PROFESSIONAL LEARNING

AND

TEACHER EFFECTIVENESS AND PERFORMANCE EVALUATION

The following document provides information relative to the policies and procedures associated with the revised teacher evaluation program for the Milford Public Schools. The plan is reviewed annually in consideration of both CSDE guidelines and district needs.

Board of Education

Superintendent

Dr. Elizabeth Feser

Assistant Superintendent, Teaching and Learning

Jeffrey Burt

Supervisor, District Improvement

Shannan Carlson

Special thanks and recognition are awarded to the Instructional Framework Committee who, with ReVision Learning consultant Patrick Flynn, convened initially in the Summer of 2011 to develop our Instructional Framework, worked collaboratively throughout the 2011-2012 year to introduce the framework to their colleagues while refining and revising its indicators, and then convened again in the summer of 2012 to articulate what became the foundational pieces of the plan which follows. Their unwavering commitment to doing right by our students is as much a cornerstone of this plan, as is the Instructional Framework they developed.

Instructional Framework Committee, Summer 2012

Anne-Marie Alderman, Kindergarten, Live Oaks School
Patricia Bodnar, Math Specialist, Mathewson School
Christine Bouchard, District Science Coordinator
Barbara Brunau, Grade 2 Teacher, Live Oaks School
Rebecca Camperlengo, Grade 2 Teacher, Mathewson School
Lisa Carlson, Grade 5 Teacher, Calf Pen Meadow School
Mary Ellen Coloski, Grade 7 Science Teacher, West Shore Middle School
Jennifer Donini, Grade 7 Math Teacher, West Shore Middle School
Amy Fedigan, Principal, Calf Pen Meadow School
Meghan Fitzsimons, Grade 1 Teacher, Mathewson School
Jennifer Frank, Kindergarten Teacher, Orange Avenue School
Sarah Gallipoli, Special Education Teacher Leader
Meghan Hudson, Art Teacher, Joseph A. Foran High School
Robert Kravecs, Grade 8 Social Studies Teacher, East Shore Middle School
Gail Krois, Supervisor of District Improvement
Kathleen Mahon, Grade 7 Math Teacher, East Shore Middle School
Joan Mancini, Kindergarten Teacher, Orange Avenue School
Laura Marinelli, Grade 4 Teacher, Orchard Hills School
Joseph Messina, Grade 4 Teacher, Orchard Hills School
Lisa Milburn, Grade 2 Teacher, John F. Kennedy School
Patricia Mulhall, Grade 7 Language Arts Teacher, Harborside Middle School
Lauren Napier, Grade 6 Language Arts Teacher, Harborside Middle School
Shannon Pocevic, Grade 5 Teacher, Calf Pen Meadow School
Jennifer Ramey, Grade 3 Teacher, Pumpkin Delight School
Celine Sandor, Grade 5 Teacher, Meadowside School
Stacey Shanley, Grade 2 Teacher, Orange Avenue School
Audrey Sokol, Grade 1 Teacher, Live Oaks School
Annaliese Spaziano, Principal, The Academy
Russell Stilwell, Social Studies Teacher, The Academy
Carole Swift, Principal, Orange Avenue School
Merrianne Vassallo, Grade 3 Teacher, Meadowside School
Catherine Williams, Principal, East Shore Middle School

Additional recognition is awarded to the subcommittees who came together with Gail Krois, Supervisor of District Improvement, to engage in conversations with district administration on the final publication of our initial plan.

Instructional Framework Committee, Fall 2014

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Barbara Brunau, Grade 2 Teacher, Live Oaks School
Rebecca Camperlengo, Grade 2 Teacher, Mathewson School
Lisa Carlson, Grade 5 Teacher, Calf Pen Meadow School
Shannan Carlson, Supervisor of District Improvement
Mary Ellen Coloski, Grade 7 Science Teacher, West Shore Middle School
Lisa Elgart, Spanish Teacher, East Shore Middle School
Mary Edo, Special Education Teacher Leader, West Shore Middle School
Amy Fedigan, Principal, Calf Pen Meadow School
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Meghan Hudson, Art Teacher, Joseph A. Foran High School
Chris Johnston, Special Education, Joseph A. Foran High School
Robert Kravecs, Grade 8 Social Studies Teacher, East Shore Middle School
Carissa Lucia, English Teacher, Jonathan Law High School
Cherylanne Monck, Special Education, Meadowside School
Lauren Napier, Grade 6 Language Arts Teacher, Harborside Middle School
Genevieve Pellegrino, Grade 2 Teacher, Orange Avenue School
Shannon Pocevic, Grade 5 Teacher, Calf Pen Meadow School
Jennifer Ramey, Grade 3 Teacher, Pumpkin Delight School
Christina Rozum, Grade 2 Teacher, Mathewson School
Jennifer Sinal, Supervisor of English and Language Arts
Audrey Sokol, Grade 1 Teacher, Live Oaks School
Annaliese Spaziano, Principal, The Academy
David St. Germain, Supervisor of Media Services and Instructional Technology
Carole Swift, Principal, Orange Avenue School
Lisa Uhlan, Health Teacher, West Shore Middle School
Catherine Williams, Principal, East Shore Middle School

