data to be collected;
 - iii. expectations for improved performance and indicators of success
 - iv. identification of a qualified colleague as a peer support (if applicable). This colleague will serve as a peer support but will have no role in the evaluation process.
 - v. a monitoring system that includes a specific number of observations and/or conferences
 - vi. a specific time period (not less than 90 school days) for achieving specific outcomes; a review will be completed at the end of the specified time period.
3. At the conclusion of the time period, the evaluator(s) will complete the *Intensive Assistance Action Plan Evaluation Report*. This report includes:
 - i. An administrator-developed summary of what he/she has done to remediate the concern(s);
 - ii. a summary of the assistance provided;
 - iii. a record of observations, data and conferences conducted to monitor performance;
 - iv. an assessment of performance in the area(s) of identified concern or deficiency; and
 - v. a clear statement of the status of the concern:
 1. Problem or area of concern is resolved and the administrator is removed from Intensive Assistance and is re-assigned to the Continuous Professional Growth phase.
 2. Problem or area of concern is not resolved. The evaluator will make one of the following recommendations:
 - vi. Recommend that the administrator remain on Intensive Assistance for an additional period of time, not to exceed 90 school days.
 - vii. Recommend that the administrator be considered for dismissal in accordance with the provisions of the Connecticut General Statute, Section 10-153b.

Simsbury Public Schools
Intervention Process
Professional Assistance Action Plan

Administrators in the Intervention Process set Student Outcomes Goals. This Action Plan replaces a Leadership Practice Plan and may include a Stakeholder Feedback Goal.

Administrator:	Date:		
School:	School Year:		
Evaluator:	Peer support:		
Improvement Focus – Identify the problem(s) or area(s) in need of improvement (state the specific School Leader Standards that must be addressed):			
Action Steps	Timeline	Support/Professional Development/Resources Needed	Data to be collected

Describe expectations for improved performance and indicators of success:

Monitoring: Identify the dates of observations or required conferences:

Administrator _____ Date _____ Evaluator _____ Date _____

Simsbury Public Schools
Intervention Process
Professional Assistance Action Plan Evaluation Report

Administrator:
School:
Evaluator:

Date:
School Year:

Attach administrator developed summary of what he/she has done to remediate the concern(s).

Evaluator comments (attach additional pages(s) if necessary), including:

- a summary of the assistance provided;
- a record of observations, data and conferences conducted to monitor performance;
- an assessment of performance in the area(s) of identified concern or deficiency; and
- a clear statement of the status of the concern.

Decision (check one):

_____ Problem or area of concern is resolved and the administrator has received an overall summative rating of *Accomplished* or better. The administrator is removed from the Intervention Process and is re-assigned to the Continuous Professional Growth phase.

_____ Problem or area of concern is not resolved and/or the administrator received a summative rating of *developing* or *below standard*. The evaluator makes the following recommendation to the Superintendent:

_____ I recommend that the administrator remain in the Intervention Process on Professional Assistance.

_____ I recommend that the administrator remain in the Intervention Process on and be placed on Intensive Assistance.

_____ I recommend that the Superintendent consider the administrator for dismissal in accordance with the provisions of the Connecticut General Statute, Section 10-151d.

Administrator's Signature _____

Date _____

Evaluator's Signature _____

Date _____

*Signatures above indicate that a conference between the administrator and evaluator was conducted. The administrator's signature on this form indicates that s/he has seen all comments on the document. The administrator's signature does not necessarily indicate agreement. A response may be attached before placement in the personnel file.

Response attached? YES NO

Simsbury Public Schools
Intervention Process
Intensive Assistance Action Plan

Administrators in the Intervention Process set Student Outcomes Goals. This Action Plan replaces a Leadership Practice Plan and may include a Stakeholder Feedback Goal.

Administrator: School: Peer Support: Evaluator:	Date: School Year: Evaluator:		
Improvement Focus – Identify the problem(s) or area(s) in need of improvement (state the specific School Leader Standards that must be addressed):			

Describe expectations for improved performance and indicators of success:

Monitoring: Identify the dates of observations or required conferences:

Administrator _____ Date _____ Superintendent _____ Date _____

Evaluator _____ Date _____ Evaluator _____ Date _____

Simsbury Public Schools
Intervention Process
Intensive Assistance Action Plan Evaluation Report

Administrator: _____ Date: _____
School: _____ School Year: _____
Evaluator: _____ Evaluator: _____

Attach administrator developed summary of what he/she has done to remediate the concern(s).

