Farmington Public Schools

Administrator Evaluation and Leadership Development Plan

Sustaining a culture of continuous improvement and professional growth

FARMINGTON
PUBLIC SCHOOLS
Empowering Global Citizens

Revised: June 2024

Table of Contents

Introduction

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

Actions Matter
We are the upholders of a respectful, inclusive, and welcoming school environment. Through our actions we tell our students that we believe in them and their ability to succeed and grow. We are committed to ensuring that every student feels known and supported. We will intervene when needed to restore trust and care for others. We believe that our actions demonstrate our high expectations for ALL students.

Excellence Matters
We strive for excellence and benchmark our outcomes against global standards of achievement, citizenship and scholarship. We value integrity and compassion in the pursuit of our goals and embrace feedback and critique of our work. Routinely, we express gratitude to each other, our families, and our students for partnering with us in the spirit of continuous improvement. We use data-informed practices to achieve our intended results. We believe that excellence is attainable through sustained collaborative effort.

Equity Matters
We recognize that our students are individuals with multi-faceted and diverse, evolving identities. As learners we must confront our own biases in order to be culturally responsive educators. It is essential that all students have access to challenging and meaningful curriculum and instruction with flexible pathways and open access to advanced levels of learning. We believe that equitable opportunity is a fundamental value of a high-quality education, and that diversity is an asset to our school community.

Mindset Matters
We understand that learning is a lifelong endeavor filled with successes and challenges. As agents of our own learning, we demonstrate a growth mindset and develop persistence, resilience, and confidence through self-directed inquiry. We remain optimistic and open-minded in the face of challenge and we have the humility to rethink our own assumptions. We believe that our positive outlook helps to create a joyful learning environment.

Teamwork Matters
We know that working together makes us stronger and more effective. Teaming is core to the way we do our work as it nurtures innovation and the power of shared accountability. Our approach to collaborative continuous improvement encourages all stakeholders to engage as active contributors to excellence in teaching and learning. We believe that teamwork lifts all voices and creates a sense of community.

Well-Being Matters
We are role models of healthy behavior and good decision-making. When we demonstrate the ability to manage stress, regulate our emotions, and balance the demands of a busy life, we show one another that taking care of one's self is a necessary companion to caring for others. Social, emotional and physical well-being impacts academic achievement. We believe that caring for the whole child is our responsibility.

FARMINGTON PUBLIC SCHOOLS
FPS Vision of the Global Citizen

The mission of the Farmington Public Schools is to enable all students to achieve academic and personal excellence, exhibit persistent effort, and live as resourceful, inquiring, and contributing global citizens.

Self-Aware Individual *I know myself and how to care for my own well-being.* I can assess my own personal strengths and needs, persist in overcoming obstacles to reach my own goals, make wise choices and informed decisions, and adapt to new challenges and opportunities by regulating my emotions and adjusting my behavior to positively impact myself and others.

Empowered Learner *I am a knowledgeable, reflective, and resourceful learner.* I can explore interests, take initiative, ask questions and conduct research. I can use technology and media tools skillfully, and learn from my successes and failures by engaging in feedback and self-assessment protocols.

Disciplined Thinker *I can apply strategic thinking to develop ideas and solve problems.* I am a critical consumer of information recognizing point of view and bias. I can reason with evidence, synthesize and evaluate data, and connect concepts and ideas while thinking creatively and flexibly to design and develop innovative solutions, strategies, and outcomes.

Engaged Collaborator *I can work effectively and respectfully with diverse groups of people.* I can actively listen and seek to understand the ideas of others, self-monitoring for biased thinking. I can create inclusive environments for dialogue that establish and adhere to group norms for effective communication and conflict resolution.

Civic-Minded Contributor *I can actively contribute to a better world community.* I understand complex interdependent systems and their impact on people and the environment. I question prevailing assumptions, develop my cultural competence, and seek solutions through negotiation and compromise in order to contribute to the betterment of my local/global communities through service and civic participation.

CORE DESIGN PRINCIPLES

The Farmington Administrator and Leadership Development Plan is guided by the Connecticut Leader Evaluation and Support Plan, 2024 which is grounded in research about effective practices for encouraging professional growth and development through the evaluation process.

The following principles are fundamental to the development and implementation of this plan:

The main goal of leadership development is to ensure high quality teaching and learning for all students. We have made a commitment to equitable access and opportunity for all students to achieve at high levels. Effective leaders are essential to realizing this goal.

Administrator evaluation should promote a culture of learning, dialogue, and continuous improvement. The evaluation process must be based on relational trust and a commitment to open, honest feedback in order to support ongoing growth. A learner mindset is at the heart of professional learning and engaging in a reflective process of improvement demonstrates Farmington's Core Beliefs.

Shared accountability for district, program and school goals creates coherence and innovation. Clear expectations and collaborative professional learning serves to sharpen the vision for effective instruction and transformational leadership. Annual goal setting at the educator, school, and district levels creates a collaborative and interdependent approach to success aligned to the district mission.

Teamwork and collaboration support a sense of belonging to a high performing learning organization. Collegial support and professional dialogue is at the heart of systemic improvement. High expectations coupled with resources and routines that support adult learning promote a culture in which all voices are valued and everyone contributes to the team. Feedback loops and data decision making are used to determine effective practices and solve instructional problems of practice.

A CONTINUUM OF PROFESSIONAL GROWTH
*Orientation to this evaluation process and expectations is a required component of the new administrator induction process

Farmington Public Schools is a learning community committed to the growth and development of all leaders, educators and staff. Through a continuous cycle of new learning, dialogue, inquiry-based practice and reflection, leaders are deepening their understanding of how to build capacity, engage all stakeholders, support a culture of belonging, and maintain organizational systems and operations that ensure safety and well-being. We acknowledge our shared responsibility for taking a "whole child" approach to academic excellence and social-emotional development. Farmington's underlying belief in continuous improvement and efficacy inspires all leaders to relentlessly pursue innovative practices on behalf of students and partner with families to ensure trust and an inclusive environment that promotes student success.

SUPERVISION, COACHING, AND EVALUATION

Effective administrator evaluation systems are grounded in feedback and dialogue about performance. Farmington's plan aims to support a culture of collaboration and meaningful, timely and actionable feedback between and among leaders and their evaluators. Regular observations and conversation about practice promote ongoing professional learning. Opportunities to observe other administrators, meet routinely in Pathways groups by level, engage in district-wide instructional rounds, and participate in administrative council meetings and retreats are all important elements of a comprehensive approach to supporting leadership development through this evaluation and professional development plan.

DOMAINS OF EFFECTIVE LEADERSHIP

➤ **Domain 1: Instructional Leadership -** Effective leaders understand that the instructional core is their primary responsibility. Understanding and building capacity for all educators to align their practices with Farmington's Framework for Teaching and Learning is essential for realizing the Vision of the Global Citizen for all students.

➤ **Domain 2: Talent Management -** Effective leaders strive to recruit, hire, retain, and develop faculty and staff who represent the diversity of our student population.

➤ **Domain 3: Organizational Systems -** Effective leaders manage the daily operations of schools to ensure a safe, orderly, and inclusive learning environment. They also manage resource and budget allocations to promote equity and access.

➤ **Domain 4: Culture and Climate -** Effective leaders model ethical behavior and integrity at all times. They lead by example and engage all stakeholders in contributing to an inclusive culture of belonging and high expectations.

CYCLE OF IMPROVEMENT PROCESS

Administrators and their evaluators meet at a minimum of three times a year to discuss professional growth and development. These meetings are intended to create a collaborative dialogue in support of continuous professional growth. In between these meetings, there is a balance of verbal and written feedback based on observations, reviews of practice, and artifacts that align with FPS Core Documents and the indicators on the Farmington Leader Evaluation Rubric.

By October 30th

Sample Goal Setting Meeting Agenda:
1. Review and reflect on summative feedback from prior year (if available)
2. Discuss focus of Individual Professional Growth Goal and Theory of Action
3. Discuss the School or Program Development Goals in the areas of Culture and Climate, Academic Achievement, and Teaching and Learning
4. Review Student Learning Outcomes data
5. Review prior year feedback from students and families
6. Evaluator Support - "How can I support you in accomplishing your plan?"