Additional recognition is awarded to the subcommittee who came together with Shannan Carlson, Supervisor of District Improvement, to engage in conversation and pilot the collegial planning and reflection, professional growth opportunity.

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INTRODUCTION

"Without capable, high quality teachers in American classrooms, no educational reform effort can possibly succeed. Without high quality evaluation systems, we cannot know if we have high quality teachers."

~Stronge, 2003

VISION AND PURPOSE OF MPS PROFESSIONAL LEARNING AND TEACHER EFFECTIVENESS AND PERFORMANCE EVALUATION PROCESS

The vision and purpose of the Milford Public Schools Professional Learning and Teacher Effectiveness and Performance Evaluation (PL/TEPE) system is to ensure that all our students have access to the highest quality teachers. Based on the research on teacher effectiveness and student success which asserts that the teacher is the primary factor in ensuring a student's academic success, our plan focuses on improving and supporting all teachers' performance and practices through a fair and equitable process.

Re-envisioning the way we develop and evaluate teachers will require a significant culture change in our schools, and then a change in mindset focusing first and foremost on the continuous growth and development of educators. Providing teachers with support through high-quality professional learning and evaluation practices coupled with teachers' abilities to reflect upon instruction and professional practice will develop a strong educational system.

The MPS Instructional Framework is the cornerstone of the PL/TEPE system. The Instructional Framework was developed to establish a shared definition of effective instructional practices while providing a set of parameters that contribute to the improvement of individual and collective practice across five domains: Classroom Environment, Planning and Preparation, Instruction, Assessment and Professional Responsibilities. Within each domain are specific indicators that break down expected practices across a continuum of performance levels from highly effective to ineffective.

GOALS OF MPS PROFESSIONAL LEARNING AND TEACHER EFFECTIVENESS AND PERFORMANCE EVALUATION PROCESS

The primary goal of the PL/TEPE process is to strengthen individual and collective teacher practices in order to improve student growth. The specific objectives of the plan are:

1. Ensuring the learning and academic achievement for **ALL** students,
2. Promoting effective instructional practices through the adoption of a framework that identifies standards-based instructional practices across identified domains,
3. Facilitating communication and collaboration among teachers, administrators, and other members of the profession for the improvement of student achievement,
4. Providing feedback which motivates reflective practice and individualized professional learning and growth,
5. Engaging teachers in high quality collaborative and individual professional learning opportunities for improving student learning outcomes,
6. Establishing a procedure by which goals of the school system can be translated into performance objectives for individual teachers, and
7. Providing a continuous record of the teacher's performance.

The collaborative nature of the development process for the PL/TEPE plan demonstrates our collective belief in the power of and need for collaborative practice among professional educators for moving a district forward.

CONNECTIONS TO DISTRICT VISION AND MISSION

Our PL\TEPE plan will assure the attainment of both the mission and vision of our learning community. We know that in order for students to achieve at their highest level, we need effective teachers in every classroom providing the highest quality instructional practice at all times.

Our Vision
Milford Public Schools will be a progressive school district in which students are prepared to achieve at their highest level, surrounded by an engaged community that is proud of its educational system.

Our Mission
Students who graduate from the Milford Public Schools will:
- demonstrate mastery of reading, writing, and numeracy;
- comprehend, organize, and analyze information in order to independently solve problems and articulate solutions; and
- demonstrate the attributes of good citizenship and community/school engagement.

Strengthening individual and collective teacher practices with the goal of deepening student learning and increasing student achievement necessitates having an instructional framework as the cornerstone of our new PL/TEPE system. Our Instructional Framework enables us not only to share a common vocabulary on effective instructional practices, but also to identify where these specific practices fall along a continuum – from highly effective to ineffective.

