

WILLINGTON PUBLIC SCHOOLS ADMINISTRATOR EVALUATION PLAN

July 1, 2024

Professional Learning and Evaluation Plan

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Willington's Administrator Evaluation Plan establishes high standards for performance that ultimately lead to and are evidenced by improved student learning, growth and achievement. Professional standards and criteria identified in the Marshall Administrator Evaluation Rubric (2024) provide the foundation for the administrator evaluation plan.

The Marshall Principal Evaluation Rubric (2024) is built upon the following 6 domains:

- A. Strategy*
- B. First Things First*
- C. Curriculum and Data*
- D. Talent Development*
- E. Culture*
- F. Management*

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

ROLES AND RESPONSIBILITIES

Responsibilities of Evaluator (Superintendent) and Evaluatees (Administrators)

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

- The review and understanding of the Marshall Principal Evaluation Rubric (2024).
- The review and familiarity with applicable state and national standards.
- Adherence to established timelines as outlined in the plan in a timely manner.
- Sharing of professional resources and new learnings about professional practice.

Evaluator Role (Superintendent)

- The Superintendent will be assigned as the primary evaluator for all administrators.
- Review of and familiarity with evaluatees' previous evaluations.
- Participation in collaborative conferences with evaluatees.
- Assistance with assessment of goals, student learning, growth and achievement indicators, learning activities developed and implemented by evaluatees, and outcomes.
- Analysis and assessment of performance, making recommendations as appropriate.

Evaluatee Roles (Administrator)

- Reflection on evaluations.
- Engagement in inquiry-based professional learning opportunities.
- Participation in collaborative conferences with their evaluator.
- Development, implementation, and self-assessment of goals, student learning, growth and achievement indicators, learning activities, and outcomes.

PLAN IMPLEMENTATION

On an annual basis, the district will provide an orientation and training for the professional learning plan which will include a review of the protocols for evaluation and observations, including timelines, rubrics, and necessary documentation.

Administrators new to Willington will be provided with an electronic copy of the Administrator Evaluation Plan and will engage in training to ensure that they understand the elements and procedures necessary for implementation.

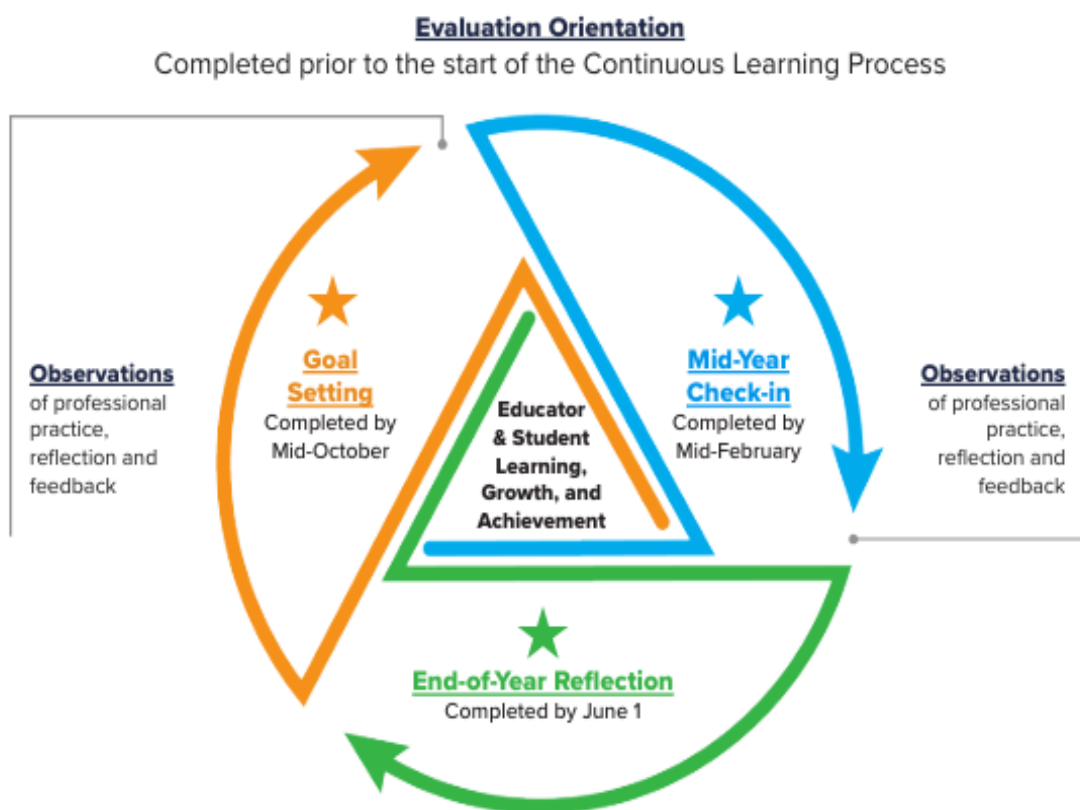
New Administrator Support and Induction

An orientation for new administrators will be provided and will cover:

- School philosophy and goals
- Policies, procedures, schedules, and routines
- Assignments and responsibilities
- Curriculum and instructional support
- Resources for professional learning
- Support services information
- Evaluation, including this plan

PROCESS AND TIMELINE OF ADMINISTRATOR EVALUATION

Educator Continuous Learning Process



Goal Setting

Completed by Mid-October

Beginning of the Year Goal(s) and Planning

- Self reflect
- Review evidence

Goal(s), Rationale, Alignment, and Professional Learning Plan

- Draft goal(s), rationale, alignment, professional learning plan

Goal Setting Conference

- Mutually agree on 1-, 2-, or 3-year goal(s)
- Determine individual or group goal(s)
- Mutually agree on professional learning needs and support

Mid-year Check-in

Completed by Mid-February

Mid-Year Check-in: Reflection, Adjustments, and Next Steps

- Review and discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on educator practice, student learning, growth, and achievement

Mid-Year Conference

- Discuss evidence, reflection, and feedback from evaluator
- Adjust and revise as needed

End-of-Year Reflection

Completed by June 1

End-of-Year Reflection and Feedback Process

- Self-reflection: Review and discuss professional learning, evidence of impact on practice, student learning, growth and achievement

End-of-Year Conference/ Summative Feedback and Growth Criteria

- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off

1. Orientation (by September 15):

To begin the annual evaluation process the superintendent will meet with administrators individually to discuss the evaluation process and their roles and responsibilities. In this meeting, they will review and discuss the following:

1. Marshall Principal Evaluation Rubric (2024).
2. School or district priorities.
3. SMART goals related to professional growth and student development.
4. Self-assessment processes and purposes.
5. Data collection processes and analysis.
6. Access to the online evaluation system (Google Drive) for documentation.

2. Goal-setting Conference (by October 15):

Part of an administrator's evaluation will be based on the achievement of student learning, growth, and achievement outcomes defined by SMART Goals aligned with district achievement priorities. SMART Goals may be one-, two-, or three-year goals and be developed using multiple measures. Indicators of professional growth and student development used as evidence of whether goals/objectives are met shall be determined through the comparison of data over time.

The outcome-related indicators will be written to meet SMART goal criteria, i.e. Specific, Measurable, Attainable, Relevant, and Time-Bound. Each SMART goal should make clear (1) what evidence was or will be examined, (2) what level of performance is targeted, and (3) what will be used to measure the targeted level of performance.

Administrators will submit their SMART goal(s) to their evaluator for review. Once agreed upon, administrators must monitor their professional growth and students' progress toward achieving their SMART goals. Artifacts related to the administrator's monitoring practices can be reviewed and discussed during the Mid-Year Conference.

- In advance of the Goal Setting Conference, the administrator will examine data related to current students' performance (including, but not limited to standardized tests, portfolios, and other student work appropriate to the teacher's content area), the prior year evaluation and survey results, previous professional learning goals, and the Marshall Principal Evaluation Rubric (2024).
- The administrator will draft the following items:
 - a) SMART Goals to address student achievement objectives;

b) one focus area with strategies for improving outcomes based on the Marshall Principal Evaluation Rubric (2024).

The administrator and superintendent come to a mutual agreement on the goals, along with the evidence, professional learning plan, and support that is consistent with their professional status for goal attainment.

3. Observations

An administrator's evaluation will be based on evidence of practice and performance, using the Marshall Principal Evaluation Rubric (2024). Evaluators will observe practice using a combination of observations and non-classroom reviews of practice throughout the school year.

Observations

Administrators will receive a minimum of three unannounced informal observations. These mini-observations will be followed by written feedback by the superintendent utilizing the Marshall Principal Evaluation Rubric (2024). Data will be entered into a Google document where the administrator will have the opportunity to provide a written reflection. A face-to-face meeting must occur for at least one of the informal observations. Feedback from the superintendent should be provided within 48 hours of the observation.

Review of Practice

Each administrator will receive a minimum of one written *Review of Practice*. The review will utilize the Marshall rubric domains and may be obtained from data meetings, team meetings, staff meetings, professional development sessions, or other observable moments.

4. Mid-Year Formative Check-in (by January 31)

The administrator and superintendent will hold a mid-year check-in. The discussion should focus on progress toward meeting the goals and developing one's practice. Both will bring evidence about practice and student learning, growth, and achievement data to review and make explicit connections between the goal and observation components of the evaluation program. The evaluator will provide specific, standards-based feedback related to the educator's goal(s) and observation(s) with evidence aligned to the Marshall Principal Evaluation Rubric (2024). The mid-year conversation provides an opportunity to discuss evidence, learning, and the next steps toward goal attainment. If necessary, they may mutually agree to revisions to strategies or approaches used and/or mid-year

adjustment of SMART goals to accommodate changes (e.g., student populations, assignment). The superintendent should document any actions the administrator can take and identify any support they can provide to promote growth.