By February 15th

Sample Mid-Year Meeting Agenda:
1. Update progress toward Individual Professional Growth Goal
2. Review progress toward School / Program Development Plan Goals
3. Update on Student Learning Outcomes data currently available
4. Share focus group feedback from students and families
5. Discuss faculty and staff development
6. Evaluator reflections and support - "I see these areas of strength and these opportunities for improvement. How can I continue to support you?"

By June 20th

Sample End-of-Year Meeting Agenda:
1. Summary of this year's SDP/PDP goals, action steps, and evidence of success
2. Student Learning Outcomes - summary of data
3. Share focus group / survey feedback from students and families
4. Summary of Individual Professional Growth Goal and next steps
5. Reflections on faculty and staff development
6. Evaluator reflections and support - "I see these areas of strength and these opportunities for improvement. How can I support your growth next year?"

Induction / Development

Who is in this phase?

- Beginning administrators within their first 3 years in the administrative role
- Administrators hired new to FPS
- Administrators who have moved internally to a new position with a different set of responsibilities or a higher level of accountability

How long are administrators in the Induction / Development phase?

Administrators remain in this phase until the core competencies of the Leader Evaluation and Support Single Point Rubric are met and the evaluator and administrator determine a readiness to move to the next phase, typically 1 to 2 years.

What is expected of the administrator?

- Scheduling a calendar of coaching sessions with the evaluator
- Responsiveness to feedback from evaluator
- Participation in instructional coaching
- Reflection and self-assessment as a learning leader
- Regular dialogue with a mentor and team for support
- Growing understanding of all district Core Documents and priorities
- Professional growth goals aligned to the Leader Evaluation and Support Single Point Rubric
- Accountability for Student Learning Outcomes
- Active engagement with the District Program Development Plan
- Responsiveness to feedback from students and families
- Participation in new administrator induction meetings

What is expected of the evaluator?

- ☐ Regular conversations and dialogue about practice
- ☐ Minimum of 4 informal observations / site visits (minimum of 3 with written feedback)
- ☐ Timely, specific, actionable feedback
- ☐ Supportive professional growth opportunities

How many Improvement Goals are required?

- **2 Individual Professional Growth Goals -** Administrators will determine focus areas based on a reflective self-assessment aligned with the Leader Evaluation and Support Single Point Rubric

- **School or Program Development Plan Goals -** Administrators lead or support the writing of goals and action steps in each of the following focus areas which form the basis for evaluation goal setting:
  - Culture and Climate
  - Academic Achievement
  - Teaching and Learning

What will administrators be doing in this stage of professional growth?

- Observing other leaders
- Calibrating feedback on educator observations with another experienced administrator
- Engaging in coaching cycles
- Actively participating in all school / department PD
- Completing all mandated and suggested trainings related to operations, policies, and equitable practices
- Working with a mentor
- Participating in data case studies and book studies
- Reflecting on feedback and taking action responsively

Refinement / Empowerment

Who is in this phase?

- Administrators who have met expectations in the Induction/Development phase and are ready for increased autonomy and self-direction

How long are administrators in the Refinement / Empowerment stage?

Administrators remain in this phase unless the evaluator recommends more intensified support to improve in one or more areas of the Leader Evaluation and Support Single Point Rubric

What is expected of the administrator?

- Scheduling a calendar of coaching sessions with the evaluator
- Demonstrated commitment to learning, feedback, and reflective practice
- Initiative and innovation in enacting the Leader Evaluation and Support Single Point Rubric competencies
- Accountability for Student Learning Outcomes
- Active engagement with the District Development Plan
- Responsiveness to feedback from students and families
- Contributions to a positive culture of learning and improvement
- Mentorship and support for new administrators
- Initiative and sharing of effective strategies and practices with colleagues
- Self-directed learning beyond district provided PD
- Future-focused mindset about next level of work

What is expected of the evaluator?

- ☐ Regular conversations and dialogue about practice
- ☐ Minimum of 3 informal observations (minimum of 3 with written feedback)
- ☐ Timely, specific, actionable feedback
- ☐ Supportive professional growth opportunities

How many Improvement Goals are required?

- **1 Individual Professional Growth Goal -** Administrators will determine a focus area based on a reflective self-assessment aligned with the Leader Evaluation and Support Single Point Rubric

- **School or Program Development Plan Goals -** Administrators lead or support the writing of goals and action steps in each of the following focus areas which form the basis for evaluation goal setting:
  - Culture and Climate
  - Academic Achievement
  - Teaching and Learning

What will administrators be doing in this stage of professional growth?

- Observing other leaders
- Calibrating feedback on educator observations
- Engaging in coaching cycles
- Actively participating in all school / dept PD
- Completing all mandated and suggested trainings related to operations, policies, and equitable practices
- Leading data case studies and book studies
- Serving on various committees and councils, including state and national
- Participating in professional networks outside the district
- Mentoring new administrators
- Reflecting on feedback and taking action responsively

Intensive Support

Assigned as Needed

Who is in this phase?

Administrators who have demonstrated a need for more substantial support and corrective action as mutually determined by the evaluator

How long are administrators in the Intensive Support phase?

Administrators remain in this phase until all goals are met and the evaluator determines that intensive support is no longer needed. Tiered levels of support may be needed for a few months or as long as one school year. Moving into this professional growth phase can happen at any point in the school year, but is most likely to be initiated at the mid-year or end-of-year meeting.

What is expected of the administrator?

- Reflective self-assessment including previous feedback from evaluator
- Development of a Professional Improvement Plan, based on one or more areas from the Leader Evaluation and Support Single Point Rubric, as determined by the evaluator
- Actions to demonstrate commitment and urgency to growth and improvement
- Participation in learning cycles with supportive coaching and resources
- Initiative and a learner mindset

What is expected of the evaluator?

- ☐ Clear expectations and priority areas for improvement
- ☐ Actionable, specific, timely feedback
- ☐ Supportive resources and coaching
- ☐ Minimum monthly check-ins to discuss progress
- ☐ Well-defined timeframes for demonstrating improvement

What happens if the intensive support is not successful?

If an administrator's performance continues to be ineffective at the conclusion of the plan, or if the administrator's performance is determined to need intensive support for a second time within a 3 year span, it is possible that the evaluator will recommend dismissal.

What will educators be doing in this stage of professional growth?

Tier 1: Observing colleagues, reading resources, engaging in ongoing dialogue with the evaluator
Tier 2: Continuing with above, possibly working with a leadership coach and attending additional training
Tier 3: Continuing with above and participating in bi-weekly mentoring meetings with a designated supervisor or mentor

PROCEDURES FOR RESOLUTION OF DIFFERENCES

The purpose of a resolution process is to seek common understanding and a reasonable solution at the lowest possible administrative level when an administrator disagrees with some or all of the summative evaluation commentary written by the evaluator. It is expected that most disagreements can be resolved respectfully.

If an administrator disagrees with the evaluator's assessment, feedback, or adherence to the process, the administrator is encouraged to discuss these differences with the evaluator. If, after meeting with the evaluator, a reasonable resolution cannot be reached, the administrator has the right to attach a statement to the evaluation report identifying the areas of concern and presenting a different perspective. The administrator may enlist the help of a union representative at any point in the process to to help with finding a resolution or in writing statements.

If at any point in the evaluation process the administrator feels that the procedures have not been properly followed, only the procedures may be grieved through the contractual grievance process.

Administrator:	
Evaluator:	
Date:	Observation: 1 2 3 4

- ➤ **Domain 1: Instructional Leadership -** Effective leaders understand that the instructional core is their primary responsibility. Understanding and building capacity for all educators to align their practices with Farmington's Framework for Teaching and Learning is essential for realizing the Vision of the Global Citizen for all students.
- ➤ **Domain 2: Talent Management -** Effective leaders strive to recruit, hire, retain, and develop faculty and staff who represent the diversity of our student population.
- ➤ **Domain 3: Organizational Systems -** Effective leaders manage the daily operations of schools to ensure a safe, orderly, and inclusive learning environment. They also manage resource and budget allocations to promote equity and access.
- ➤ **Domain 4: Culture and Climate -** Effective leaders model ethical behavior and integrity at all times. They lead by example and engage all stakeholders in contributing to an inclusive culture of belonging and high expectations.