Evaluator comments (attach additional pages(s) if necessary), including:

- a summary of the assistance provided;
- a record of observations, data and conferences conducted to monitor performance;
- an assessment of performance in the area(s) of identified concern or deficiency; and
- a clear statement of the status of the concern.

Decision (check one):

- _____ Problem or area of concern is resolved. The administrator is removed from the Intervention Process and is re-assigned to Continuous Professional Growth phase of evaluation process.
- _____ Problem or area of concern is not resolved. We recommend that the Superintendent consider the administrator for dismissal in accordance with the provisions of the Connecticut General Statute, Section 10-151d.
-

Administrator's Signature _____ Date _____

Evaluator's Signature _____ Date _____

Evaluator's Signature _____ Date _____

Superintendent's Signature _____ Date _____

*Signatures above indicate that a conference between the administrator and evaluator was conducted. The administrator's signature on this form indicates that s/he has seen all comments on the document. The administrator's signature does not necessarily indicate agreement. A response may be attached before placement in the personnel file.

Response attached? YES NO

Appendix V: Panorama Survey Samples

Simsbury Public Schools Student Survey – Grades 3-5

The following survey will assist us in collecting important information to make our schools better places for you and for all students. You will be asked questions about different aspects of your school. There are no right or wrong answers. The results are anonymous. If you have any questions about this survey, please ask your teacher or principal. Thank you for your help!

1. How much does your teacher encourage you to do your best?
2. Overall, how high are your teacher's expectations of you?
3. How often does your teacher take time to make sure you understand the material?
4. How much do you participate in class?
5. How excited are you about going to this class?
6. How much does your teacher want to learn about what you do when you are not in school?
7. If you had something on your mind, how carefully would your teacher listen to you?
8. Overall, how much do you feel like you belong at your school?
9. How much support do the adults at your school give you?
10. How much respect do students at your school show you?
11. How often are people disrespectful to others at your school?
12. At your school, how fairly do the adults treat the students?
13. If a student is bullied in school, how difficult is it for him or her to get help from an adult?
14. How likely is it that someone from your school will bully you online?
15. Overall, how safe do you feel at your school?
16. How worried are you that students at your school speak negatively about you behind your back?
17. If you have a problem while working towards an important goal, how well can you keep working?
18. When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?
19. When your teacher asks, "how are you?", how often do you feel that your teacher really wants to know your answer?
20. In your school, are there clear rules against hurting other people (for example, hitting, pushing, or tripping)?
21. Have you seen students being hurt at school more than once by other students (for example, pushed, slapped, punched, or beaten up)?
22. Are there groups of students who make others feel left out?
23. Are there students at your school who will try to stop students from making fun of others?
24. Do students in your school respect differences in other students (for example, if they are a boy or girl, where they come from, what they believe)?
25. Do your parents or the people who take care of you make you feel welcome at your school?
26. Please share any additional feedback you feel is important.

Simsbury Public Schools
Student Survey – Grades 6-12

The following survey will assist us in collecting important information to make our schools better places for you and for all students. You will be asked to share your thoughts on school climate, safety and student engagement. The results are anonymous. If you have any questions about this survey, please ask a teacher or your principal. Thank you for your help!

1. How much do your teachers encourage you to do your best?
2. Overall, how high are your teachers' expectations of you?
3. How often do your teachers take time to make sure you understand the material?
4. How much do you participate in class?
5. When you are not in school, how often do you talk about ideas from school?
6. How excited are you about going to school?
7. When your teachers ask how you are doing, how often do you feel that your teachers are really interested in your answer?
8. How interested are your teachers in what you do outside of class?
9. If you came back to visit school three years from now, how excited would your teachers be to see you?
10. Overall, how much do you feel like you belong at your school?
11. How much respect do students in your school show you?
12. How connected do you feel to the adults at your school?
13. How much do you matter to others at this school?
14. How often are people disrespectful to others at your school?
15. At your school, how fairly do the adults treat the students?
16. If a student is bullied in school, how difficult is it for him or her to get help from an adult?
17. How likely is it that someone from your school will bully you online?
18. Overall, how safe do you feel at your school?
19. How worried are you that students at your school speak negatively about you behind your back?
20. If you have a problem while working towards an important goal, how well can you keep working?
21. How likely is it that you can motivate yourself to do unpleasant tasks if they will help you accomplish your goals?
22. In your school, are there clear rules against hurting other people (for example, hitting, pushing, or tripping)?
23. Have you seen students being hurt at school more than once by other students (for example, pushed, slapped, punched, or beaten up)?
24. Are there students at your school who will try to stop students from insulting or making fun of others?
25. Do students in this school respect each other's differences (for example, gender, race, culture, disability, sexual orientation, learning differences, etc.)?
26. Please share any additional feedback you feel is important.