5. End-of-year summative review (June 1 or by the last student day)

The end-of-year reflection and summative review provide an opportunity for the superintendent and administrator to engage in reciprocal dialogue, similar to the mid-year check-in, to discuss progress toward the administrator's goal(s); professional learning as it relates to their professional growth and practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact of new learning on administrator practice and growth, the impact on student learning, growth, and achievement, strengths and concerns, and possible next steps for the upcoming year. The superintendent provides a concise summary based upon evidence related to the mutually agreed upon educator goal(s) and identified standards, **noting the successful or unsuccessful completion of the evaluation cycle.**

The administrator reviews and reflects on all information and data collected during the year related to the goals and completes the end-of-year *self-assessment* (Marshall Rubric) which is due to the evaluator before the end-of-year conference. The self-assessment should focus on their goals, focus area, and examples of leadership, referencing the Marshall Principal Evaluation Rubric (2024).

The self-assessment should address all components of the evaluation plan and include what the administrator learned throughout the year supported by evidence and personal reflection. The self-assessment should also include a statement that identifies a possible future direction that is related to the year's outcomes. There should be a review of multiple pieces of evidence, which may include artifacts; observations of practice; teacher, leader, and staff feedback; and reflections of the leader on organizational growth.

Should an administrator disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek a common understanding of the issues. The evaluator may choose to adjust the report but is not obligated to do so. The administrator has the right to attach a statement to the observation report or summative evaluation presenting their perspective.

PROFESSIONAL PRACTICE SUPPORT STRATEGIES

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on an Administrator Assistance Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support in their creation of an Administrator Assistance Plan. This plan intends to support an administrator's professional growth.

Tier 1 (all)

It is the expectation that all educators consistently access opportunities for professional growth. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities, and other general supports. These resources should be identified through a goal-setting process by mutual agreement.

Tier II (some)

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus through activities such as professional learning opportunities and observations. The superintendent and administrator may collaboratively plan the following activities:

- establish a support team
- provide a targeted coaching cycle (with modeling)
- schedule additional observations
- suggest targeted resources

Tier III (targeted few)

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the administrator and may be assigned by the evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to an Administrator Assistance Plan. Tier 3 supports shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative. The start date and duration of time receiving Tier III support should be clearly documented and may include:

- additional focused observations
- targeted resources
- outside expert resource

ADMINISTRATOR ASSISTANCE PLAN

Administrators will be notified in writing at a conference if they are identified for an assistance plan. Administrators will collaborate with their evaluator in the development of a support plan. The process will identify areas of improvement needed and include support that will be provided. The contents of the plan will be confidential. An administrator may be put on a plan due to identified concerns by the superintendent at any time. Appendix B has a template for an Administrator Assistance Plan.

Development and Implementation of the Assistance Plan

Within 5 working days of notification, the superintendent and administrator will meet to write an assistance plan that will include:

- a. An explicit statement with the area(s) of concern developed by the evaluator including evidence from observations aligned with the Marshall Principal Evaluation Rubric (2024).
- b. Identification of the specific behaviors (observable objectives for improvement) with the expected performance they must develop to demonstrate competency.
- c. Administrator actions with stated timelines that define the amount and kind of assistance and the frequency of observations and conferences. Written and oral reports of observations shall be provided within three working days of an observation.
- d. a timeline with dates explicitly stated regarding the start date, check-in date(s), and end-of-plan review.

Assistance Options

The evaluator is to offer reasonable assistance so that the administrator can improve their performance in the area(s) that need improvement. This assistance may include suggestions, resource materials, professional development opportunities, referral to a colleague for peer assistance, or assistance from an outside agency.

Timeline

A timeline, not to exceed 45 school days, which allows the administrator adequate opportunity to improve their performance, must be stated. The evaluator has the responsibility to monitor the progress in achieving the objectives established for performance improvement.

Satisfactory Resolution / Progress

At the end of the Assistance Plan timeline, the superintendent will determine whether the administrator has successfully met the established objectives. The evaluator has three options:

- a. If the evaluator decides that sufficient progress has been made toward meeting the established objectives, the administrator will be taken off the assistance plan with a formal written statement by the superintendent on

the *Administrator Assistance Plan*. Specific written reports related to the Administrator Assistance Plan will become part of their personnel file.

- b. If the evaluator decides that some progress has been made toward meeting the established objectives, but performance does not yet meet district standards, a recommendation for continuing the plan may be made for an additional 30 days.
- c. The evaluator may initiate termination procedures.

APPEALS PROCESS

The purpose of the appeals process is to secure, at the lowest possible level, equitable solutions to disagreements that may arise related to the evaluation process. As the performance appraisal system is designed to ensure continuous, constructive, and cooperative processes among professional educators, most disagreements are expected to be worked out informally between evaluators and evaluatees. The superintendent's judgment shall not be the focus of an appeal. The appeals process may be implemented when there is a question as to whether or not:

1. Evaluation procedures and/or guidelines have been appropriately followed.
2. Adequate data has been gathered to support fair and accurate decisions.

Time limits

If an administrator does not initiate the appeals procedure within five days of receipt of evaluation materials, the administrator shall be considered to have waived the right of appeal.

Procedures

1. The administrator will meet with the superintendent within three days of initiating an appeal and discuss the matter to try to resolve the matter informally.
2. If there has been no resolution the administrator may choose to continue the dispute resolution process in writing to the Board of Education chairperson or may include a written statement to be attached to their evaluation.
3. If the administrator chooses to advance the appeal to the Board of Education, a subcommittee of the Board of Education shall mediate the appeal within 5 school days of being notified. The committee will make a final ruling within 48 hours.

Any claims that the district has failed to follow the established procedures of the administrator evaluation and support program shall be subject to the grievance procedures set forth in the collective bargaining agreement between the board of education and the bargaining unit.

Appendix A

A. Strategy

The principal:	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Team	Recruits a strong and diverse leadership team and develops its skills and commitment to a high level.	Recruits and develops a diverse leadership team with a balance of skills.	Enlists one or two like-minded colleagues to provide advice and support.	Works solo with little or no support from colleagues.
b. Diagnosis	Involves stakeholders in a comprehensive diagnosis of the school's strengths and areas for growth.	Thoroughly assesses the school's strengths and areas for development.	Makes a quick assessment of the school's strengths and weaknesses.	Is unable to gather much information on the school's strong and weak points.
c. Gap	Challenges colleagues by presenting the gap between current student data and a vision for college/career success.	Motivates colleagues by comparing students' current achievement with external standards.	Presents data without a vision or a vision without data.	Bemoans students' low achievement and shows fatalism about bringing about significant change.
d. Mission	Wins staff and student buy-in for a succinct, inspiring, results-oriented mission statement.	Produces a memorable, succinct, results-oriented mission statement that's known by all staff.	Distributes a boiler-plate mission statement that few colleagues remember.	Does not share a mission statement.
e. Theory	Wins staff ownership for a robust, research-based theory of action for improving student achievement.	Researches and writes a convincing theory of action for improving achievement.	Accepts colleagues' current notions of how student achievement can be improved.	Says that hard work improves achievement, but shows doubts that progress can be made.
f. Plan	Collaboratively crafts and wins support for a bold multi-year strategic plan with annual goals.	Gets input and writes a comprehensive, measurable strategic plan for the current year.	Produces a bureaucratic, non-accountable strategic plan.	Recycles the previous year's bureaucratic, non-accountable strategic plan.
g. Support	Fosters urgency and responsibility among all stakeholders for achieving annual and long-range goals.	Builds ownership and support among stakeholders for achieving annual goals.	Presents the annual plan to stakeholders and asks them to support it.	Gets the necessary signatures for the annual plan, but there is little ownership and support.
h. Enlisting	Masterfully wins over resistant staff members who feared change and/or harbored low expectations.	Effectively manages resistance, low expectations, and fear of change.	Works on persuading resistant staff members to get on board with the plan.	Is discouraged and immobilized by staff resistance, fear of change, and low expectations.
i. Revision	Regularly tracks progress, gives and takes feedback, and continuously improves performance.	Periodically measures progress, listens to feedback, and revises the strategic plan.	Occasionally focuses on key data points and prods colleagues to improve.	Is too caught up in daily crises to focus on emerging data.