Description:
Feedback - Reinforcement:
Feedback - Refinement:
Needs Improvement:

Farmington Public Schools
Summative Administrator Evaluation

Educator:	Evaluator(s):
School / Dept.	Start Date in FPS:
School Year:	Professional Growth Phase: ☐ Induction / Development ☐ Refinement / Empowerment ☐ Tiered Support

Overall Commendations:

Areas for Ongoing Growth:

Areas in Need of Improvement:

Notable Contributions to the School Community / District:

Administrator Signature indicates that the educator has read and discussed this summative evaluation

Evaluator Signature indicates that the administrator has actively and thoughtfully participated in the evaluation process and successfully completed all expectations.

Educator:	Date:
Evaluator:	Date:
Support Evaluator:	Date:
Professional Growth Phase for next year: ☐ Induction / Development ☐ Refinement / Empowerment ☐ Tiered Support	

To be completed no later than June 30th of the school year

INDIVIDUAL PROFESSIONAL GROWTH GOAL

Administrator:	School Year:	Evaluator:

Goal Statement: What will you focus on from the Leader Performance and Practice Rubric? Why did you select this / these area(s)?

Indicators of Success: What do you anticipate to be the measurable impact on faculty and students? How will you collect evidence?

Anticipated Action Steps:

Mid-Year Update

End of Year Results

Reflective Summary: What did you learn? What was the impact on students?

Intensive Support Plan

The goal of this plan is to clarify expectations for improvement and to support the administrator in meeting those expectations with additional resources and coaching.

Date plan begins:	Evaluator:	Administrator:

Goals: Evaluator lists the indicators from the Leader Performance and Practice Single Point Rubric that are the focus of this plan

1.
2.
3.

Resources and Support: Evaluator lists the types of support that will be provided. The timeframe will indicate the need to move to the next Tier of support.
- Tier 1: Establish a timeframe appropriate to the nature of the goals (# of weeks)
- Tier 2: (implemented if needed)
- Tier 3: (implemented if needed)

Action Steps: Administrator maintains a record of actions taken to address the goals of this plan outlined below:

Date(s):	Action(s):	Outcome(s):

Progress: Evaluator schedules regular observations and follow-up meetings to discuss progress toward meeting expectations. Frequency will be adjusted based on progress.

Meeting Date:	Evaluator's Feedback

Connecticut Leader Evaluation and Support Rubric 2017 — At a Glance

▶ Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

1.1 **Shared Vision, Mission and Goals** — Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.

1.2 **Curriculum, Instruction and Assessment** — Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment.

1.3 **Continuous Improvement** — Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.

▶ Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

2.1 **Recruitment, Selection and Retention** — Recruits, selects, supports and retains effective educators needed to implement the school or district's vision, mission and goals.

2.2 **Professional Learning** — Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals.

2.3 **Observation and Performance Evaluation** — Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.

▶ Domain 3: Organizational Systems

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

3.1 **Operational Management** — Strategically aligns organizational systems and resources to support student achievement and school improvement.

3.2 **Resource Management** — Establishes a system for fiscal, educational and technology resources that operate in support of teaching and learning.

▶ Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

4.1 **Family, Community and Stakeholder Engagement** — Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.

4.2 **School Culture and Climate** — Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.

4.3 **Equitable and Ethical Practice** — Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school/district community.

Self-Reflection Tool
Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

1.1 Shared Vision, Mission and Goals Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.	Reflection / Feedback
High expectations for students Creates a process to regularly review and renew shared vision, mission and goals that articulate high expectations, including life skills and/or college- and career-readiness, for all students.	
School/District Improvement Plan (SIP/DIP) Develops capacity of staff to create and implement cohesive SIP/DIP and goals that address student and staff learning needs; the plan is aligned to district goals, teacher goals, school or district resources, and best practices of instruction and organization.	
Stakeholder engagement Builds capacity of staff, students and other stakeholders to collaboratively develop, implement and sustain the shared vision, mission and goals of the school and district. Builds capacity of staff to identify and address barriers to achieving the vision, mission and goals.	

Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

1.2 Curriculum, Instruction and Assessment **Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment.**	Reflection / Feedback
Curriculum development Builds the capacity of staff to collaboratively implement and/or evaluate curriculum and instruction that meets or exceeds state and national standards and ensures the application of learning in authentic settings.	
Instructional strategies and practices Builds the capacity of staff to collaboratively research, identify, and implement evidence-based instructional strategies and practices that address the diverse needs of students.	
Assessment practices Develops the capacity of staff to implement and evaluate formative and summative assessments that drive instructional decisions.	

Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

1.3 Continuous Improvement Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.	Reflection / Feedback
Data-driven decision making Builds capacity of staff to use a wide-range of data to guide ongoing decision-making to address student and/or adult learning needs and progress toward school or district vision, mission and goals.	
Analysis of instruction Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team and school and district improvement goals, identify and address areas of improvement and celebrate successes.	
Solution-focused leadership Builds the capacity of staff to develop and implement solutions to schoolwide or districtwide challenges related to student success and achievement.	

Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

2.1 Recruitment, Selection and Retention Recruits, selects, supports and retains effective educators needed to implement the school or district's vision, mission and goals.	Reflection / Feedback
Recruitment, selection and retention practices Works with key stakeholders to collaboratively develop and implement a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school's or district's vision, mission and goals; influences district's policies and procedures.	
Evidence-based personnel decisions Engages staff in using multiple forms of evidence to make collaborative recruitment, selection and/or retention decisions.	
Cultivation of positive, trusting staff relationships Empowers others to cultivate trusting, positive relationships with school and district staff and external resources to retain highly qualified and diverse staff.	
Supporting early career teachers Builds capacity of staff to provide high-quality, differentiated support for early career teachers.	

Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

2.2 Professional Learning **Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals.**	Reflection / Feedback
Professional learning system Promotes collaborative practices and fosters leadership opportunities for a professional learning system that promotes continuous improvement.	
Reflective practice and professional growth Leads others to reflect on and analyze multiple sources of data to identify and develop their own professional learning.	
Resources for high-quality professional learning Collaboratively develops the conditions, including support, time and resources based on a comprehensive professional learning plan that leads to improved instruction; fosters leadership opportunities that lead to improved instruction.	

Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

2.3 Observation and Performance Evaluation Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.	Reflection / Feedback
Evidence-based evaluation strategies Fosters peer-to-peer collaboration based on evidence gathered from multiple sources, including peer-to-peer observation, which results in improved teaching and learning.	
Feedback Creates a culture that promotes collaborative conversations to strengthen teaching and enhance student learning.	

Domain 3: Organizational Systems

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

3.1 Operational Management Strategically aligns organizational systems and resources to support student achievement and school improvement.	Reflection / Feedback
Organizational systems Builds staff capacity to make or inform decisions about the establishment, implementation and monitoring of organizational systems that support the vision, mission and goals and orderly operation of the school or district.	
School site safety and security School site safety Builds staff capacity to identify, address, and/or resolve any identified safety issues and concerns in a timely manner.	
Communication and data Solicits input from all stakeholders to inform decisions regarding continuously improving the data and communication systems. Collaboratively develops capacity of staff to document and access student learning progress over time and continually seeks input on improving information and data systems.	

Domain 3: Organizational Systems

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

3.2 Resource Management Establishes a system for fiscal, educational and technological resources that operate in support of teaching and learning.	Reflection / Feedback
Budgeting Builds capacity of staff to play an appropriate role in the creation and monitoring of budgets within their respective areas. Advocates for financial resources for the betterment of school or district.	
Securing resources to support vision, mission and goals Practices responsible resource allocation while balancing programmatic needs with district goals and continuous improvement efforts.	
Resource allocation Engages relevant stakeholders in allocating resources to foster and sustain educational equity for diverse student, family and staff needs.	

Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

4.1 Family, Community and Stakeholder Engagement Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.	Reflection / Feedback
Communications Creates a schoolwide or districtwide culture in which staff make themselves accessible and approachable to families, students and community members through inclusive and welcoming behaviors.	
Inclusive decision-making Engages families and members of the community as leaders and partners in decision-making that improves school wide or district wide student achievement or student specific learning.	
Relationship building Actively engages with local, regional or national stakeholders to advance the vision, mission and goals of the school or district.	
Cultural competence and community diversity Integrates cultural competence and diversity of the community into multiple aspects of the educational program to meet the learning needs of all students.	

Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

4.2 School Culture and Climate **Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.**	Reflection / Feedback
Student conduct Establishes a school culture in which students monitor themselves and peers regarding the implementation of expectations for conduct.	
Professional conduct Establishes a school culture in which adults monitor themselves and peers regarding adherence to the Connecticut Code of Professional Responsibility for Administrators.	
Positive school climate for learning Supports ongoing collaboration with staff and community to strengthen a positive school climate.	

Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

4.3 Equitable and Ethical Practice **Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school or district community.**	Reflection / Feedback
Professional Responsibility and Ethics Maintains the highest standards of professional conduct and holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice and fairness.	
Equity, cultural competence and social justice Collaborates with all stakeholders to promote educational equity, dignity and social justice by ensuring all students have access to educational opportunities.	
Ethical use of technology Proactively addresses the potential benefits and hazards of technology and social media to support the school or district's vision, mission and goals. Demonstrates understanding of models and guides the legal, social and ethical use of technology among members of the school or district community	

Farmington Public Schools

Educator Evaluation and

Professional Development Plan

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

Revised: June 2024

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THE ROLE OF THE EEPD DISTRICT-WIDE COMMITTEE

The district-wide EEPD Committee serves as a collaborative decision-making group representative of the various educator and paraprofessional roles across the schools and district departments. The committee meets at least four times per year focusing on the development and implementation of:

- The Educator Evaluation and PD Plan (EEPD)
- School and district Professional Learning Plans
- New teacher induction

As needed, the committee uses a consensus protocol in order to create, revise, or provide continuous improvement feedback on the educator evaluation process and its implementation as well as professional learning opportunities responsive to educator and paraprofessional goals.

Table of Contents

Introduction

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

Actions Matter

We are the upholders of a respectful, inclusive, and welcoming school environment. Through our actions we tell our students that we believe in them and their ability to succeed and grow. We are committed to ensuring that every student feels known and supported. We will intervene when needed to restore trust and care for others. We believe that our actions demonstrate our high expectations for ALL students.

Excellence Matters

We strive for excellence and benchmark our outcomes against global standards of achievement, citizenship and scholarship. We value integrity and compassion in the pursuit of our goals and embrace feedback and critique of our work. Routinely, we express gratitude to each other, our families, and our students for partnering with us in the spirit of continuous improvement. We use data-informed practices to achieve our intended results. We believe that excellence is attainable through sustained collaborative effort.

Equity Matters

We recognize that our students are individuals with multi-faceted and diverse, evolving identities. As learners we must confront our own biases in order to be culturally responsive educators. It is essential that all students have access to challenging and meaningful curriculum and instruction with flexible pathways and open access to advanced levels of learning. We believe that equitable opportunity is a fundamental value of a high-quality education, and that diversity is an asset to our school community.

Mindset Matters

We understand that learning is a lifelong endeavor filled with successes and challenges. As agents of our own learning, we demonstrate a growth mindset and develop persistence, resilience, and confidence through self-directed inquiry. We remain optimistic and open-minded in the face of challenge and we have the humility to rethink our own assumptions. We believe that our positive outlook helps to create a joyful learning environment.

Teamwork Matters

We know that working together makes us stronger and more effective. Teaming is core to the way we do our work as it nurtures innovation and the power of shared accountability. Our approach to collaborative continuous improvement encourages all stakeholders to engage as active contributors to excellence in teaching and learning. We believe that teamwork lifts all voices and creates a sense of community.

Well-Being Matters

We are role models of healthy behavior and good decision-making. When we demonstrate the ability to manage stress, regulate our emotions, and balance the demands of a busy life, we show one another that taking care of one's self is a necessary companion to caring for others. Social, emotional and physical well-being impacts academic achievement. We believe that caring for the whole child is our responsibility.

FARMINGTON PUBLIC SCHOOLS
FPS Vision of the Global Citizen

The mission of the Farmington Public Schools is to enable all students to achieve academic and personal excellence, exhibit persistent effort, and live as resourceful, inquiring, and contributing global citizens.

Self-Aware Individual *I know myself and how to care for my own well-being.* I can assess my own personal strengths and needs, persist in overcoming obstacles to reach my own goals, make wise choices and informed decisions, and adapt to new challenges and opportunities by regulating my emotions and adjusting my behavior to positively impact myself and others.

Empowered Learner *I am a knowledgeable, reflective, and resourceful learner.* I can explore interests, take initiative, ask questions and conduct research. I can use technology and media tools skillfully, and learn from my successes and failures by engaging in feedback and self-assessment protocols.
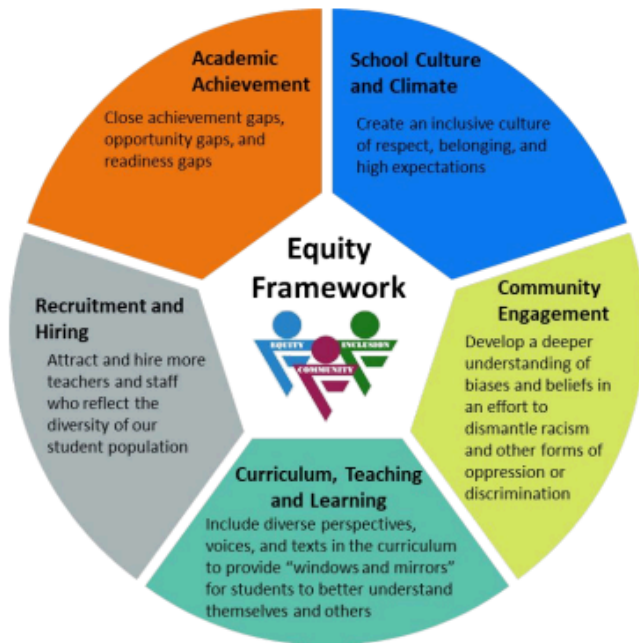
Disciplined Thinker *I can apply strategic thinking to develop ideas and solve problems.* I am a critical consumer of information recognizing point of view and bias. I can reason with evidence, synthesize and evaluate data, and connect concepts and ideas while thinking creatively and flexibly to design and develop innovative solutions, strategies, and outcomes.

Engaged Collaborator *I can work effectively and respectfully with diverse groups of people.* I can actively listen and seek to understand the ideas of others, self-monitoring for biased thinking. I can create inclusive environments for dialogue that establish and adhere to group norms for effective communication and conflict resolution.

Civic-Minded Contributor *I can actively contribute to a better world community.* I understand complex interdependent systems and their impact on people and the environment. I question prevailing assumptions, develop my cultural competence, and seek solutions through negotiation and compromise in order to contribute to the betterment of my local/global communities through service and civic participation.

FARMINGTON PUBLIC SCHOOLS
Equity Framework

Equity Framework

Academic Achievement
Close achievement gaps, opportunity gaps, and readiness gaps

School Culture and Climate
Create an inclusive culture of respect, belonging, and high expectations

Recruitment and Hiring
Attract and hire more teachers and staff who reflect the diversity of our student population

Community Engagement
Develop a deeper understanding of biases and beliefs in an effort to dismantle racism and other forms of oppression or discrimination

Curriculum, Teaching and Learning
Include diverse perspectives, voices, and texts in the curriculum to provide "windows and mirrors" for students to better understand themselves and others

Students come to school with a diversity of lived experiences, interests, identities, and talents. It is our responsibility to maintain an affirming environment for learning so that every child and young adult feels respected and valued as a contributing member.

All members of the school and district community can contribute to a welcoming and supportive learning environment for all young people. We will provide resources and time for students, teachers, staff, and families to learn from and with each other in ways that lift all voices, develop empathy and compassion, and promote opportunity for all to thrive.

Students must see themselves represented in the curriculum they study and engage with a diverse range of authors, experts, and mentors who contribute to their understanding and affirm their identities. We will audit new and existing units of study to reflect a curriculum that is culturally responsive, inclusive, challenging, and personally meaningful for ALL students.

Identity and learning are intricately related. The research is clear that there is a significant impact on achievement when black and brown students have teachers of color as role models who validate their identities. We will pursue new partnerships and pipelines for increasing the diversity of faculty and staff.

An examination of achievement and participation data points to disparities along racial and economic lines. We will use research on effective practice to prioritize strategies for closing gaps and eliminating inequity so that ALL students meet or exceed academic standards and exhibit the domains of the Vision of the Global Citizen.