Just as our PL/TEPE is necessary for the realization of our district mission and vision, it plays a crucial role in our district and school continuous improvement plans. Our continuous improvement plans, which address how we will obtain our district goals, cannot be realized without high quality instruction taking place in every class every day. Thus within our plan, we speak to the need to develop professional goals around instructional practices which directly support district and building goals.
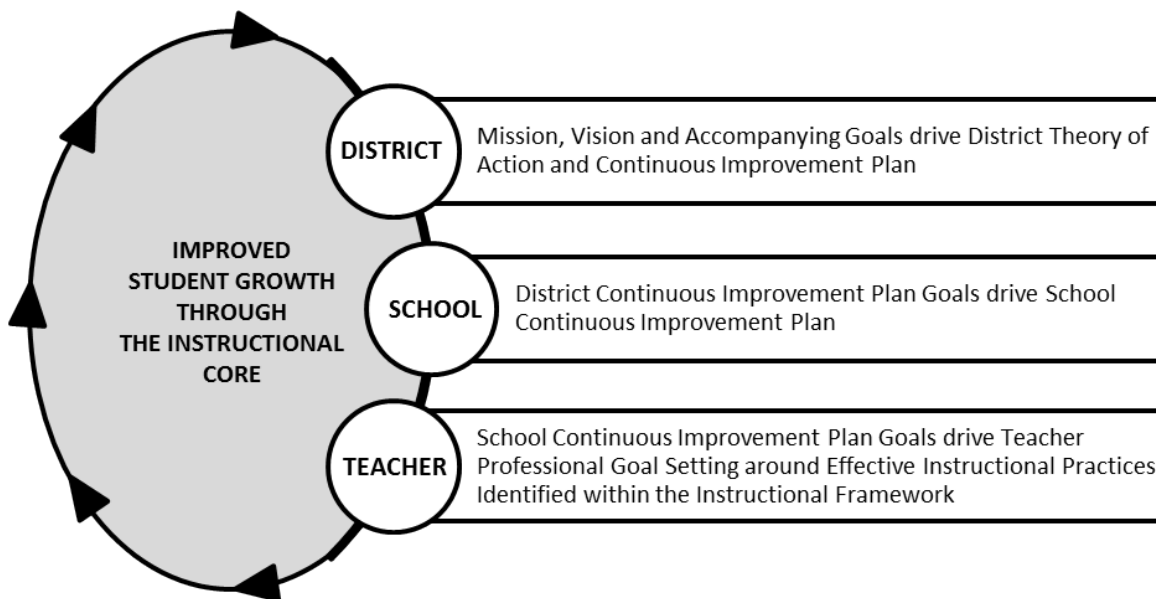
Critically important to the growth of our district is the coherence that our PL/TEPE plan provides. By setting and making progress towards professional learning growth goals, grounded in school based goals, which stem from District goals, we are ensuring coherent focus on student learning.

PARTICIPATING TEACHERS AND ADMINISTRATORS

All certified personnel, tenured and non-tenured, below the rank of Superintendent with the exception of administrators in positions requiring administrative certification, are evaluated under the PL/TEPE plan outlined within this document.

Those evaluated under this plan include Tenured and Non-Tenured:
Classroom and Special Education Teachers
Guidance Counselors (including Director of Guidance Departments)
Media Specialists
Literacy and Numeracy Coaches
School Psychologists and Social Workers
Speech and Language Pathologists
Reading Teachers
Teacher Leaders, including Teachers on Special Assignment, and Deans

Tenure is achieved after:
a) Four successful years (40 months) of teaching in Milford, or
b) Two successful years (20 months) of teaching in Milford if previously
granted tenure in another district and employed in that district
within the past five years.

Non-Tenured:
a) any teacher who has not yet achieved tenure.

Within the plan evaluators may be building administrators—principals and assistant principals—or centrally assigned administrators. At the beginning of every year when the timelines for PL/TEPE plan are published, teachers will be informed who their primary evaluators will be. When more than one administrator is assigned to a teacher for evaluation purposes, each administrator will be responsible for reviewing documentation associated with the individual teacher's Professional Learning Goals, Observation Feedback, Stakeholder goals, and PLC Summaries; the building administrator, however, is the primary evaluator who is ultimately responsible for developing the year end teacher evaluation and summative documentation.