B. First Things First

The principal:	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Planning	Plans for the year, month, week, and day, relentlessly getting the highest-leverage activities done.	Plans for the year, month, week, and day, keeping the highest-leverage activities front and center.	Comes to work with a list of tasks that need to be accomplished that day but is often distracted from them.	Has a mental list of tasks to be accomplished each day, but often loses track.
b. Communication	Successfully communicates goals to all stakeholders by skillful use of a variety of channels.	Uses a variety of means (e.g., face-to-face, newsletter, digital) to communicate goals to others.	Has a limited communication repertoire and some key stakeholders are not aware of school goals.	Is not an effective communicator and others are often left guessing about policies and direction.
c. Outreach	Frequently solicits and uses feedback and help from staff, students, parents, and external partners.	Regularly reaches out to staff, students, parents, and external partners for feedback and help.	Occasionally asks staff, students, parents, or external partners for feedback.	Rarely or never reaches out to others for feedback or help.
d. Follow-up	Has a foolproof system for capturing key data, remembering, prioritizing, and following up.	Writes down important information, remembers, prioritizes, and almost always follows up.	Captures key information but is swamped by events and sometimes doesn't follow up.	Trusts his or her memory to retain important information, but often forgets and fails to follow up.
e. Expectations	Has staff buy-in for high expectations for management, discipline, and cultural competence.	Makes sure staff know what is expected for management procedures, student discipline, and cultural competence.	Periodically reminds teachers of policies on management procedures, student discipline, and cultural competence.	Is constantly reminding and correcting staff about management, student discipline, and cultural competence.
f. Delegation	Has highly competent people in key roles, trusts them, and publicly appreciates their work.	Delegates appropriate tasks to competent staff members, monitors progress, and praises good work.	Doesn't delegate some tasks that should be done by others.	Tries to do almost everything him- or herself.
g. Meetings	Successfully gets all key teams meeting regularly and taking responsibility for productive agendas.	Ensures that key teams (e.g., leadership, grade-level, student support) meet regularly.	Needs to call key team meetings because they are not in people's calendars.	Convenes grade-level, leadership, and other teams only when there is a crisis or an immediate need.
h. Prevention	Takes the initiative so that time-wasting activities and crises are almost always prevented or deflected.	Is effective at preventing and/or deflecting many time-wasting crises and activities.	Tries to prevent them, but crises and time-wasters sometimes eat up lots of time.	Finds that large portions of each day are consumed by crises and time-wasting activities.
i. Efficiency	Deals quickly and decisively with the highest-priority e-mail and paperwork, delegating the rest.	Has a system for dealing with e-mail, paperwork, and administrative chores.	Tries to stay on top of e-mail, paperwork, and administrative chores but is often behind.	Is way behind on e-mail, paperwork, and administrative chores, to the detriment of the school's mission.

C. Curriculum and Data

The principal:	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Expectations	Gets teacher buy-in on clear, standards-aligned grade and course goals with exemplars of proficient work.	Ensures that teachers know the knowledge and skills students should master by the end of each year.	Refers teachers to district or national scope-and-sequence documents for curriculum direction.	Leaves teachers without clear direction on student learning outcomes for their grades and courses.
b. Baselines	Ensures that all teams use assessment data from the previous year and/or fresh diagnostic data to plan instruction.	Provides teacher teams with previous-year test data and/or asks them to assess students' current levels.	Refers teachers to previous-year test data as a baseline for current-year instruction.	Does not provide baseline test data to teachers.
c. Targets	Gets each grade-level/subject team invested in reaching SMART year-end goals.	Works with grade-level and subject-area teams to set measurable student goals for the current year.	Urges grade-level/subject teams to set measurable student learning goals for the current year.	Urges teachers to improve student achievement, but without measurable outcome goals.
d. Materials	Ensures that all teachers have high-quality, culturally responsive curriculum materials and technology.	Procures effective and culturally responsive curriculum materials and technology for key subject areas.	Works to procure good curriculum materials but quality control is lacking.	Leaves teachers to fend for themselves with curriculum materials.
e. Interims	Ensures that high-quality, aligned, common assessments are regularly given by all teacher teams.	Orchestrates common assessments to monitor student learning several times a year.	Suggests that teacher teams give common assessments to check on student learning.	Doesn't insist on common assessments, allowing teachers to use their own classroom tests.
f. Analysis	Orchestrates high-quality data/action team meetings and thoughtful reflection after each assessment.	Monitors teams as they analyze assessment data, asking <i>what</i> students got wrong and <i>why</i> .	Suggests that teacher teams work together to draw lessons from the tests they give.	Does not ensure that teacher teams analyze test results during the year.
g. Follow-Up	Gets teams following up assessments with effective reteaching, tutoring, and enrichment.	Has teams follow up each interim assessment with reteaching and enrichment.	Suggests that teachers use interim assessment data to help struggling students.	Does not provide time or leadership for follow-up after tests.
h. Monitoring	Uses grades, attendance, and behavior data to drive continuous improvement toward goals.	Monitors data in several key areas and uses them to inform improvement efforts.	Monitors attendance and discipline data to inform decisions.	Is inattentive to important school data.
i. Celebration	Boosts morale and a sense of efficacy by getting colleagues to celebrate and own student gains.	Draws attention to student, classroom, and schoolwide successes, giving credit where credit is due.	Congratulates individuals on successes.	Takes credit for improvements in school performance or misses opportunities to celebrate success.

D. Talent Development

The principal:	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Meetings	In meetings, gets teachers invested in discussing results, sharing effective strategies, and building trust and collegiality.	Uses staff meetings to get teachers sharing strategies and becoming more cohesive.	Uses staff meetings primarily to announce decisions, clarify policies, and address staff concerns.	Rarely convenes staff members and/or uses meetings for one-way lectures on policies.
b. Ideas	Ensures that colleagues are current on the professional literature and continuously explore effective practices.	Reads widely, shares ideas, and fosters an on-going, schoolwide discussion of effective practices.	Occasionally passes along interesting articles and ideas to colleagues.	Rarely reads professional literature or discusses best practices.
c. Growth	Orchestrates high-quality PD, coaching, mentoring, school visits, and other professional learning tuned to staff needs.	Organizes aligned, on-going coaching and training that builds classroom proficiency.	Orchestrates staff development workshops that often do not engage staff or improve instruction.	Provides occasional PD, leaving teachers mostly on their own with professional growth.
d. Teams	Gets teams to take ownership for using data and student work to drive continuous refinement of teaching.	Orchestrates regular teacher team meetings as a key forum for professional learning.	Suggests that teacher teams work together to address students' learning problems.	Does not emphasize teamwork and teachers work mostly in isolation.
e. Units	Ensures that teachers backwards-design high-quality, standards-aligned units and provides feedback on drafts.	Asks teacher teams to cooperatively plan curriculum units following a common format.	Occasionally reviews teachers' lesson plans but not unit plans.	Does not review lesson or unit plans.
f. Coaching	Visits several classrooms a day and gives prompt, helpful, face-to-face feedback to each teacher.	Visits to a few classrooms almost every day and gives helpful feedback to teachers.	Tries to get into classrooms but is often distracted by other events and rarely provides feedback.	Observes teachers only in annual or bi-annual formal evaluation visits.
g. Courage	Skillfully and courageously engages in difficult conversations with less-than-effective teachers, helping them improve.	Provides redirection and support to teachers who are less than effective.	Criticizes struggling teachers but does not give them much help improving their performance.	Shies away from giving honest feedback and redirection to teachers who are not performing well.
h. Accountability	Counsels out or dismisses ineffective teachers, scrupulously following contractual requirements.	Counsels out or dismisses most ineffective teachers, following contractual requirements.	Tries to dismiss one or two ineffective teachers, but is stymied by procedural errors.	Does not initiate dismissal procedures, despite evidence that some teachers are ineffective.
i. Staffing	Recruits, hires, onboards, supports, and retains highly effective, diverse teachers who share the school's vision.	Recruits, hires, onboards, and retains effective, diverse teachers.	Recruits and hires teachers who seem to fit his or her philosophy of teaching.	Makes last-minute appointments to teaching vacancies based on candidates who are available.

E. Culture

The principal:	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Expectations	Gets staff buy-in for clear, schoolwide student-behavior standards, routines, and consequences.	Sets expectations for student behavior and establishes schoolwide routines and consequences.	Urges staff to demand good student behavior, but allows different standards in different classrooms.	Often tolerates discipline violations and enforces the rules inconsistently.
b. Discipline	Deals effectively with any disruptions to teaching and learning, analyzes patterns, and works on prevention.	Deals quickly with disruptions to learning and looks for underlying causes.	Deals firmly with students who are disruptive in classrooms, but doesn't get to the root causes.	Tries to deal with disruptive students but is swamped by the number of problems.
c. Celebration	Publicly celebrates kindness, effort, and improvement, building students' pride in their school.	Praises student achievement and works to build school spirit.	Praises well-behaved students and good grades.	Rarely praises students and fails to build school pride.
d. Training	Ensures that staff are skilled in positive discipline, cultural competence, and sensitive handling of student issues.	Organizes PD and suggests articles and books on classroom management and cultural competence.	Exhorts teachers to get better at classroom management and be culturally competent.	Does little to build teachers' skills in classroom management and cultural competence.
e. Support	Is highly effective getting counseling, mentoring, and other supports for high-need students.	Identifies struggling students and gets effective support services to meet their needs.	Tries to get crisis counseling for highly disruptive and troubled students.	Focuses mainly on discipline and punishment with highly disruptive and troubled students.
f. Families	Makes families feel welcome and respected, responds to concerns, and gets some actively involved in the school.	Makes parents feel welcome, listens to their input, and works to get them involved.	Reaches out to parents and tries to understand when they have concerns.	Makes little effort to reach out to families and is defensive when parents express concerns.
g. Curriculum	Informs parents of grade and course learning expectations and specific ways they can support their children's learning.	Makes sure teachers tell parents what their children are learning and ways to support the curriculum at home.	Informs parents of grade-level learning expectations.	Does not inform parents of the school's learning expectations.
h. Conferences	Orchestrates student-led conferences in which parents and students see specific next steps for improvement.	Maximizes the number of helpful parent/teacher conferences.	Makes sure that report cards are filled out correctly and provided to all parents.	Provides little or no monitoring of the report card process.
i. Outreach	Runs an effective school website and uses digital media to showcase the school and communicate with families.	Sends a periodic school newsletter and asks teachers to have regular communication of their own.	Urges teachers to communicate regularly with parents.	Leaves parent contact and communication up to individual teachers.