Core Design Principles

The Farmington Educator Evaluation and Professional Development Plan is guided by the Connecticut Guidelines for Educator Evaluation and Support, 2024 which is grounded in multiple sources of research about effective practices for encouraging professional growth and development through the evaluation process.

The following principles are fundamental to the development and implementation of this plan:

The main goal of the EEPD process is to ensure high quality teaching and learning for all students. We have made a commitment to equitable access and opportunity for all students to achieve at high levels. Effective educators are essential to realizing this goal.

Educator evaluation should promote a culture of learning, dialogue, and continuous improvement. The evaluation process must be based on relational trust and a commitment to open, honest feedback in order to support educator growth. A learner mindset is at the heart of professional development and engaging in a reflective process of improvement demonstrates Farmington's Core Beliefs.

Shared accountability to school and district goals creates coherent understanding of effective practice. Clear expectations and ongoing capacity building to sharpen the vision for effective instruction is essential to the cycle of school and district improvement. Annual goal setting at the educator, school, and district levels creates a collaborative and interdependent approach to success.

Teamwork and collaboration support a sense of belonging to a high performing learning organization. Collegial support and professional dialogue is at the heart of systemic improvement. High expectations coupled with resources and routines that support adult learning promote a culture in which all voices are valued and everyone contributes to the team.

An orientation to the EEPD Plan for all FPS educators will take place annually at the start of each school year during an opening faculty meeting.

A CONTINUUM OF PROFESSIONAL GROWTH

Farmington Public Schools is a learning community committed to the growth and development of all educators and staff. Through a continuous cycle of new learning, dialogue, inquiry-based practice and application, and reflection, educators are deepening their understanding of effective instruction and refining their practices. Counselors, mental health professionals and related service providers are also engaged in the same reflective practices connected to their specific roles in supporting student achievement and well-being. We acknowledge our shared responsibility for taking a "whole child" approach to academic excellence and social-emotional development. Farmington's underlying belief in continuous improvement and efficacy inspires everyone to relentlessly pursue innovative practices on behalf of our students.

SUPERVISION, COACHING, AND EVALUATION

Effective educator evaluation systems are grounded in feedback and dialogue about performance. Farmington's plan aims to support a culture of collaboration and meaningful, timely and actionable feedback between and among colleagues and administrators. Regular, brief observations and conversation about practice promote ongoing professional learning. Opportunities to observe other teachers, work with an instructional coach, engage in lesson study with a team, and engage in dialogue about instructional problems of practice are all important elements of a comprehensive approach to evaluation.

Farmington has a long history of deprivatization of practice and encourages instructional rounds, and other types of classroom visits as an important part of how we learn together as a community. Not every classroom visit is considered supervisory or evaluative in nature.

PRIMARY AND SUPPORT EVALUATORS

In Farmington, the primary evaluator for most educators will be the school principal or assistant principal who will be responsible for the overall evaluation process. In some cases, support evaluators will collaborate with and assist the primary evaluator. Educators who travel between schools or are service providers /mental health professionals may be assigned to a Central Office administrator as the primary evaluator. Supervisors and evaluators conduct observations, goal setting meetings, review student data, and engage in reflective conversations with the educator offering feedback and support for ongoing development.

INSTRUCTIONAL COACHING

Why is coaching a valued practice of a community of learners?
Trusting, respectful, and collegial relationships are at the heart of belonging to an educational community of learners. Coaching partnerships honor these attributes while employing reflective practices which encourage educators to critically examine teaching methods, instructional decisions, and improve student outcomes. This is accomplished through a culture which promotes inquiry-based stances, reflection, peer feedback, problem solving, dialogue, and a celebration of collective teacher efficacy.

What is instructional coaching?
Instructional coaching is a form of professional development and support for educators aimed at improving teaching practices and student achievement. It is a partnership between professionals that uses student evidence to drive instruction. Coaches provide teachers with personalized, strengths-based feedback based on observations of student data and classroom performance in a continuous, dynamic cycle of professional growth.
The main goals of instructional coaching are to:
- Improve teaching effectiveness to meet the needs of a diverse student body,
- Enhance student learning by supporting teachers in improving their instructional practices, in order to positively impact student engagement, understanding, and achievement, and,
- Foster a culture of collaboration and continuous improvement where educators work together as partners to reflect on their practices, share ideas, and support each other's growth.

What does coaching look like in our schools?
Instructional coaching often involves various components, including but not limited to:
- In class collaboration - coaches provide support as teachers implement strategies or approaches in their classrooms.This might involve modeling, co-planning lessons, co-teaching, and/or offering resources and materials to support implementation. These modalities are all directed by student data.
- Collaborative inquiry or lesson study - coaches often participate in determining problems of practice and collaboratively teaching and/or observing co-authored lessons and improvement cycles based on student data.
- Student work and data analysis, data teams - teachers and coaches analyze student data collaboratively, discuss instructional strategies, and set goals for improvement. Coaches provide support and guidance to individuals and teams helping to facilitate meaningful discussions and action plans for improving whole classroom and small group instruction.
- Professional development - coaches offer targeted professional development tailored to the specific needs of individual teachers. This can include workshops, book studies, and/or one-on-one sessions focused on areas such as instructional strategies, classroom management, or assessment techniques.

CYCLE OF IMPROVEMENT PROCESS

Educators and evaluators meet at a minimum of three times a year to discuss professional growth and development. These meetings are intended to be a collaborative dialogue in support of continuous professional growth. In between these meetings, there is a balance of verbal and written feedback based on observations, reviews of practice (teamwork, SEL), and artifacts (lesson plans, assessment systems, student outcomes data) that align with the indicators on the Educator Performance and Practice Rubric.

By October 30th

Sample Goal Setting Meeting Agenda: approximately 45 min
1. Review and reflect on summative feedback from prior year (if available)
2. Discuss focus of Professional Growth Goal(s)
3. Discuss focus of Collaborative Inquiry Goal
4. Student Learning Outcomes - achievement data focus this year
5. Share plans for collecting feedback from students and families
6. Evaluator reflections and support - "How can I support you in accomplishing your plan?"

By February 15th

Sample Mid-Year Meeting Agenda: approximately 30 min
1. Update progress toward professional growth goal(s)
2. Update progress toward Collaborative Inquiry Goal (may be a group meeting)
3. Student Learning Outcomes data - achievement data focus
4. Sharing feedback from students and families
5. Evaluator reflections and support - "I see these areas of strength and these opportunities for improvement. How can I continue to support you?"

By June 20th

Sample End-of-Year Meeting Agenda: approximately 45 min
1. Summary of this year's goals - evidence of success
2. Student Learning Outcomes - summary of achievement data
3. Feedback from students and families - impact on your practice
4. Contributions to school / department / district
5. Evaluator reflections and support - "I see these areas of strength and these opportunities for improvement. How can I support your growth next year?"

Induction / Development

In 2024-25 only, all non-tenured educators

Who is in this phase?

- Beginning educators within their first 3 years in the profession
- Educators hired new to FPS or entering mid-year
- Educators who have moved internally to a new position with a significantly different set of standards (not just new grade level, school, or course)

How long are educators in the Induction / Development phase?

Educators remain in this phase until the core competencies of the Educator Performance and Practice Single Point Rubric are met and the educator and evaluator determine a readiness to move to the next phase, typically 1 to 3 years.

What is expected of the educator?

- Responsiveness to feedback from evaluator
- Participation in instructional coaching
- Regular dialogue with a mentor and/or team for support
- Growing understanding of all district Core Documents and priorities
- Professional growth goals aligned to the Educator Performance and Practice Rubric
- Accountability for Student Learning Outcomes
- Active engagement with the District and School Development Plan
- Responsiveness to feedback from students and families

What is expected of the evaluator?

☐ Regular observations and dialogue about practice
☐ Minimum of 2 formal observations per year, more if needed, with written feedback
☐ Minimum of 3 unannounced observations (classroom and non-classroom)
☐ Timely, specific, actionable feedback (minimum of 3 observations with written feedback)
☐ Supportive professional growth opportunities

How many Educator Growth Goals are required?

● **2 Individual Professional Growth Goals -** Educators will determine focus areas based on a reflective self-assessment aligned with the Educator Performance and Practice Single Point Rubric (may align with TEAM modules also)
● **1 Collaborative Inquiry Goal -** Educators will determine a focus area aligned with the VoGC and the School or Program Development Plan (may be a one year or two year goal)

What will educators be doing in this stage of professional growth?