All teachers will receive an annual orientation to the plan. In its first year of implementation, a substantial amount of professional learning time was dedicated throughout the year to support the new expectations. In subsequent years, the district worked with the building to provide informational sessions on any updates/revisions to the plan as well as to design and implement targeted professional learning based identified district, building and individual needs. This practice will continue. All new teachers and administrators will have additional training around the framework and goal setting process at their district orientation sessions. Furthermore, all building and district administrators will be required to participate in professional learning around all aspects of the PL/TEPE plan – including, but not limited to, effective observation practices that include opportunities to calibrate around the domain indicators on our Instructional Framework. Specific information on professional learning guidelines and expectations can be found in Section Four *Supporting Teachers through Professional Learning*.

TEACHER EFFECTIVENESS AND PERFORMANCE EVALUATION MODEL

OVERVIEW OF EVALUATION FRAMEWORK DESIGN

Our PL/TEPE process is aligned to state and national trends in evaluative practice including the Connecticut Performance Evaluation Advisory Council (PEAC) guidelines for teacher evaluation and System for Educator Evaluation and Development (SEED) model and consists of multiple measures to capture an accurate and comprehensive picture of teacher performance. Under the plan, all teachers will be evaluated across four categories.

Teacher Effectiveness and Performance Evaluation Category Weighting

- 40% Observation of Teacher Performance & Practice
- 45% Student Performance Growth
- 10% Performance Targets Based on Parent Feedback
- 5% Whole School Student Learning
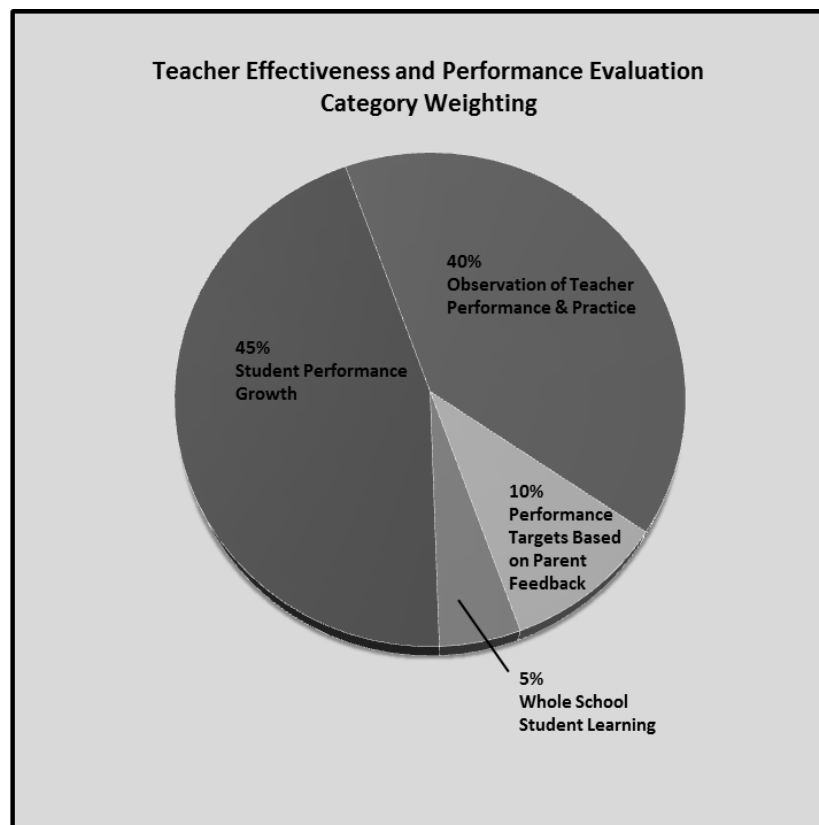
Category 1: Teacher Performance and Practice   **(40%)**

An evaluation of a teacher's core instructional practices and skills identified within our Instructional Framework based on observations of practice.

Category 2: Performance Targets Based on Parent Feedback   **(10%)**

An evaluation of a teacher's growth towards performance targets set in response to annual parent feedback.

Category 3: Whole School Student Learning   **(5%)**

A measurement of Student Learning based on identified school based student performance indicators.

Category 4: Student Performance Growth   **(45%)**

An evaluation of teachers' contribution to student academic progress as measured on identified assessments.

Inherent within all categories are teacher and building based goals, professional learning supports and three anchor conferences.