F. Management

The principal:	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Ethics	Sets a stellar example through impeccably ethical, professional, and culturally sensitive behavior.	Acts in an ethical and culturally competent manner and expects colleagues to do the same.	Is not sufficiently attentive to ethical standards and cultural competency, giving mixed messages to staff.	Sometimes acts unethically and/or in a culturally insensitive manner, setting a poor example for colleagues.
b. Scheduling	Creates an equitable schedule that maximizes learning time, teacher collaboration, and smooth transitions.	Creates an equitable schedule that provides meeting times for all key teams.	Creates a schedule with some flaws and few opportunities for team meetings.	Creates a schedule with inequities, technical flaws, and little time for teacher teams to meet.
c. Movement	Ensures efficient, orderly, and friendly student entry, dismissal, meal times, transitions, and recesses.	Supervises orderly student entry, dismissal, meals, class transitions, and recesses.	Intermittently monitors student entry, dismissal, transitions, and meal times, resulting in some problems.	Rarely supervises student entry, dismissal, and common spaces and there are frequent problems.
d. Maintenance	Leads staff to ensure effective, creative use of space and a clean, safe, and inviting campus.	Supervises staff to keep the campus clean, attractive, and safe.	Works with custodial staff to keep the campus clean and safe, but there are occasional lapses.	Leaves campus cleanliness and safety to custodial staff and there are frequent lapses.
e. Transparency	Is transparent about how and why decisions are made, involving stakeholders whenever possible.	Ensures that staff members know how and why key decisions are made.	Tries to be transparent about decision-making, but stakeholders sometimes feel shut out.	Makes decisions with little or no consultation, causing resentment and morale problems.
f. Bureaucracy	Defly handles bureaucratic, contractual, compliance, and legal issues and leverages them to support teaching.	Efficiently manages bureaucratic, contractual, compliance, and legal issues.	Sometimes allows bureaucratic, contractual, compliance, and legal issues to distract teachers.	Frequently mishandles bureaucratic, contractual, compliance, and legal issues in ways that disrupt learning.
g. Budget	Skillfully manages the budget and finances to maximize student achievement and staff growth.	Manages the school's budget and finances to support the strategic plan.	Manages budget and finances with few errors, but misses chances to support the strategic plan.	Makes errors in managing the budget and finances to the detriment of teaching and learning.
h. Relationships	Builds strong bonds with key district and external personnel and gets them excited about the school's mission.	Builds relationships with district and external staffers so they will be helpful with paperwork and process.	Is correct and professional with district and external staff but does not enlist their active support.	Neglects relationship-building with district and external staff and doesn't have their support.
i. Resources	Taps all possible human and financial resources to support the school's mission and strategic plan.	Is effective in bringing additional human and financial resources into the school.	Occasionally raises additional funds or finds volunteers to help out.	Is resigned to working with the standard school budget, which doesn't seem adequate.

Appendix B:

Administrator Assistance Plan

Administrator: _____

Date: _____

This assistance plan may include suggestions, resource materials, professional development opportunities, referral to a colleague for peer assistance, or assistance from an outside agency.

Explicit statement of the area(s) of concern documenting the particular domain(s) .
Marshall Domain(s)

- A. Strategy
- B. First Things First
- C. Curriculum and Data
- D. Talent Development
- E. Culture
- F. Management

Identification of the specific behaviors (observable objectives for improvement) with expected level(s) of performance that the administrator must develop to demonstrate competency.

Administrator actions with stated timelines defining the amount and kind of assistance and the frequency of observations and conferences. Written and oral reports of observations shall be given to the administrator within three working days of observation.

Timeline (45 days):

Administrator will:

Evidence	Details	Expected Result

Superintendent will:

Support	Details	Expected Result

Evidence:**Observations:****Satisfactory Resolution / Progress**

At the end of the plan timeline, the superintendent will determine whether the administrator has successfully met the established objectives. The evaluator has three options:

1. If the evaluator decides that sufficient progress has been made toward meeting the established objectives, the administrator will be taken off the assistance plan with a formal written statement by the superintendent on the *Administrator Assistance Plan*. Specific written reports related to the Administrator Assistance Plan will become part of their personnel file.
2. If the evaluator decides that some progress has been made toward meeting the established objectives, but performance does not yet meet district standards, a recommendation for continuing the plan may be made for an additional 30 days.
3. The evaluator may initiate termination procedures.

Signed:

Administrator

Date

Superintendent

Date

WILLINGTON PUBLIC SCHOOLS

PROFESSIONAL LEARNING AND EVALUATION PLAN

July 1, 2024

Willington Board of Education District Framework 2021-2024

Mission Statement

Willington Public Schools through a partnership with students, parents, staff, and the community, will provide exceptional instruction in a positive and engaging environment of inclusion where students achieve their maximum potential.

Motto: Engage in Excellence

As the Willington Public Schools prepares students to be good citizens, we have outlined our beliefs and goals to help them be successful in the next steps in their future.

Beliefs

We believe in promoting outcomes that positively impact a student's academic, social and emotional learning growth that are connected to our Portrait of a Graduate.

We believe it is our responsibility to provide the necessary resources to ensure each student demonstrates consistent progress.

We believe in providing engaging student-centered instructional practices that are individualized, responsive to student learning styles, and connect with individual abilities and interests.

We believe it is our obligation to provide a safe environment for all school community members.

We believe student learning is greatly impacted by providing staff with research-based professional development that is timely, meaningful, and ongoing to ensure a highly-skilled teaching staff.

Goals

Student Growth and Success

The Willington Public Schools will identify, define, and measure the critical skills and attributes that are required for success and foster intellectual risk-taking to increase achievement for all students by providing a rigorous, relevant and engaging curriculum.

School Culture and Climate

The Willington Public Schools will provide a welcoming environment that is socially, emotionally, and physically safe, fosters meaningful collaborative relationships in an innovative culture, and embraces student diversity in an inclusive setting.

Sustainable and Strategic Investments

The Willington Public Schools will identify innovative ways to support the success and growth of all students, ensure fiscal responsibility, and the long-term stability of the district.

Professional Learning and Evaluation Plan

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INTRODUCTION

Willington's Professional Learning and Evaluation Plan has been designed to create pathways for the continuous learning and advancement of educational professionals throughout their careers. It represents our commitment to incorporating current, high-quality research in the creation of professional learning opportunities, fostering best practices in teacher supervision and evaluation, and improving student learning, growth, and achievement through effective curriculum, instruction, and assessment practices. As such, the plan is aligned with our district mission and values and meets the educational needs of the stakeholders in our schools and region.

Willington's Professional Learning and Evaluation Plan is aligned with the requirements of the Connecticut Guidelines for Educator and Leader Evaluation and Support (2023), as provided in subsection (a) of Sec. 10-151b (C.G.S.). The following is a description of the processes and components of Willington's program for teacher evaluation to meet statutory requirements.

The plan was created by Willington's Professional Development and Evaluation Committee, comprised of the representative teachers and administrators listed below:

Philip Stevens	Superintendent of Schools
Mary Kay Tshonas	Principal, Hall Memorial School
Lisa Cushing	Principal, Center School
Erin Conley	Director of Curriculum and Instruction
Marcia McGinley	Pupil Services Director
Chris Tillona	HMS Teacher, WEA President
Kyle Mullaney	HMS Teacher
Bryan Phillips	CES Teacher
Brittany Stickles	CES Paraeducator

PROFESSIONAL LEARNING BELIEFS AND PURPOSE

Willington's Professional Learning and Evaluation Plan establishes high standards for the performance of teachers and administrators that ultimately lead to and are evidenced by improved student learning, growth, and achievement. Professional standards and criteria identified in the Marshall Teacher Evaluation Rubric (2024) provide the foundation for Willington's Professional Learning and Evaluation Plan. The Marshall Teacher Evaluation Rubric (2024) addresses several essential components of effective teacher performance and practice. These principles are explicitly embedded in a continuum as observable practices, and teachers and evaluators reflect on these practices during conferences and self-evaluations.

The Marshall Teacher Evaluation Rubric (2024) is built upon the following key assumptions as described by Kim Marshall:

- Rubrics provide a shared conceptual framework and a common language about good and not-so-good teaching.
- Rubrics tell teachers about their performance in each domain.
- Since most teachers naturally aspire to the highest level, a four-level rubric has a built-in push toward excellence.
- The language of the cell just above their placement provides a specific description of what they need to do to improve.
- The comprehensive scope of a rubric makes it easier for a teacher to accept criticism since there are other areas in which they are (hopefully) scoring higher.
- The rubrics can easily be used by teachers to self-assess and set goals for a school year, and then track their progress over time.
- Rubrics are much quicker for supervisors to fill out than traditional narratives since the writing is done for them.
- If supervisors have not visited classrooms frequently, they will not be able to fill out the rubrics knowledgeably.

The Marshall Teacher Evaluation Rubric (2024) is built upon the following 6 domains:

- A. Planning and preparation for learning*
- B. Classroom management*
- C. Delivery of instruction*
- D. Monitoring, assessment, and follow-up*
- E. Family and community outreach*
- F. Professional responsibilities*

In employing the Marshall Teacher Evaluation Rubric (2024) as its foundation Willington maintains consistency with Connecticut's TEAM program of mentorship and professional development of new teachers. TEAM's attributes of effective teaching practice align with the Marshall continuum for new teachers to reflect on their practice and support the development of differentiated professional growth plans. The Continuum and TEAM both

rely on rich professional discussion and reflection on professional practice to advance teacher effectiveness and student learning, growth, and achievement. Therefore, consistency between these two programs makes it possible for all educators to acquire common understandings and language about teaching and learning, with the intent of enriching collaboration, communication, and community to pave the way for school improvement and success for all students.