● Observing other educators
● Learning from team members
● Engaging in coaching cycles
● Actively participating in all school / dept PD
● Completing TEAM modules (as assigned based on certification)
● Working with a mentor
● Using the FTL to plan lessons
● Participating in data team meetings
● Book studies

Refinement / Empowerment

In 2024-25 only, all tenured educators

Who is in this phase?
- Educators who have met expectations in the Induction/Development phase and are ready for increased autonomy and self-direction

How long are educators in the Refinement / Empowerment stage?

Educators remain in this phase unless the evaluator recommends more intensified support. This may be focused on one or more areas in need of improvement on the Educator Performance and Practice Single Point Rubric.

What is expected of the educator?

- Demonstrated commitment to learning, feedback, and reflective practice
- Initiative and innovation in enacting the Educator Performance and Practice Rubric competencies
- Accountability for Student Learning Outcomes
- Active engagement with the District and School Development Plan
- Responsiveness to feedback from students and families
- Contributions to a positive culture of learning and improvement

What is expected of the evaluator?

- ☐ Regular observations and dialogue about practice
- ☐ Optional: 1 formal observation per year as needed to support teacher practice, with written feedback
- ☐ Minimum of 4 unannounced observations per year (minimum of 3 observations, classroom and non-classroom, with written feedback)
- ☐ Specific, actionable feedback
- ☐ Supportive professional growth opportunities

How many Educator Growth Goals are required?

- **1 Individual Professional Growth Goal -** Educators will determine a focus area based on a reflective self-assessment aligned with the Educator Performance and Practice Rubric
- **1 Collaborative Inquiry Goal -** Educators will determine a focus area aligned with the VoGC and the School or Program Development Plan (may be a one year or two year goal)

What will educators be doing in this stage of professional growth?

- Observing other educators
- Looking at student work
- Using the FTL to plan lessons responsively for student needs
- Participating in data team meetings
- Leading or engaging in collaborative book studies
- Conducting Action Research
- Contributing to colleagues' / team's learning
- Engaging in coaching cycles or possibly providing peer coaching
- Actively participating or facilitating school / dept PD
- Conducting a Lesson Study protocol as needed
- Serving on various committees, writing curriculum, mentoring colleagues, advising student clubs / activities based on interest and availability

Intensive Support

Assigned as Needed

Who is in this phase?

Educators who have demonstrated a need for more intensive support and corrective action as determined by the evaluator.

How long are educators in the Intensive Support phase?

Educators remain in this phase until all goals are met and the evaluator determines that intensive support is no longer needed. Tiered levels of intensive support may be needed for a few months or as long as one school year. Moving into this professional growth phase can happen at any point in the school year, but is most likely to be initiated at the mid-year or end-of-year meeting. A member of the bargaining unit will be invited to support the educator in the process.

What is expected of the educator?

- Reflective self-assessment including previous feedback from evaluator
- Development of an Intensive Support Plan, based on one or more areas from the Educator Performance and Practice Single Point Rubric, as determined by the evaluator
- Actions to demonstrate urgency and commitment to growth and improvement
- Participation in learning cycles with supportive coaching and resources
- Initiative and a learner mindset

What is expected of the evaluator?

- ☐ Clear expectations and priority areas for improvement
- ☐ Actionable, specific, timely feedback
- ☐ Supportive resources and coaching
- ☐ Minimum monthly check-ins to discuss progress
- ☐ Well-defined timeframes for demonstrating improvement

What happens if the intensive support is not successful?

If an educator's performance continues to be ineffective at the conclusion of the plan, or if the educator's performance is determined to need intensive support for a second time within a 3 year span, it is possible that the evaluator will recommend dismissal.

What will educators be doing in this stage of professional growth?

Tier 1: Working with an instructional coach, observing colleagues, reading resources, engaging in ongoing dialogue with the evaluator
Tier 2: Continuing with above and attending additional training
Tier 3: Continuing with above and participating in bi-weekly mentoring meetings with a designated supervisor or mentor

PROCEDURES FOR RESOLUTION OF DIFFERENCES

The purpose of a resolution process is to seek common understanding and a reasonable solution at the lowest possible administrative level when an educator disagrees with some or all of the summative evaluation commentary written by the evaluator. It is expected that most disagreements can be resolved respectfully.

When such an agreement cannot be reached, an additional evaluator and a union representative shall participate in a conflict resolution meeting along with the educator and evaluator. This meeting shall be scheduled within 1 calendar week of the issuance of the summative evaluation. The evaluator may choose to adjust the report, but is not obligated to do so.

In the end, if no collaborative resolution results from this meeting, the superintendent (or designee) will meet with the educator and evaluator, discuss the issues in dispute and why they were unable to resolve them, and make a final determination as to the summative evaluation content. The educator retains the right to attach a statement to the summative evaluation report, identifying the areas of concern and presenting a different perspective.

Claims that the district has failed to follow established procedures only of the evaluation process shall be subject to the grievance procedures set forth by the collective bargaining agreement.

SAMPLE FEEDBACK FORM

PROFESSIONAL EDUCATOR STANDARDS Observation Feedback - Sample Form	
Active Learning Community □ Self-managed classroom routines □ Restorative practices □ Identity affirming □ Inclusive interactions □ Academic discourse	**Data Analysis** □ Equity-focused □ SRBI progress monitoring methods
Challenging Expectations □ Productive struggle □ Flexible pacing □ Strengths-based support □ High cognitive demand for all	**Relationships** □ Proactive family partnerships □ Warm demander □ Cultural competence and humility □ Restorative practices
Meaningful Knowledge □ Real world audiences □ Learning has impact on self or others □ Culturally and personally relevant □ Students as producers	**Collaboration** □ Resourceful team member □ Seeks advice and expertise □ Inclusive approach
Purposeful Engagement □ Reveals individual strengths / talent □ Elevates student voice □ Thinking is public	**Professional Growth** □ Self-directed learner □ Inquiry-oriented
Individual Responsibility □ Learner independence □ Diverse role models □ Students as leaders □ Self-advocacy	**Professional Responsibility** □ Ethical behavior □ Good attendance □ Timely work completion
FEEDBACK	
Date:	

Farmington Public Schools
Summative Educator Evaluation

Educator:	Evaluator(s):
School / Dept.	Start Date in FPS:
School Year:	Professional Growth Phase: ☐ Induction / Development ☐ Refinement / Empowerment ☐ Tiered Support

STUDENT LEARNING OUTCOMES:

Students are meeting or exceeding performance expectations or are making appropriate progress across all data, including high needs subgroups

We reviewed the following data:
Comments / Feedback:

PROFESSIONAL GROWTH:

Overall Commendations:

Areas for Ongoing Growth:

Areas in Need of Improvement:

Notable Contributions to the School Community / Department / District:

Educator: Signature indicates that the educator has read and discussed this summative evaluation

Evaluator: Signature indicates that the educator has actively and thoughtfully participated in the evaluation process and successfully completed all expectations

Educator:	Date:
Evaluator:	Date:
Support Evaluator:	Date:
Professional Growth Phase for next year: ☐ Induction / Development ☐ Refinement / Empowerment ☐ Tiered Support	

To be completed no later than June 30th of the school year

INDIVIDUAL PROFESSIONAL GROWTH GOAL

Educator:	School Year:	Evaluator:

Goal Statement: What will you focus on from the Educator Performance and Practice Rubric? Why did you select this / these area(s)?

Indicators of Success: What do you anticipate to be the measurable impact on students? How will you collect evidence?

Student Feedback: How do you plan to gather and reflect on student feedback?

Mid-Year Update

Process and Progress Notes:

End of Year Results

Reflective Summary: What did you learn? What was the impact on students?

COLLABORATIVE INQUIRY GOAL

Educators on the Team:	School Year:	Evaluator:

Goal Statement: What will your team focus on from the SDP / PDP? How is it connected to the VoGC?

Indicators of Success: What do you anticipate to be the measurable impact on students? How will you collect evidence?

Feedback: How do you plan to gather student feedback?

Data-Driven Cycles of Improvement

Process and Progress Notes:

End of Year Results

Reflective Summary: What did you learn? What was the impact on students?

Intensive Support Plan

The goal of this plan is to clarify expectations for improvement and to support the educator in meeting those expectations with additional resources and coaching.