Ratings from the four categories will be combined at the end of the year to produce a summative performance rating for each teacher.   The performance levels, which are aligned to the domain indicators within our Instructional Framework, will be defined as:

Highly Effective:	Substantially exceeding indicators of performance
Effective:	Meeting indicators of performance
Approaching Effective:	Meeting some indicators of performance, but not others
Ineffective:	Not meeting indicators of performance

Further information regarding summative ratings can be found in Section Three *Teacher Effectiveness and Performance Evaluation Process*.

INSTRUCTIONAL FRAMEWORK

Our Instructional Framework defines a common understanding of effective instructional practices across five domains: Classroom Environment, Planning and Preparation, Instruction, Assessment and Professional Learning. Within each domain are specific indicators that break down expected practices across the continuum of practices:

> Highly Effective: Substantially exceeding the indicators of performance
> Effective: Meeting the indicators of performance
> Approaching Effective: Meeting some indicators of performance; but not others
> Ineffective: Not meeting indicators of performance

Our Instructional Framework document is central to our Teacher Effectiveness and Performance Evaluation plan – from goal setting to observation – as it captures and defines the practices we know are essential for improving student learning. Below are the domains and indicators within the Framework. The overview of practices associated with the four performance levels can be found in the complete document in the Essential Resources section.

MILFORD PUBLIC SCHOOL'S INSTRUCTIONAL FRAMEWORK	
DOMAINS	**INDICATORS**
Classroom Environment	A. Creates safe and orderly environment B. Organizes learning spaces to support efforts and progress C. Provides environment that supports choice and options to enhance learning D. Sets clear social expectations to create an environment of respect and rapport for all students E. Applies procedures consistently and with clarity in order to maximize time devoted to instruction and learning
Planning and Preparation	A. Utilizes district curriculum guides in planning and instruction B. Designs lessons with meaningful goals and objectives C. Differentiates appropriately for unique individual needs of students D. Includes strategies for teaching and supporting content area literacy skills, and when appropriate, numeracy skills E. Plans for student engagement and active learning

Instruction	A. Expectations are aligned to standards, are rigorous and relevant to curriculum, and support an optimal learning environment B. Uses a variety of evidence based instructional strategies and resources to engage students in learning C. Uses differentiated instruction and supplemental interventions to support the diverse needs of students D. Varies student and teacher roles to develop independence and interdependence with gradual release of responsibility E. Monitors and adjusts instructional strategies and pacing in response to student performance and engagement F. Uses questioning and discussion techniques to enhance student learning G. Provides meaningful, appropriate and specific feedback to students during instruction to improve performance
Assessment	A. Uses a variety of curriculum-aligned formative and summative assessments B. Provides students and families with assessment criteria and descriptive, timely feedback C. Utilizes rubrics and/or assessment tools for student self-assessment and reflection D. Reviews and interprets assessment data to monitor and adjust instruction to ensure student progress
Professional Responsibilities	A. Conducts self as a professional in accordance with CT Code of Responsibility for Educators B. Makes decisions based on student needs C. Understands individual student needs and legal rights and complies with the intervention, referral, and IEP process D. Demonstrates understanding of cultural, social, and economic diversity E. Collaborates with colleagues in a professional community F. Communicates with families G. Collaborates with colleagues in a professional community

REVIEW PROCESS

Our Professional Learning and Teacher Effectiveness Performance Evaluation Process is in full accordance to all Connecticut State Department of Education (CSDE) reform guidelines. Aggregates of summative performance ratings will be reported to the CSDE in accordance with all CSDE guidelines.

The Professional Learning and Teacher Evaluation committee, an outgrowth of the Instructional Framework Committee, will meet annually (or more if required) to not only review procedures teacher Evaluation but also to identify and help shape district and building professional learning. The committee will also review associated EForms and Processes within TalentED annually based on teacher and administrator feedback.

TEACHER EFFECTIVENESS AND PERFORMANCE EVALUATION PROCESS

OVERVIEW OF TEACHER EFFECTIVENESS AND PERFORMANCE EVALUATION PROCESS

The Teacher Effectiveness and Performance Evaluation process is anchored by three performance conferences placed at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations of the evaluation process, provide comprehensive feedback to a teacher on his/her performance, as well as to help teachers with the goal setting and reflection process. As discussed in upcoming sections, teachers are required to set student learning and professional growth goals which factor in to the Student Learning Outcomes category as well as being required to set performance targets related to Parent Feedback in the Performance Targets based on Parent Feedback category. These goals and performance targets must be collaboratively discussed and approved by an administrator during the Initial Goal Setting meeting. It is important that all goals be based on student needs and reflect an appropriate level of rigor. Specific details on goal setting are within the related categories.