We believe that:

- An effective teaching and learning system creates coherence among the functions of supervision and evaluation of professional practice, professional learning and support, and curriculum and assessment development.
- An effective teaching and learning system that increases educator effectiveness and student outcomes is sustained by a culture of collaboration and knowledge-sharing.
- Evaluations should be approached in a spirit of continuous improvement, reflection, and collaboration.
- A comprehensive evaluation process includes:
 - ongoing inquiry into and reflection on practice;
 - goal-setting aligned with professional growth and student learning, growth, and achievement;
 - information gathered from multiple sources of evidence;
 - analysis of data from multiple sources of evidence;
 - support structures for feedback, assistance, and professional collaboration;
 - research-based professional learning opportunities that are individualized.

The purpose of educator evaluation is to improve student achievement outcomes through effective instruction. A variety of factors support the improvement of learning and instruction. The Willington Professional Learning and Evaluation Plan addresses all these factors systematically. It is a comprehensive system based on clearly defined expectations that consist of domains of skills articulated in the Marshall Teacher Evaluation Rubric (2024) as well as what current research tells us about the relationship between teaching and learning.

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

Willington's professional evaluation program takes into account school improvement goals, curricular goals, student learning, growth, and achievement goals, and evidence of

educators' contributions to the school as a whole. Performance expectations within our plan also include those responsibilities that we believe to be key in promoting a positive school climate and a professional learning community.

ROLES AND RESPONSIBILITIES

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

Superintendent's Role in the Evaluation Process

- Serves as the liaison between Willington Public Schools Board of Education and the evaluation process.
- Advocates and distributes funds or resources to implement the plan.
- Ensures fidelity of implementation of the plan, including calibration of evaluators.
- Ensures the PDEC receives information regarding school and program improvement for use in recommending staff professional development programs.
- Arbitrates disputes.

Roles and Responsibilities of Evaluators and Evaluatees

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

- The review and understanding of the Marshall Teacher Evaluation Rubric.
- The review and familiarity with applicable state and national curriculum standards and assessments.
- Adherence to established timelines as outlined in the plan.
- Completion of required components in a timely manner.
- Sharing of professional resources and new learnings about professional practice.

Evaluator Role (Administrator)

- Evaluators will be assigned to specific staff members they are evaluating.
- Review of and familiarity with evaluatees' previous evaluations.
- Participation in collaborative conferences with evaluatees.
- Assistance with assessment of goals, student learning, growth, and achievement indicators, learning activities developed and implemented by evaluatees, and outcomes.
- Analysis and assessment of performance, making recommendations as appropriate.

Evaluatee Roles (Educator)

- Reflection on evaluations.
- Engagement in inquiry-based professional learning opportunities.
- Participation in collaborative conferences with their evaluator.
- Development, implementation, and self-assessment of goals, student learning, growth, and achievement indicators, learning activities, and outcomes.

PLAN IMPLEMENTATION

Training and Orientation of Teachers and Administrators

Understanding Willington's Professional Learning and Evaluation Plan is essential to facilitating the evaluation process and promoting student growth. On an annual basis, the district will provide an orientation and training for the professional learning plan which will include a review of the protocols for evaluation and observations, including timelines, rubrics, and necessary documentation.

Teachers and administrators new to Willington will be provided with an electronic copy of the Professional Learning and Evaluation Plan and will engage in training to ensure that they understand the elements and procedures necessary for implementation.

New Educator Support and Induction

An orientation for new staff members will be provided and will cover:

- School philosophy and goals
- Policies, procedures, schedules, and routines
- Assignments and responsibilities
- Curriculum and instructional support
- Resources for professional learning
- Support services information
- Evaluation, including this plan and the Marshall Teacher Evaluation Rubric (2024)

In addition, periodic meetings with school personnel will focus on the Marshall Teacher Evaluation Rubric (2024), student learning, growth, and achievement standards, discipline policies, stakeholder communication, effective collaboration, classroom interventions, special education, evaluation, professional responsibilities, and other topics to ensure educator success.

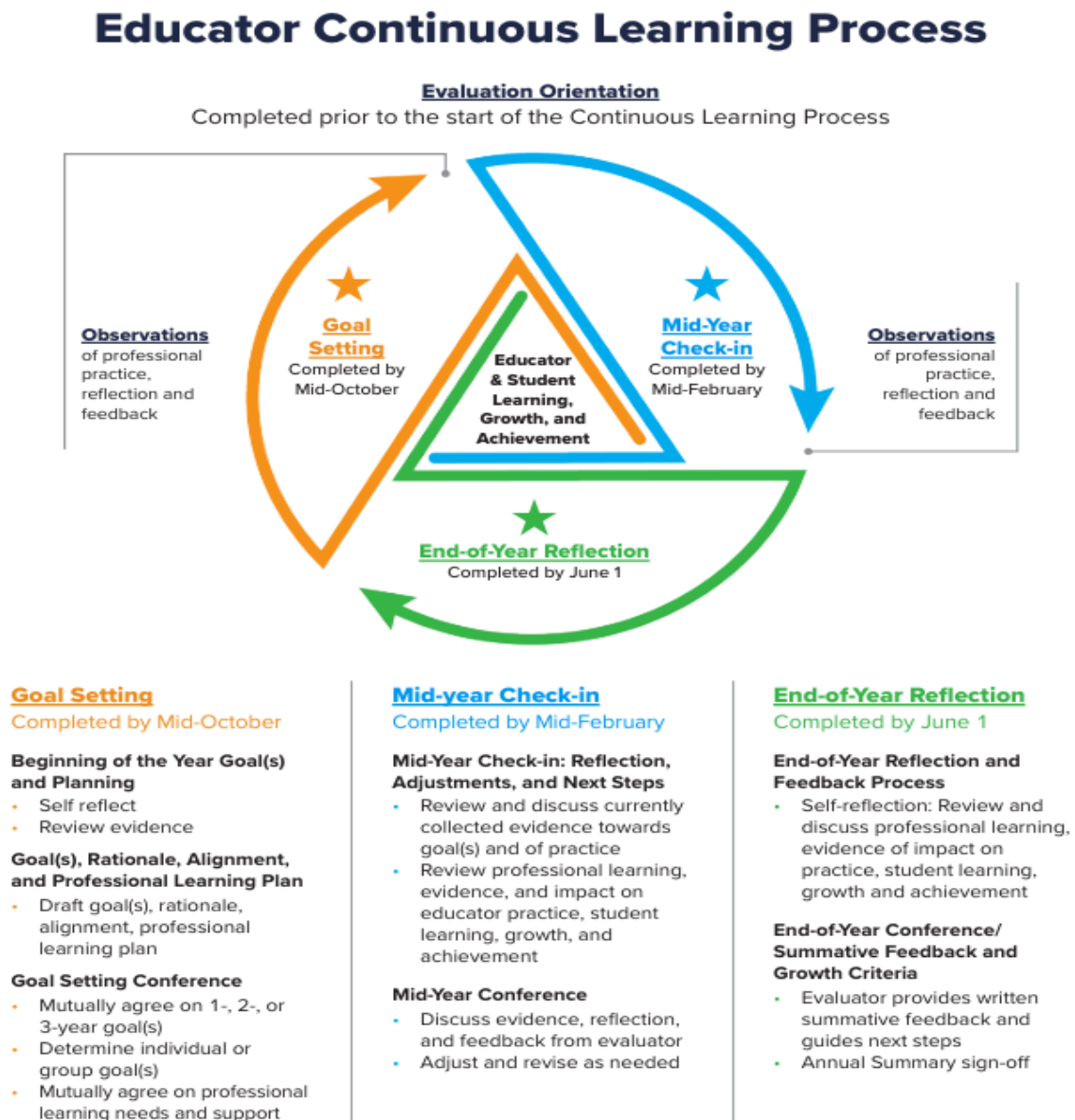
Teaching Practice Designation

The expectations for teacher practice in Willington's Professional Learning and Evaluation Plan are defined using the six domains and their indicators of the Marshall Teacher

Evaluation Rubric (2024). The rubric articulates designations of levels of practice, including: *Does Not Meet Standard*; *Improvement Necessary*; *Effective*; and *Highly Effective*. The Marshall Teacher Evaluation Rubric (2024) is located in Appendix A of this document.

PROCESS AND TIMELINE OF TEACHER EVALUATION

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



1. Orientation (by September 15):

To begin the annual evaluation process, evaluators meet with teachers, in groups and/or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will review and discuss the following:

1. Marshall Teacher Evaluation Rubric (2024).
2. School or district priorities.
3. SMART goals related to professional growth and student development.
4. Self-assessment processes and purposes.
5. Data collection processes and analysis.
6. Access to the online evaluation system (Google Drive) for documentation.

2. Goal-setting Conference (by October 15):

Part of a teacher's evaluation will be based on the achievement of student learning, growth, and achievement outcomes defined by SMART Goals aligned with district achievement priorities. SMART Goals may be one, two, or three-year goals and be developed using multiple measures including standardized (e.g. DIBELS, SBAC) and non-standardized (e.g. benchmark assessments, and student portfolios). Indicators of professional growth and student development used as evidence of whether goals/objectives are met shall be determined through the comparison of data over time.

Willington teachers' SMART goals address professional learning and the learning needs of their students and are aligned with the teacher's assignment. The student outcome-related indicators will be written to meet SMART goal criteria, i.e. Specific, Measurable, Attainable, Relevant, and Time-Bound. Each SMART goal should make clear (1) what evidence was or will be examined, (2) what level of performance is targeted, and (3) what will be used to measure the targeted level of performance.