Date plan begins:	Evaluator:	Educator:

Goals: Evaluator lists the indicators from the Educator Performance and Practice Single Point Rubric that are the focus of this plan

1.
2.
3.

Resources and Support: Evaluator lists the types of support that will be provided. The timeframe will indicate the need to move to the next Tier of support.
- Tier 1: Establish a timeframe appropriate to the nature of the goals (# of weeks)
- Tier 2: (implemented if needed)
- Tier 3: (implemented if needed)

Action Steps: Educator maintains a record of actions taken to address the goals of this plan outlined below:

Date(s):	Action(s):	Outcome(s):

Progress: Evaluator will schedule regular observations and follow-up meetings to discuss progress toward meeting expectations. Frequency will be adjusted based on progress.

Meeting Date:	Evaluator's Feedback:

Farmington Public Schools Educator Performance and Practice Single Point Rubric	
Active Learning Community	**Feedback**
Organize the classroom environment with flexible opportunities for individual and group learning and resources to support a self-managed classroom.	
Develop and revisit classroom norms in partnership with students to ensure inclusive and respectful interactions.	
Use effective restorative conflict resolution practices to re-establish feelings of intellectual safety when needed.	
Provide direct instruction and guided practice in the skills and dispositions of effective collaboration.	
Affirm identity development over time and offer opportunities for learners to reflect on and express their various evolving identities.	
Facilitate student to student discourse leading to the social construction of knowledge.	
Model disciplined thinking and encourage questions, debate, dialogue and discussion as the hallmarks of academic discourse.	
Structure opportunities for students to share work publicly and promote learning through engagement with others as mentors and critics.	
Students use classroom resources and space to develop independence in the learning process.	
Students uphold and exhibit classroom norms for respectful behavior and productive collaboration.	
Students participate in conflict resolution processes with a willingness to understand other perspectives.	
Students support the expression of various identities in the school community.	
Students express ideas and opinions clearly while also actively seeking to understand and appreciate multiple points of view.	
Students share work publicly and exchange meaningful feedback to improve process and product.	

Challenging Expectations	Feedback
Use learning targets to describe content standards and learner expectations achievable by all with flexible pacing and targeted support.	
Build learners' understanding of success using rubrics, examples and models of student work.	
Offer multiple and varied ways of demonstrating mastery and timely formative feedback that supports student progress.	
Sequence content and manage the amount of new information in order to attend to cognitive load.	
Anticipate or uncover misconceptions to design differentiated, responsive instruction.	
Pose intriguing questions, problems and tasks that engage all students in productive struggle.	
Design learning experiences with a strengths-based approach, avoiding deficit thinking.	
Engage students in practice, rehearsal and critique protocols to refine knowledge and skills.	
Students ask questions to clarify expectations, learning targets and available resources.	
Students describe the attributes of success and reflect on their own related strengths.	
Students use models, rubrics, and feedback to evaluate and improve their own work.	
Students build effective personalized habits of work and study.	
Students persist in the face of challenges, seeking teacher and/or peer support as needed.	
Students develop stamina, focus, and confidence as a result of overcoming challenges.	

Meaningful Knowledge	Feedback
Learn about students' family and cultural backgrounds to maximize opportunities to amplify connectedness to the curriculum.	
Link new learning to students' prior knowledge and life experiences.	
Develop tasks that require students to synthesize, transfer and apply knowledge and skills to new situations.	
Make purposeful connections to broad concepts, themes, and cross-curricular ideas and skills.	
Engage students in applying new knowledge and skills to authentic situations that have an impact on others.	
Design learning experiences that position students as producers not just consumers of information.	
Students are curious about new learning and find connections to life experiences and background knowledge.	
Students organize and synthesize new information into broad themes, topics and concepts with cross curricular meaning.	
Students share personally relevant experiences when studying new ideas and concepts.	
Students demonstrate understanding of big ideas and concepts by applying them to new or novel situations or problems.	
Students actively participate in producing meaningful products, performances, or presentations that have an impact on others.	
Students recognize and acknowledge that meaning is different for everyone and seek to understand the value of new learning for others.	

Purposeful Engagement	Feedback
Activate curiosity through the design of learning experiences that appeal to learners' emotions like wonder, surprise, or purposeful uncertainty.	
Structure lessons with an inquiry-orientation and to promote learner agency and self-direction.	
Use media and technology tools to enhance relevance, research, and real world impact.	
Make thinking public and engage students in examining each other's ways of knowing.	
Give students contributing roles to build individual strengths and talents.	
Situate new learning in a local or global context to highlight relevance.	
Respond to differences by enabling learners to engage with, make sense of, and demonstrate understanding in different ways.	
Students remain open and interested in new ideas and learning experiences.	
Students take initiative to bring innovative ideas and new resources into the learning community.	
Students actively explore interests, questions, and intriguing problems.	
Students use technology skilfully and responsibly as a tool for learning and exhibiting work.	
Students hold themselves to a high standard of excellence that keeps them focused.	
Students explain the local or global context for learning.	
Students embrace partnership and leadership roles in class with self-awareness and adaptability.	

Individual Responsibility	Feedback
Give students opportunities to make choices about content, process, and/or product.	
Enact student-led classroom routines to encourage independence and resourcefulness.	
Introduce students to diverse role models who have overcome challenges and negative stereotype threats.	
Help students understand that mistakes, failures, and self-doubt are temporary and a normal part of the learning process.	
Develop the habit of reflection - monitoring one's own thinking and setting goals for improvement.	
Explicitly teach strategies for recognizing and regulating emotional states that impede learning.	
Model and discuss healthy ways to balance academic expectations, personal interests and family life.	
Students know themselves as learners and make good choices about what, when, and how they want to learn.	
Students take ownership for effective work habits and strategies that lead to productive outcomes.	
Students seek role models and trusted adults who inspire confidence and model resilience.	
Students persist through challenges and feelings of self-doubt.	
Students learn to use metacognitive strategies to monitor thinking.	
Students self-assess and reflect on achievement in order to set ambitious but attainable goals.	
Students manage and regulate emotions in order to be ready to learn.	

Relationships / Collaboration	Feedback
Show respect for and cultural humility toward diverse families' values, beliefs and identities to promote effective communication and partnership	
Develop caring and supportive relationships with students as a foundation for establishing trust, high expectations, and high engagement	
Consistently communicate with families to ensure awareness of student progress and to support learning at home	
Positively contribute to teamwork and school-wide goals and priorities in alignment with established norms	

Data Analysis	Feedback
Systematically engage in collaborative protocols to examine student work, calibrate expectations, analyze achievement data and adjust instructional strategies responsively	
Seek input from colleagues and specialists to maximize student growth and learning, especially for students in high needs subgroups	
Use data from feedback surveys or focus groups to improve practice and relationships	

Professional Learning	Feedback
Demonstrate a learner mindset by actively engaging in systems of feedback and support	
Show a commitment to ongoing professional growth through a willingness to explore and develop new practices	
Contribute to the adult learning community in the school or district	
Be self-directed in goal setting, inquiry learning, and reflection as core components of continuous improvement	

Professional Responsibility	Feedback
Demonstrate all aspects of the CT Code of Professional Responsibility including: ● Attendance, ethical behavior, timely work completion, respectful environment, contributions to the school community, and home-school communication	

Farmington Public Schools - Related Services Provider Performance and Practice Single Point Rubric	
Active Learning Community	**Feedback**
Develop and revisit session norms in partnership with students to ensure inclusive and respectful interactions.	
Use effective restorative conflict resolution practices to re-establish feelings of intellectual safety when needed.	
Provide direct instruction and guided practice in the skills and dispositions of effective collaboration.	
Affirm identity development over time and offer opportunities for learners to reflect on and express their various evolving identities.	
Facilitate student to student discourse leading to the social construction of knowledge.	
Model disciplined thinking and encourage questions, debate, dialogue and discussion.	
Structure opportunities for students to share work publicly and promote learning through engagement with others as mentors and critics.	
Promotes positive social interactions among students by establishing positive relationships through rapport building	
Students uphold and exhibit session norms for respectful behavior and productive collaboration.	
Students participate in conflict resolution processes with a willingness to understand other perspectives.	
Students support the expression of various identities in the school community.	
Students express ideas and opinions clearly while also actively seeking to understand and appreciate multiple points of view.	
Students share work publicly and exchange meaningful feedback to improve process and product.	
Students use available resources and space to develop independence in the learning process.	