Below is an overview of the sequence of conferences that are held throughout the year.

Initial Goal Setting	
Reflection and Preparation	Teacher engages in the goal setting process which asks them to identify Student Learning Outcome goals, Performance Targets aligned to building/district based parent feedback goals and their related Professional Learning goals. Teacher documents and submits proposed goals in advance of the conference for their administrator to review.
	As part of the goal setting process, the teacher completes and reflects on the *Instructional Framework Self-Assessment* to identify areas for professional growth. Additionally the teacher joins a Professional Learning Committee (PLC) to collaborate with peers.
Conference	Teacher meets with their administrator to review and finalize their Student Learning Goals, Parent Feedback Performance Targets and related Professional Learning Goals.
	The administrator may request revisions to the proposed goals and objectives if they do not meet the approval criteria.

Mid-Year Conference	
Reflection and Preparation	Teacher prepares for mid-year meeting by reflecting on progress towards Student Learning Goals, Parent Feedback Performance Targets, and related Professional Goals. Teacher documents and submits mid-year reflections in advance of the conference for their administrator to review.
Conference	Teacher meets with their administrator to reflect on observed practices, progress towards professional goals and performance targets, and participation in PLC process. Mid-Year adjusts are made to goals as necessary based on district provided criteria.
Year End Conference	
Reflection and Preparation	Teacher prepares for year end meeting by reflecting on Professional Learning Goals, Parent Feedback Performance Targets and related Professional Goals. Teacher documents and submits year end reflections along with relevant data in advance of the conference for their administrator to review.
Conference	Teacher meets with their administrator to reflect on observed practices, and to document with evidence progress towards goals and performance targets as well as to review participation in PLC. Administrator shares summative review and final rating for the year.

All three conferences (goal setting, mid-year and year-end) are required steps in our teacher evaluation process and must take place within the timelines communicated at the beginning of each year. Additional Materials related to each goal conference, including guiding questions, can be found on line on our district Professional Learning and Teacher Effectiveness and Performance Evaluation resource page.

The following sections detail the four different categories of the Teacher Effectiveness and Performance Evaluation and how they work together to create an accurate profile of a teacher's performance.

CATEGORY ONE:
OBSERVATION OF TEACHER PERFORMANCE AND PRACTICE (40%)

45%
Student Performance
Growth

40%
Observation of Teacher
Performance & Practice

10%
Performance
Targets Based
on Parent
Feedback

5%
Whole School
Student Learning
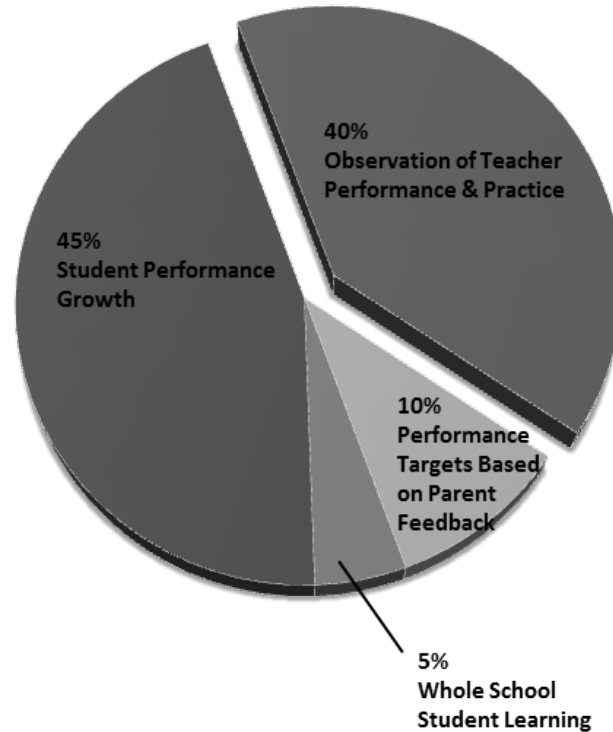
Research has shown that multiple snapshots of practice provide a more accurate picture of teacher performance than one or two observations per year. Since feedback is essential to teacher growth, our Teacher Observation and Practice process embeds multiple opportunities for feedback and dialogue around observed practices for all teachers.