The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process. Teachers will submit their SMART goal(s) to their evaluator for review. Once agreed upon, teachers must monitor their professional growth and students' progress toward achieving their SMART goals. Teachers may choose to share their interim findings with colleagues during collaborative time. They may also wish to keep their evaluator apprised of progress. Artifacts related to the teacher's monitoring practices can be reviewed and discussed during the Mid-Year Conference.

- In advance of the Goal Setting Conference, the teacher will examine data related to current students' performance (including, but not limited to standardized tests, portfolios, and other student work appropriate to the teacher's content area), the prior year evaluation and survey results, previous professional learning goals, and the Marshall Teacher Evaluation Rubric (2024).
- The teacher will draft the following items:
 - a) SMART Goals to address student achievement objectives;

b) one focus area with strategies for improving outcomes based on the Marshall Teacher Evaluation Rubric (2024).

The educator and evaluator come to a mutual agreement on the goals, along with the evidence, professional learning plan, and support that is consistent with their professional status for goal attainment.

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

- lesson plans
- formative assessment data
- summative assessment data
- student work
- parent communication logs
- data team minutes
- survey data
- school-level data
- performance assessments
- student behavioral data
- prior year evaluation (if applicable)

3. Observations of practice (see Observation Schedule)

Observations, both formal and informal, provide valuable information to all professional staff about instructional practice. Data collected through observations allow school leaders to understand more about the nature of learning and instruction in our schools, and feedback from observation provides individual teachers with insights regarding the impact of their management, planning, instruction, and assessment practices on student growth. A teacher's evaluation will be based on evidence of teacher practice and performance, using the Marshall Teacher Evaluation Rubric (2024). Evaluators will observe teacher practice using a combination of formal observations, informal mini-observations, and non-classroom reviews of practice throughout the school year, with frequency as noted in the Observation Schedule.

Informal Observations

Annually, all teachers will receive a minimum of three unannounced informal observations. These mini-observations will be followed by written feedback by the administrator utilizing the Marshall Teacher Evaluation Rubric (2024). Data will be entered into a Google document where the teacher will have the opportunity to provide a written reflection. A face-to-face meeting must occur for at least one of the informal observations. Feedback by an administrator should be provided within 48 hours of the observation. Informal observations will not be scored and will typically only address domains *B. Classroom Management* and *C. Delivery of Instruction* from the Marshall Rubric. Administrators may provide additional feedback on other domains with appropriate evidence.

Formal Observations

Annually, non-tenured teachers in their first and second years in Willington will receive a minimum of 2 formal observations. An administrator may schedule a formal observation with any teacher with appropriate notice, and formal observations may also be part of an assistance plan.

Formal observations require a teacher to present written lesson plans. A preobservation meeting with the evaluator will occur prior to the observation to 1) review the lesson plans for clarity, 2) allow the teacher to provide additional information such as groupings or curricular information, and 3) identify specific areas the teacher would like feedback on, which may or may not be tied to the Marshall Rubric.

Formal observations will be followed by written feedback by the administrator utilizing the Marshall Teacher Evaluation Rubric (2024). Data will be entered into a Google document where the teacher will have the opportunity to provide a written reflection. A face-to-face meeting must occur after the formal observation, and feedback by an administrator should be provided within 5 days of the observation. Formal observations will typically only address the following domains: *A. Planning and Preparation for Learning*, *B. Classroom Management*, and *C. Delivery of Instruction* from the Marshall Rubric. Administrators may provide additional feedback on other domains with appropriate evidence.

Review of Practice

Each teacher will receive a minimum of one written *Review of Practice*. The review will utilize the Marshall rubric domains and may be obtained from data meetings, team meetings, staff meetings, professional development sessions, or other observable moments.

	OBSERVATIONS REQUIRED	CONFERENCING AND FEEDBACK
Non-tenured years 1 & 2	At least 2 in-class formal observations	All must have pre and post-conferences. Feedback will be written within 5 days.
	At least 3 in-class informal mini-observations	Feedback will be written within 48 hours. At least one observation will have a face-to-face post-conference.
	At least one review of practice	

Teachers with 3+ years (not on an assistance plan*)	At least 3 in-class informal mini-observations	Feedback will be written within 48 hours. At least one observation will have a face-to-face post-conference.
	At least one review of practice	

*Teachers may receive a formal in-class observation if an informal observation or review of practice results in a concern about the teacher's practice.

4. Mid-Year Formative Check-in (by January 31)

The evaluator and teacher will hold a mid-year check-in. The discussion should focus on progress toward meeting the goals and developing one's practice. Both the teacher and evaluator will bring evidence about practice and student learning, growth, and achievement data to review. During the conference, both the teacher and evaluator will make explicit connections between the goal and observation components of the evaluation program. The evaluator will provide specific, standards-based feedback related to the educator's goal(s) and observation(s) with evidence aligned to the Marshall Teacher Evaluation Rubric (2024). The mid-year conversation provides an opportunity to discuss evidence, learning, and the next steps toward goal attainment. If necessary, teachers and evaluators may mutually agree to revisions to strategies or approaches used and/or mid-year adjustment of SMART goals to accommodate changes (e.g., student populations, assignment). The administrator should document any actions that the teacher can take and identify any support the evaluator can provide to promote teacher growth.

5. End-of-year summative review (June 1 or by the last student day)

The end-of-year reflection and summative review provide an opportunity for the educator and evaluator to engage in reciprocal dialogue, similar to the mid-year check-in, to discuss progress toward the educator's goal(s); professional learning as it relates to the educator's professional growth and professional practice; and impact on student learning, growth, and achievement, as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact of new learning on educator practice and growth, the impact on student learning, growth, and achievement, strengths and concerns, and possible next steps for the upcoming year. The evaluator provides a concise summary based upon evidence related to the mutually agreed upon educator goal(s) and identified standards, **noting the successful or unsuccessful completion of the evaluation cycle.**

The teacher reviews and reflects on all information and data collected during the year related to the goals and completes the end-of-year *teacher self-assessment* (Marshall Rubric) which is due to the evaluator before the end-of-year conference. The self-assessment should focus on the teacher's goals, focus area, and observations, referencing the Marshall Teacher Evaluation Rubric (2024).

The self-assessment should address all components of the evaluation plan and include what the teacher learned throughout the year supported by evidence and personal reflection. The self-assessment should also include a statement that identifies a possible future direction that is related to the year's outcomes.

Should a teacher disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek a common understanding of the issues. The evaluator may choose to adjust the report but is not obligated to do so. The teacher has the right to attach a statement to the observation report or summative evaluation presenting their perspective. However, observation and evaluation reports are not subject to the grievance procedure.

PROFESSIONAL PRACTICE SUPPORT STRATEGIES

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Teacher Assistance Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support in their creation of a Teacher Assistance Plan.

The intent of this plan is to support teacher professional growth. If an administrator provides feedback and an individual does not demonstrate growth, they may decide to move to tier 2 support.

Tier 1 (all)

It is the expectation that all educators consistently access opportunities for professional growth. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities, and other general support for all educators (e.g., instructional coaching). These resources should be identified through a goal-setting process by mutual agreement.

- observations
- regular coaching cycle

- opportunity to observe colleagues

Tier II (some)

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus through activities such as professional learning opportunities, and observations of specific classroom practices. An administrator and teacher may collaboratively plan the following activities for the teacher:

- establish a support team
- provide a targeted coaching cycle (with modeling)
- schedule additional observations
- provide time for the teacher to observe teachers outside of the district
- lesson development support
- suggest targeted resources

Tier III (targeted few)

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the educator and may be assigned by the evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Teacher Assistance Plan. Tier 3 supports shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative under C.G.S. §10-153b. The start date and duration of time receiving Tier III support should be clearly documented and may include:

- additional focused observations
- lesson plan submission for feedback
- targeted resources
- outside expert resource

Teacher Assistance Plan

Teachers will be notified in writing at a conference if they are identified for an assistance plan. Teachers will collaborate with their evaluator (or designee) in the development of a support plan that focuses on the development of a professional learning community supporting colleagues within this level. The teacher may choose to involve their local association president (or designee). The process will identify areas of improvement needed and include support that will be provided. The contents of the plan will be confidential. A teacher may be put on a plan due to identified concerns by an administrator at any time. Appendix B has a template for a Teacher Assistance Plan.

Development and Implementation of the Assistance Plan

Within 5 working days of notification, the teacher and evaluator will meet to write an assistance plan that will include:

- a. An explicit statement with the area(s) of concern developed by the evaluator including evidence from observations aligned with the Marshall Teacher Evaluation Rubric (2024).
- b. Identification of the specific behaviors (observable objectives for improvement) with the expected performance that the teacher must develop to demonstrate competency.
- c. Teacher actions with stated timelines that define the amount and kind of assistance and the frequency of observations and conferences. Written and oral reports of observations shall be given to the teacher within three working days of an observation.
- d. a timeline with dates explicitly stated regarding the start date, check-in date(s), and end-of-plan review.

Assistance Options

The evaluator is to offer reasonable assistance so that the teacher can improve their performance in the area(s) that need improvement. This assistance may include suggestions, resource materials, professional development opportunities, referral to a colleague for peer assistance, or assistance from an outside agency.

Timeline

A timeline, not to exceed 45 school days, which allows the teacher adequate opportunity to improve their performance, must be stated. The evaluator has the responsibility to monitor the teacher's progress in achieving the objectives established for performance improvement.