Simsbury Public Schools Staff Survey

The following survey will assist us in collecting important information regarding school climate, communication and leadership practices. The results of this survey are anonymous and will be used for future improvement efforts. If you have any questions regarding this survey, please contact Sue Homrok-Lemke, Assistant Superintendent, at (860)651-3361. Thank you for your participation.

1. Do you have an opportunity to participate in leadership roles at your school?
2. Do administrators invite teachers to play a meaningful role in making decisions for your school?
3. Do administrators at your school encourage collaboration among teachers to increase student learning?
4. Do school administrators value teacher feedback?
5. Do school administrators communicate a clear vision for your school?
6. Does the principal set high expectations for students and staff?
7. Does your administrator at your school seem to care about you as a person?
8. Do you feel comfortable going to at least one member of your school's administrative team if you have a problem?
9. Do teachers take responsibility for student achievement at your school?
10. Do administrators at your school behave in a professional manner?
11. Do parents take responsibility for student achievement at your school?
12. Are parents given opportunities to be involved at your school?
13. Do you often communicate with students and parents about their academic progress in class?
14. Do teachers in your school hold each other accountable for meeting expectations?
15. In the last year, have you had the opportunity to learn and grow?
16. Do you have access to the technology and other resources that you need at your school for your classes?
17. At your school, is there honest communication on important school issues?
18. Do you feel your contributions at your school are important?
19. Do students treat adults with respect at your school?
20. Is your school's discipline program effective?
21. Do adults treat students with respect at your school?
22. Is your school sensitive to issues regarding race, gender, sexual orientation and disabilities?
23. Is staff morale high at your school?
24. Are you satisfied with your school as a place to work?
25. Are students at your school engaged in their classes?
26. In your school, are there clear rules against physically hurting other people (for example, hitting, pushing or tripping)?
27. Have you seen students push, slap, punch or beat up other students more than once in your school?
28. Are there groups of students in the school who exclude others and make them feel bad for not being a part of the group?
29. Will students at your school try to stop students from insulting or making fun of others?
30. Do students in your school respect each other's differences (for example, gender, race, culture, disability, sexual orientation, learning differences, etc.)?
31. Are parents/guardians made to feel welcome at your school?
32. Please share any additional feedback you feel is important.

Simsbury Public Schools Family Survey

The following survey will assist us in collecting important information regarding school climate, communication and leadership practices. The results of this survey are anonymous and will be used for future improvement efforts. If you have any questions regarding this survey, please contact Sue Homrok-Lemke, Assistant Superintendent, at (860)651-3361. Thank you for your participation.

1. Are the principal and/or assistant principal available to parents and willing to listen?
2. Do administrators have high expectations for students at your school?
3. Does the principal make safety a priority?
4. Does the principal keep the school focused on academic achievement?
5. Does the administration exhibit respect and professionalism among all members of the school community?
6. Do administrators deal with problems and conflicts fairly?
7. Do school leaders communicate a clear vision for your school?
8. Are district administrators inspiring leaders?
9. Is communication to home from school easy to understand?
10. Are you satisfied with the response you get when you contact your child's school with questions or concerns?
11. Are teachers at your school available to parents and willing to listen?
12. Are you well informed about the progress your child is making in class?
13. Do you often communicate with your child's teacher(s), whether in person, by phone, by email, or in some other way?
14. Do you know whom to contact at your school, if you have questions or concerns?
15. Do you feel well informed about what is going on at the school?
16. Do administrators keep you informed about school decisions?
17. Do you have a voice in the school's decision-making process?
18. Does your child's school provide opportunities for parents to serve as leaders?
19. If your child has a problem, is there someone at school who can help?
20. Do the adults at your school truly care about your child?
21. Does the school have a clear code of conduct/set of rules?
22. Do students treat each other respectfully at your child's school?
23. Does the school hold students to very high behavioral standards?
24. Is bullying a problem at your child's school?
25. Does the school environment support learning?
26. Are the school facilities clean and well maintained?
27. Is your child's school sensitive to issues regarding race, gender, sexual orientation and disabilities?
28. Do you feel welcome at your child's school?
29. Does your child enjoy going to school?
30. Do the arts help to engage your child in school?
31. Does physical education help to engage your child in school?
32. Does music help to engage your child in school?
33. Does science help to engage your child in school?
34. Will students at your child's school try to stop students from insulting or making fun of other students?
35. Do students in your child's school respect each other's differences (for example, gender, race, culture, disability, sexual orientation, learning differences, etc.)?
36. In general, do you believe parents/guardians feel welcome at your child's school?
37. Please share any additional feedback you feel is important.