The specific observation protocols employed by administrators vary depending on each teacher's tenure status. While all staff are initially observed a minimum of two times throughout the year, the duration of the observations along with whether they are announced or unannounced varies. Non-tenured staff are involved in three class length observations designed to capture a full picture of a teacher's ability to design and implement an effective lesson from initiation to closure, while tenured staff are observed minimum of two times in shorter observations which are designed to capture snapshots of a teacher's classroom instruction.

As can be seen in the processes outlined on the following page, the observations complement the goal setting and conference process throughout the year.

TEACHER OBSERVATION AND PRACTICE
Overview of Process for Staff

Goal Setting

Initial Conference with Supervisor

Professional Learning Communities

Observations

Mid Year Meeting

Observations

Year End Conference

STEP ONE .... DAYS 1-30
Teacher analyzes student needs, develops Student Growth Goals and Performance Targets, conducts Self-Assessment to Instructional Framework, and develops individual and collaborative Professional Learning Goals.

STEP TWO .... DAYS 30-40
Teacher meets with administrator to review and finalize goals and PLC proposal.

STEP THREE .... DAYS 40-165
Teacher engages in PLC collaborative work.

STEP FOUR .... DAYS 1-90
Administrator conducts one to two observations with follow-up debriefing conversations.

STEP FIVE .... DAYS 80-100
Teacher meets with administrator for Mid-Year Conference.

STEP SIX .... DAYS 90-140
Administrator conducts one to two observations with follow-up debriefing conversations.

STEP SEVEN .... DAYS 140-165
Teacher meets administrator for Year End Conference.

Non-Tenured Teachers:
- Three Observations of at least forty minutes in length.
- Pre-Conferences for first two observations for teachers in Years 1 and 2.
- Pre-Conference for one observation for teachers in Year 3 and 4.

Tenured Teachers:
- Reference the Performance and Practice Expectation Chart on page 32

In 2014-2015, qualifying teachers participated in a Professional Growth Opportunity in lieu of an unannounced observation. This expectation will continue to be phased in this year and eligibility will be determined by a teacher's previous year's summative rating and individual observation ratings. During the 2015-2016 year, qualifying teachers will participate in a three year observation cycle which includes a formal observation, informal observations, and/or professional growth opportunities to support ongoing professional learning.

Non-Tenured Observations

Observations designed for non-tenured staff will be observations of complete lessons, from initiation to closure. Over the four years a teacher has non-tenured status, the observations will be a balance of formal (announced) and unannounced. When an observation is announced, staff are required to participate in pre-observation conferences where teachers and administrators come together to discuss expected outcomes for student growth within a particular lesson. These pre-conferences, which decrease over time, are specifically designed to help beginning teachers establish highly effective planning and preparation practices in line with our Instructional Framework. During the actual observation, the evaluating administrator will observe in the classroom focusing on the indicators in the Instructional Domain. Other domains, where applicable, can also be assessed. Following the lesson, the teacher will formally reflect on their lesson using the *Post-Observation* Teacher Reflection Form, which they will bring to their post-observation conference.

> **Non-Tenured Year 1 and 2 Teachers:**
> The first two of the three observations will be announced with required pre and post conferences.
> **Non-Tenured Year 3 and 4 Teachers:**
> The first of the three observations will be announced with required pre and post conferences.

For additional information on mid-year hires and observation cycles, please refer to the Overview of Observation Cycles in the Essential Materials section.

Tenured Observations

In the initial implementation year of this plan, tenured teachers were all observed a minimum of three times per year – one formal (announced) thirty minute observation and two unannounced twenty minute observations. There was no designated sequence for the three observations for a tenured teacher. For their Formal Observation, teachers are expected to participate in a pre-observation conference with the observing administrator where they will discuss expected outcomes for student growth in a particular lesson. Teachers and administrators should be guided in their conversation by the Planning and Preparation domain within the Instructional Framework. In both announced and unannounced observations, while the evaluating administrator will observe in the classroom focusing on the indicators within the Instructional Domain, other domains, where applicable, can also be assessed and commented upon. During the 2015-2016 year, qualifying teachers will participate in an observation cycle which includes a formal observation, informal observations, and/or professional growth opportunities/review of practice to support ongoing professional growth. See chart on page 32.