Satisfactory Resolution / Progress

At the end of the Assistance Plan timeline, the evaluator will determine whether the teacher has successfully met the established objectives. The evaluator has three options:

- a. If the evaluator decides that sufficient progress has been made toward meeting the established objectives, the teacher will be taken off the assistance plan with a formal written statement by the administrator on the *Teacher Assistance Plan Form*. Specific written reports related to the Teacher Assistance Plan will become part of the teacher's personnel file.
- b. If the evaluator decides that some progress has been made toward meeting the established objectives, but performance does not yet meet district standards, a recommendation for continuing the Teacher Assistance Plan may be made for an additional 30 days.
- c. The evaluator may initiate termination procedures.

APPEALS PROCESS

The purpose of the appeals process is to secure, at the lowest possible administrative level, equitable solutions to disagreements that from time to time may arise related to the evaluation process. The right of appeal is a necessary component of the evaluation process and is available to every participant at any point in the evaluation process. As the performance appraisal system is designed to ensure continuous, constructive, and cooperative processes among professional educators, most disagreements are expected to be worked out informally between evaluators and evaluatees. The supervisor's judgment shall not be the focus of an appeal. The appeal process shall be conducted in accordance with the law governing confidentiality.

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

1. Evaluation procedures and/or guidelines have been appropriately followed.
2. Adequate data has been gathered to support fair and accurate decisions.

Time limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days shall be considered maximum. The time limits specified may be extended by written agreement of both parties and begin with the date on the notice of the appeal.
2. Days shall mean school days. Both parties may agree, however, to meet during breaks at mutually agreed-upon times.
3. If a teacher does not initiate the appeals procedure within five days of acknowledged receipt of evaluation materials, the teacher shall be considered to have waived the right of appeal.
4. Failure of the teacher at any level to appeal to the next level within the specified time shall be deemed acceptance of the decision rendered at that level.

Procedures

1. Within three days of initiating an appeal, the teacher will meet (Appeals Meeting) and discuss the matter with the evaluator to try to resolve the matter informally.
2. If there has been no resolution the teacher may choose to continue the dispute resolution process in writing to the superintendent within 3 school days of the Appeals Meeting with their evaluator.
3. The superintendent of schools shall mediate the appeal. The superintendent shall meet with both the teacher (and designee) and evaluator (and designee) separately within 5 school days of being notified of a failure to identify an agreed upon resolution. The superintendent will make a final ruling within 48 hours.
4. The teacher shall be entitled to association representation at all levels of the process.

Any claims that the district has failed to follow the established procedures of the teacher evaluation and support program shall be subject to the grievance procedures set forth in

the collective bargaining agreement between the board of education and the bargaining unit.

Appendix A

Teacher Evaluation Rubric

by Kim Marshall – Revised March 6, 2024

Organization, Rationale, and Suggestions for Implementation

1. The rubric has six domains covering all aspects of a teacher's job performance:
 - A. Planning and Preparation for Learning
 - B. Classroom Management
 - C. Delivery of Instruction
 - D. Monitoring, Assessment, and Follow-Up
 - E. Family and Community Outreach
 - F. Professional Responsibilities
2. The rubric uses a four-level rating scale:
 - Highly Effective* – Excellent teacher performance that meets very demanding criteria
 - Effective* – Solid, expected professional performance; teachers should feel good about scoring at this level
 - Improvement Necessary* – Performance is mediocre; no teacher should be content to remain at this level
 - Does Not Meet Standards* – Unacceptable performance leading to an improvement plan, intensive support, and, if improvement isn't made within a reasonable amount of time, dismissal
3. The rubric provides a shared description of the work teachers do with students and colleagues. To gather the information needed to fill out the rubric at the end of a school year, supervisors need to make frequent, short, unannounced classroom visits (about ten per teacher per year); have a face-to-face coaching conversation after each one (ideally in the teacher's classroom when students aren't there); regularly observe teachers in team meetings and other settings; and possibly look at student survey data. The rubric should *not* be used as checklists during classroom visits or in post-observation conferences – its comprehensive scope and evaluative tone are likely to hamper thoughtful observation and effective coaching. Rather, the rubric should inform teachers' work and supervisors' observations throughout the year and serve as a memory prompt and structuring protocol when it's time to evaluate the year's work.
4. This suggests that the rubric should be used formally at three points: (a) as school opens, teachers self-assess, meet with their supervisor, and set 2-3 improvement goals; (b) at mid-year, teacher and supervisor meet and compare ratings page by page, discuss any differences, assess progress on the teacher's goals, and identify areas for growth; and (c) at the end of the year, teacher and supervisor repeat this process and reach closure on the year's ratings (the supervisor, of course, has the final say). Evaluation meetings work best if the teacher and supervisor fill out the rubric beforehand, discuss only the areas where they disagree, and talk about those areas based on the teacher's actual performance. Some supervisors sugar-coat criticism and give inflated scores to keep the peace and avoid hurt feelings. This does not help teachers improve. The best thing a supervisor can do for an underperforming teacher is to visit frequently, provide candid, evidence-based coaching, listen to the teacher's concerns, and organize robust follow-up support.
5. When scoring each rubric line, it's best to read the *Effective* level first, and if that doesn't capture the teacher's work, look left or right and mark the level that contains the most accurate description. When all nine lines are done, the page provides a graphic display of areas that deserve praise and those that need improvement. The supervisor gives an overall rating at the bottom and writes a brief comment (if needed), and when all six pages have been finished, records the ratings on the summary page, gives the teacher an overall rating, and they both write summative comments and sign off.
6. When an entire staff is scored honestly using the rubrics, it's possible to create a color-coded spreadsheet that can serve as a (confidential) road-map for schoolwide professional development (see the samples on page 9 and 10).
7. The rubric synthesizes an extensive research base on classroom and professional practices that affect children's learning. Although student achievement is not evaluated by the rubric, it's reasonable to assume that in a well-run school (positive climate, professional working conditions, aligned curriculum, etc.) the more *Effective* and *Highly Effective* ratings a teacher has, the better students will do. For ideas on how to include student learning in the teacher-evaluation process, see Marshall's book, *Rethinking Teacher Supervision and Evaluation* (Jossey-Bass, 3rd edition, 2024).
8. The rubric is open source and may be used and adapted by schools and districts as they see fit.

A. Planning and Preparation for Learning

The teacher:	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Expertise	Is expert in the subject area and how to relate it to students' developmental and learning needs and cultural heritage.	Knows the subject area and how it can be related to students' developmental and learning needs.	Is somewhat familiar with the subject area and has a few ideas on how it relates to students' developmental and learning needs.	Has little familiarity with the subject area and few ideas on relating it to students' developmental and learning needs.
b. Goals	Has a detailed plan for the year geared to explicit, challenging, achievable outcomes for all students, aligned with external standards.	Has explicit, challenging, achievable goals for all students, aligned with external standards.	Plans week by week aiming to cover external standards.	Plans lesson by lesson with little reference to external standards.
c. Units	Plans almost all units with big ideas, essential questions, knowledge, skill, transfer, and non-cognitive goals covering most Bloom levels.	Plans most units with big ideas, essential questions, knowledge, skill, and non-cognitive goals.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an <i>ad hoc</i> basis with little or no consideration for long-range curriculum goals.
d. Assessments	Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes tests shortly before they are given.
e. Anticipation	Anticipates students' likely preconceptions, misconceptions, and confusions and develops strategies to overcome them.	Anticipates misconceptions and confusions students might have and plans to address them.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions students might have about the material.
f. Lessons	Designs lessons and practice work with clear, measurable, achievable goals aligned with standards and unit outcomes.	Designs lessons and practice work focused on measurable, achievable outcomes aligned with unit goals.	Plans lessons and practice work with some consideration of long-term goals.	Plans lessons and practice aimed primarily at entertaining students or covering textbook chapters.
g. Materials	Designs lessons that use an effective mix of high-quality, culturally responsive learning materials and technology.	Designs lessons that use an engaging, culturally responsive mix of materials and technology.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
h. Differentiation	Designs lessons that captivate students across a wide range of differences, with low-floor/high-ceiling activities and productive struggle.	Designs lessons that engage and provide access to students at different levels of achievement and varied interests.	Plans lessons with some thought to engagement and accommodating varied student needs.	Plans lessons with little or no differentiation for varied student needs.
i. Environment	Uses room arrangement, materials, and displays to create an inviting climate and maximize student learning.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few displays.	Has a conventional furniture arrangement, hard-to-access materials, and few displays.

Overall rating: _____ Comments: _____

B. Classroom Management

The teacher:	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Expectations	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and consequences.	Comes up with <i>ad hoc</i> rules and consequences as events unfold during the year.
b. Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong, mutually respectful relationships.	Is fair and respectful toward students and builds positive relationships.	Fairness and respect are uneven and some relationships are negative.	Is sometimes harsh, unfair, and disrespectful with students and/or plays favorites.
c. Social-emotional	Implements a program that successfully fosters positive interactions and builds key social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior, and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.
d. Routines	Successfully inculcates and maintains class routines to maximize learning time.	Teaches routines and prompts students to maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
e. Responsibility	Gets virtually all students to be self-disciplined, take responsibility for their actions, and have a strong sense of efficacy.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.
f. Repertoire	Has a highly effective discipline repertoire, including being able to capture and hold students' attention at will.	Has a repertoire of discipline "moves," including being able to get students' attention when needed.	Has a limited discipline repertoire and some students are not paying attention.	Has few discipline skills and constantly struggles to get students' attention.
g. Efficiency	Skillfully uses coherence, momentum, and transitions so that almost every minute of classroom time produces learning.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, inefficient transitions, and off-task teacher behavior.	Loses a great deal of instructional time because of confusion, interruptions, ragged transitions, and off-task teacher behavior.
h. Prevention	Is alert, poised, dynamic, and self-assured and has a plan to nip virtually all discipline problems in the bud.	Has a confident, dynamic presence and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
i. Incentives	Gets students to buy into an effective system of incentives linked to intrinsic rewards.	Uses incentives effectively to encourage and reinforce student cooperation.	Depends on extrinsic rewards to get students to cooperate and comply.	Uses low-quality extrinsic rewards (e.g., free time) and doesn't use them to leverage behavior.