Appendix VI: Timeline for Professional Development for the SPS

Date	Elementary	Middle School	High School	Specials (LM, PE, Art, Music)	Special Ed.	TEAM
Week of August	New Teacher Orientation Sessions (see detailed agenda – TBD)					Included in NTO Agenda
August 1:00 – 3:00	Grade level / Department Meetings					
August 8:00 – 12:00 4 hours PD	Curricular 2 hrs Building* 2 hrs	Department 2 hrs Building* 2 hrs	Department 2 hrs Building* 2 hrs	Department 2 hrs	Department 2 hrs	
September 3 hours PD	Department / Grade Level PLC Work: PGP Work Session					
October 3 hours PD	Curricular	Department	Department	K-12	K-12	
November 6 hours PD	Curricular 2 HR Building 2HR District - 2 HR - TBD	Department 2 HR Building 2 HR	Department 2 HR Building 2 HR	K-12 (2 hr)	K-12 (2 hr)	
January 3 hours PD	Curricular	Department	Department	K-12	K-12	
February 3 hours PD	Building	Building	Building			
March 6 hours PD	Curricular / Department – 3 hours					
	Technology Conference – 3 hours					
April 3 hours PD	Building	Building	Building			
May 3 hours PD	Building	Department	Department			
June 3 hours PD	Curricular	Department	Department	K-8	K-8	

Appendix VII: Administrative Professional Development

Administrative Professional Development Year			
Administrative Council		District Leadership Team	
Month	Date		Date
July	16		
	17		
August	14		20
	15		
September	11		
	25		
October	9		
	23		
November	13		10
December	4		
	18		
January	8		12
	22		
February	12		9
	26		
March	12		16
	26		
April	9		
	23		
May	14		11
	28		
June	4		

Appendix VII:

Simsbury Public Schools
 Administrator Professional Growth & Evaluation Plan

Administrator		Evaluator	
School Year		School/Assignment	

Category 1 (40%)		Strategy / What must change to accomplish this goal: (If/Then)	Action Steps
Leadership Practice Plan	<u>Area of Focus #1:</u> PE #2: Teaching and Learning Element ____		
	<u>Area of Focus #2: (Choice)</u> PE # ____ Element ____		

Midyear Update: (include any proposed adjustments)
 Evaluator Comments:

End of Year Reflection: (Include critical factors that contributed to or inhibited success toward meeting the goal and implications for ongoing efforts)
 Evaluator Comments:

Category 2 (10%)		Strategy / What must change to accomplish this goal: (If/Then)	Action Steps
Stakeholder Feedback Area of Focus	Area of Focus #3:		

Midyear Update: (include any proposed adjustments)

Evaluator Comments:

End of Year Reflection: (Include critical factors that contributed to or inhibited success toward meeting the goal and implications for ongoing efforts)

Evaluator Comments:

Category 3 (45%)		Category Progress	Performance Expectation	School Performance
State-tested Academic Learning Progress & Results (22.5%)		SPI Progress	100% minus subgroup %	
		SPI Subgroup Progress	10% per subgroup up to 50%	
Local Measures		Strategy / What must change to accomplish this goal: (If/Then)		Action Steps
Student Learning Outcomes (SLOs – 22.5%)	SMART Goal #1:			
	SMART Goal #2:			
	SMART Goal #3:			

Midyear Update: (include any proposed adjustments)

Evaluator Comments:

End of Year Reflection: (Include critical factors that contributed to or inhibited success toward meeting the goal and implications for ongoing efforts)

Evaluator Comments:

Category 4 (5%)					
Teacher Impact on Student Learning	Evaluator to the following teachers / departments:	Exemplary	Accomplished	Developing	Below Standard
	Number of certified staff:	81-100% of teachers are rated accomplished or exemplary on the student growth portion of their evaluation	61-80% of teachers are rated accomplished or exemplary on the student growth portion of their evaluation	41-60% of teachers are rated accomplished or exemplary on the student growth portion of their evaluation	0-40% of teachers are rated accomplished or exemplary on the student growth portion of their evaluation

Administrator _____ Date _____

Evaluator _____ Date _____

Administrator Comments (optional):

Simsbury Public Schools

Administrator Professional Growth & Evaluation Plan

*Approved by the Simsbury BOE on April 28, 2015
Adapted from the CSDE 2014 SEED Model*