Challenging Expectations	Feedback
Use learning targets to describe individualized goals and learner expectations achievable with flexible pacing and targeted support.	
Build learners' understanding of success using rubrics, examples and models of student work.	
Offer multiple and varied ways of demonstrating mastery and timely formative feedback that supports student progress.	
Sequence content and manage the amount of new information in order to attend to cognitive load.	
Anticipate or uncover misconceptions to design differentiated, responsive instruction.	
Pose intriguing questions, problems and tasks that engage all students in productive struggle.	
Design learning experiences with a strengths-based approach, avoiding deficit thinking.	
Students ask questions to clarify expectations, learning targets and available resources.	
Students describe the attributes of success and reflect on their own related strengths.	
Students persist in the face of challenges, seeking teacher and/or peer support as needed.	
Students develop stamina, focus, and confidence as a result of overcoming challenges.	
Engage students in practice, rehearsal and critique protocols to refine knowledge and skills.	

Meaningful Knowledge	Feedback
Learn about students' family and cultural backgrounds to maximize opportunities to amplify connectedness to the curriculum.	
Link new learning to students' prior knowledge and life experiences.	
Develop tasks that require students to synthesize, transfer and apply knowledge and skills to new situations.	
Engage students in applying new knowledge and skills to authentic situations that have an impact on others.	
Design learning experiences that position students as producers not just consumers of information.	
Students are curious about new learning and find connections to life experiences and background knowledge.	
Students share personally relevant experiences when learning new ideas and concepts.	
Students demonstrate understanding of big ideas and concepts by applying them to new or novel situations or problems.	
Students actively participate in producing meaningful products, performances, or presentations that have an impact on others.	
Students recognize and acknowledge that meaning is different for everyone and seek to understand the value of new learning for others.	

Purposeful Engagement	Feedback
Activate curiosity through the design of learning experiences that appeal to learners' emotions like wonder, surprise, or purposeful uncertainty.	
Structure lessons with an inquiry-orientation and to promote learner agency and self-direction.	
Use media and technology tools to enhance relevance, research, and real world impact.	
Make thinking public and engage students in examining each other's ways of knowing.	
Give students contributing roles to build individual strengths and talents.	
Provide opportunities for students to independently select learned strategies that support their learning in the school setting and larger world	
Respond to differences by enabling learners to engage with, make sense of, and demonstrate understanding in different ways.	
Students remain open and interested in new ideas and learning experiences.	
Students take initiative to bring innovative ideas and new resources into the learning community.	
Students actively explore interests, questions, and intriguing problems.	
Students use technology skillfully and responsibly as a tool for learning and exhibiting work.	
Students hold themselves to a high standard of excellence that keeps them focused.	
Students embrace partnership and leadership roles in sessions with self-awareness and adaptability.	

Individual Responsibility	Feedback
Give students opportunities to make choices about content, process, and/or product.	
Enact student-led session routines to encourage independence and resourcefulness.	
Introduce students to diverse role models who have overcome challenges and negative stereotype threats.	
Help students understand that mistakes, failures, and self-doubt are temporary and a normal part of the learning process.	
Develop the habit of reflection - monitoring one's own thinking and setting goals for improvement.	
Explicitly teach strategies for recognizing and regulating emotional states that impede learning.	
Model and discuss healthy ways to balance academic expectations, personal interests and family life.	
Students identify their own learning needs based on their own individual data to advance learning, growth and development	
Students demonstrate and/or independently facilitate routines and transitions	
Students seek role models and trusted adults who inspire confidence and model resilience.	
Students persist through challenges and feelings of self-doubt.	
Students learn to use metacognitive strategies to monitor thinking.	
Students self-assess and reflect on achievement in order to set ambitious but attainable goals.	
Students manage and regulate emotions in order to be ready to learn.	

Relationships / Collaboration	Feedback
Shows respect for and cultural humility toward diverse families' values, beliefs and identities to promote effective communication and partnership	
Develops caring and supportive relationships with students as a foundation for establishing trust, high expectations, and high engagement	
Consistently communicates with families to ensure awareness of student progress and to support development at home	
Positively contributes to teamwork and school-wide goals and priorities in alignment with established norms	

Data Analysis	Feedback
Systematically engages in collaborative protocols to examine student work, calibrate expectations, analyze session/observational data and adjust instructional strategies responsively	
Seeks input from colleagues and specialists to maximize student growth and learning	
Uses data from parents, students and colleagues in order to improve practice and relationships	

Professional Learning	Feedback
Demonstrates a learner mindset by actively engaging in systems of feedback and support	
Shows a commitment to ongoing professional growth through a willingness to explore and develop new practices	
Contributes to the adult learning community in the school or district	
Is self-directed in goal setting, inquiry learning, and reflection as core components of continuous improvement	

Professional Responsibility	Feedback
Demonstrates all aspects of the CT Code of Professional Responsibility including: ● Attendance, ethical behavior, timely work completion, respectful environment, contributions to the school community, and home-school communication Adheres to discipline specific code of Ethics	

For educators serving in the role of department leader, instructional or SEL coach / specialist

Mission, Vision, and Goals	Feedback
1. Develop a shared understanding of the district / program / school / department goals and priorities among faculty and staff 2. Communicate with students and families about the vision and goals for the district / program / school / department and assist faculty in doing the same 3. Demonstrate an equity-focused mindset about access and opportunity for all	
High Expectations	**Feedback**
1. Establish and communicate a culture of high expectations for all learners - adults and students 2. Monitor instructional tasks and feedback loops to ensure that students are engaged in rigorous and relevant learning 3. Build an understanding of tiered systems of challenge and support and how to use data to make instructional decisions 4. Facilitate the use of high quality authentic models and exemplars to lift the level of student outcomes	

Instructional Capacity	Feedback
1. Visit classrooms regularly and engage in reflective conversations about effective practice with individuals and teams 2. Employ effective coaching practices and routines that support the needs of adult learners at all levels of experience 3. Develop and implement continuous improvement plans that result in observable evidence in daily instruction 4. Facilitate professional learning resulting in coherent understanding and enactment of the VoGC and the FTL	
Curriculum Development	**Feedback**
1. Ensure that the written curriculum is standards-led, mastery-based, and purpose-driven 2. Support the development of community connections to enhance meaningful and experiential learning 3. Initiate innovative improvements to courses, pathways, and units of study as needed to provide a coherent learning continuum for all students 4. Assist educators in sequencing and pacing the curriculum to be responsive to learner needs 5. Develop and revise curriculum and text selections to ensure representation and multiple voices and perspectives	

Assessment Systems	Feedback
1. Establish and maintain student-engaged assessment practices that include formative checks for understanding and varied ways of demonstrating knowledge and skill 2. Ensure that students know themselves as learners and can reflect on the attributes of the VoGC applied to the discipline 3. Build educator capacity for providing timely, specific, and actionable feedback to impact student learning outcomes	

Data Analysis	Feedback
1. Establish and facilitate data routines that drive instructional decisions and programmatic improvements 2. Develop strategic opportunities for collecting and using student feedback effectively 3. Maintain a focus on the cohort of high needs students and innovative ways to positively impact student achievement	

Coherence and Alignment	Feedback
1. Use systems and routines to monitor for coherence and alignment across grades and classrooms and content areas 2. Create documents and resources that articulate learning progressions and pathways, K to 12 3. Engage faculty in building shared	

beliefs and coherent practices that lead to deeper learning for all students	
Relationships	**Feedback**
1. Cultivate a learning culture in which collaborative inquiry and innovation are valued 2. Maintain an accessible and approachable leadership style 3. Foster cultural humility and a sense of belonging for all stakeholders 4. Lead with empathy and a commitment to help others feel seen and heard	
Professional Growth	**Feedback**
1. Demonstrates a learner mindset by actively engaging in systems of feedback and support 2. Shows a commitment to ongoing professional growth through a willingness to explore and develop new practices 3. Is self-directed in goal setting, inquiry learning, and reflection as core components of continuous improvement	
Professional Responsibility	**Feedback**
Demonstrates all aspects of the CT Code of Professional Responsibility including: ● Attendance, ethical behavior, timely work completion, respectful environment, contribution to the school community, and home-school communication	