Overall rating: _____ Comments: _____

C. Delivery of Instruction

The teacher:	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Expectations	Exudes high expectations, urgency, and determination that all students will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.
b. Mindset	Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Teaches students that effective effort, not innate ability, is the key.	Doesn't counteract students' belief that innate ability is what makes the difference.	Communicates a "fixed" mindset about ability: some students have it, some don't.
c. Framing	Highlights lesson goals and unit essential questions up front and has students summarize and internalize key learning at the end.	Highlights lesson goals at the beginning of the lesson and has students sum up what they've learned at the conclusion.	Tells students the main learning objectives of each lesson but doesn't wrap things up at the end.	Begins and ends lessons without giving students a sense of what it's all about.
d. Connections	Engages student in each unit's and lesson's content and vocabulary by activating their interests and prior knowledge.	Links newly introduced lesson content and vocabulary to students' interests and prior knowledge.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives.
e. Clarity	Presents material clearly and explicitly, with well-chosen examples and vivid, appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way and/or uses language that is inappropriate.
f. Repertoire	Uses a wide range of well-chosen, effective strategies, questions, materials, technology, and groupings to accelerate student learning.	Orchestrates effective strategies, questions, materials, technology, and groupings to foster student learning.	Uses a limited range of classroom strategies, questions, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.
g. Engagement	Gets virtually all students involved in focused activities, actively learning and problem-solving, losing themselves in the work.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.
h. Differentiation	Successfully reaches virtually all students by skillfully differentiating and scaffolding and using peer and adult helpers.	Scaffolds instruction and uses peer and adult helpers to accommodate most students' learning needs.	Attempts to accommodate lessons to students with learning needs, but with mixed success.	Fails to differentiate instruction for students with learning needs.
i. Nimbleness	Defly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.

Overall rating: _____ Comments: _____

D. Monitoring, Assessment, and Follow-Up

The teacher:	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Criteria	Consistently highlights and reviews clear criteria for good work, with rubrics and exemplars of student work at each level of proficiency.	Highlights criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.
b. Diagnosis	Gives students a well-constructed diagnostic assessment before each unit and uses the information to shape instruction.	Diagnoses students' knowledge and skills at the beginning of a unit and tweaks lessons based on the data.	Does a quick review before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.
c. Goals	Has students set ambitious goals, continuously self-assess, and take responsibility for improving their work.	Has students self-assess, set goals, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
d. Feedback	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses mediocre methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding.
e. Recognition	Frequently displays students' work with rubrics and commentary to celebrate progress and motivate and direct effort.	Regularly displays students' work to make visible their progress with respect to standards.	Displays some 'A' student work as an example to others.	Displays only a few samples of student work or none at all.
f. Analysis	Works with colleagues to immediately use assessment data to fine-tune teaching, re-teach, and help students who need support.	Promptly uses data from assessments to adjust teaching, re-teach, and follow up with students who need support.	Records students' assessment grades and notes some general patterns for future reference.	Records students' assessment grades and moves on with the curriculum.
g. Tenacity	Relentlessly follows up with struggling students with personal attention so that virtually all reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and do re-takes.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.
h. Support	Makes sure that students who need academic support or services receive appropriate services promptly.	When necessary, refers students for academic support or services.	Sometimes doesn't refer students promptly for support, and/or refers students who don't need it.	Often fails to refer students for support services and/or refers students who do not need them.
i. Reflection	Works with colleagues to reflect on and document what worked and what didn't and continuously improve instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

Overall rating: _____ Comments: _____

E. Family and Community Outreach

The teacher:	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Respect	Shows sensitivity and respect for family culture, values, and beliefs and finds ways to make all feel welcome in the school.	Is respectful with family members, sensitive to different cultures, and welcomes all to the classroom.	Tries to be sensitive to the culture and beliefs of students' families but sometimes shows lack of respect.	Is often insensitive to the culture and beliefs of students' families.
b. Belief	Shows each parent an in-depth knowledge of their child and a strong belief that he or she will meet or exceed standards.	Shows parents a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge of individual children or concern about their future.
c. Expectations	Gives parents clear, user-friendly learning and behavior expectations and exemplars of proficient work through the year.	Gives parents clear expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Doesn't inform parents about learning and behavior expectations.
d. Communication	Makes sure parents hear positive news about their children first, and immediately flags any problems.	Promptly informs parents of behavior and learning problems, also updating parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
e. Involving	Frequently involves parents in supporting and enriching the curriculum for their children as it unfolds.	Plans appropriate ways for family members to be involved in their children's learning.	Sends home occasional suggestions on how parents can help their children with schoolwork.	Rarely if ever communicates with parents on ways to help their children at home.
f. Responsiveness	Deals immediately and successfully with parents' concerns.	Responds promptly to parents' concerns.	Is slow to respond to parents' concerns.	Is unresponsive to parents' concerns.
g. Reporting	Uses informal and digital channels and student-led conferences to regularly inform parent on their children's progress.	Uses digital channels and reports to regularly keep parents informed on their children's progress.	Uses parent conferences intermittently to tell parents the areas in which their children need to improve.	Completes reports, not always on time, and expects parents to deal with their children's learning needs.
h. Outreach	Successfully contacts virtually all parents, including those who are hard to reach.	Reaches out to all parents and is tenacious in contacting those who are hard to reach.	Tries to contact all parents, but ends up talking mainly to the parents who tend to be responsive.	Makes little or no effort to contact parents.
i. Resources	Successfully enlists extra resources from homes and the community to enrich the curriculum.	Reaches out to families and community agencies to bring in additional resources.	Asks parents to contribute extra resources.	Does not reach out for extra support from parents or the community.

Overall rating: _____ Comments: _____

F. Professional Responsibilities

The teacher:	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Language	In professional contexts, speaks and writes correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.
b. Reliability	Carries out all duties and assignments conscientiously and punctually and keeps meticulous records.	Is punctual and reliable with paperwork, duties, and assignments and keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, or misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, or misses paperwork deadlines.
c. Professionalism	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and attire and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
d. Judgment	Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality.	Is ethical and forthright, uses good judgment, and maintains confidentiality with student information.	Sometimes uses poor judgment, is less than completely honest, and/or discloses student information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.
e. Teamwork	Is an important member of teacher teams and committees and volunteers for extra activities.	Shares responsibility for grade-level and schoolwide activities and takes part in extra activities.	When asked, will serve on a committee and attend an extra activity.	Declines invitations to serve on committees and attend extra activities.
f. Leadership	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student results.	Contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.
g. Openness	Actively seeks out feedback and suggestions from students, parents, and colleagues and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about feedback and resistant to changing practices.
h. Collaboration	Meets frequently with colleagues to plan units, share ideas, and analyze assessment results.	Collaborates regularly with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and conversations lack educational substance.
i. Growth	Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.	Can occasionally be persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning and has not implemented suggestions.

Overall rating: _____ Comments:

Sources

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Since then, a number of other educators have provided suggestions, resulting in eliminating the 4-3-2-1 rating numbers at the top of each page, reducing the number of lines in each domain from ten to nine, and making important changes in wording and substance.

Appendix B:

Teacher Assistance Plan

Teacher: _____

Date: _____

Staff Present: _____

Was the teacher informed in writing of their ability to have union representation: Yes No

This assistance plan may include suggestions, resource materials, professional development opportunities, referral to a colleague for peer assistance, or assistance from an outside agency.

Explicit statement of the area(s) of concern documenting the particular domain(s) .

Marshall Domain(s)

- A. Planning and Preparation for Learning
- B. Classroom Management
- C. Delivery of Instruction
- D. Monitoring, Assessment, and Follow-Up
- E. Family and Community Outreach
- F. Professional Responsibilities

Identification of the specific behaviors (observable objectives for improvement) with expected level(s) of performance that the teacher must develop to demonstrate competency.

Teacher actions with stated timelines defining the amount and kind of assistance and the frequency of observations and conferences. Written and oral reports of observations shall be given to the teacher within three working days of an observation.

Timeline (45 days):

Teacher will:

Evidence	Details	Expected Result

Evaluator will:

Support	Details	Expected Result

Evidence:**Observations:****Satisfactory Resolution / Progress**

At the completion of the Teacher Assistance Plan Timeline, the evaluator will identify whether the teacher has successfully met the established objectives. The evaluator then has three options:

1. If the evaluator decides that sufficient progress has been made toward meeting the established objectives, the teacher will be taken off the intensive assistance plan. A written statement will be included on this form..
2. If the evaluator decides that some progress has been made toward meeting the established objectives, but performance does not yet meet district standards, a recommendation for continuation of the *Teacher Assistance Plan* may be made for an additional 30 days.
3. The evaluator may initiate termination procedures.

Signed:

Teacher

Date

Administrator

Date

WEA President

Date