Pre-Observation Conference

Pre-Observation Conferences must take place for all announced observations of tenured and non-tenured teachers. It is the expectation that a teacher brings their lesson plan to

the conference. The lesson plan must include addressed standards and student learning objectives as well as an overview of instructional strategies, differentiation and relevant assessments. The intent of the conference is for the teacher and administrator to review the teacher's learning plan through the lens of Domain 2 in the Instructional Framework: Planning and Preparation -- discussing ways in which the teacher can strengthen their lesson design to further improve and monitor student achievement.

Observation Feedback Form

For both non-tenured and tenured observations, the administrator must debrief the observation with the teacher within forty-eight hours of the observation. During the meeting, the administrator will share feedback as well as well as the observed performance ratings. Within five days of the observation, the administrator will complete and forward to the teacher the *Observation Feedback Form*. The teacher will then have 10 days to review and electronically sign the *Observation Feedback Form*. The teacher's signature indicates receipt and review of the contents, not agreement with the contents. When signing, the teacher has the opportunity to reflect on the *Observation Feedback Form* in writing if they wish. Once the form is electronically signed and submitted; the teacher is no longer able to go back and add comments.

Professional Growth Opportunities

Professional Growth Opportunities are clearly defined opportunities for teachers to come together professionally around the development and implementation of best practices within their classrooms in furthering student achievement.   The intent of including a professional learning exercise within the evaluation process is to give qualifying teachers a greater role in designing and engaging in professional learning that directly impacts their own professional growth.

In 2014-2015, some tenured teachers participated in a Professional Growth Opportunities in lieu of an unannounced observation. This expectation will continue to be phased in over the 2015-2016 year and eligibility will be determined by a teacher's previous year's summative rating and individual observation ratings. At the beginning of each school year, teachers will be made aware of whether or not they qualify as well as what exercise they have to select from at that time. Some anticipated professional learning exercises which will be phased in over the first two years include learning walks, lesson design study and coaching cycles. Approved professional learning exercises along with specific protocols for engaging in and reviewing the exercise will be developed, reviewed and communicated out annually by the district Professional Learning Committee in collaboration with Central Office Administration.

The following graphic outlines which teachers are required to participate in the professional growth opportunity:

- The teacher is within a participating school/level.

- The teacher participated fully in previous year's tenured observation process.

- Within previous year's observation process, teacher earned Summative Rating of HE or E.

- Within previous year's Observation of Performance and Practice category, the teacher earned a rating of HE or E.

- Within previous year's individual observations, the teacher earned overall ratings each of HE or E.

- Within each individual observation, teacher earned HE, E or AE on individual category ratings (Expectations/ Lesson Design/ Monitoring)– with no more than one AE in each category.

When all of the above criteria are met,
the teacher will be expected to participate in an approved professional learning exercise in lieu of a second unannounced observation.

Participating teachers will be expected to engage in a pre-approved Professional Growth Opportunities, reflect on the impact of their learning on their practice and meet with their primary supervisor to debrief the experience. Primary supervisors will be responsible for assigning a rating based on the teacher's authentic engagement in the professional learning exercise as defined within the protocols released each fall.

Walkthroughs and Instructional Rounds

There is an important distinction between the observations and practices that are part of the Teacher Effectiveness and Performance Evaluation plan and walkthroughs and instructional rounds that can happen throughout the regular course of a year. Walkthroughs and instructional rounds are conducted around general trends and identified problems of practice throughout a building or a department; they are not part of the individual teacher performance and practice evaluation.

Teacher Practice and Performance Weighting

Ratings on individual observations will be based on the observation expectations pulled from Domain 3 of the Instructional Framework: Instruction. Ratings on professional learning exercises will be based on the protocols for professional learning exercises established annually based on the professional learning expectations communicated within Domain 5 of Instructional Framework: Professional Responsibilities. At the end of the year, primary evaluators will review observation ratings and assign one of the following ratings to the Teacher Performance and Practice category: Highly Effective, Effective, Approaching Effective, Ineffective. These ratings will be tabulated as follows:

Teacher Performance and Practice Rating Scale		
Overall Rating	**Rating Series**	**Tabulation**
Highly Effective	HE,HE,HE | HE,HE,E	4
Effective	HE,HE,AE | HE,HE,I | HE,E,E | HE,AE,AE | HE,E,AE | HE,E,I | E,E,E | E,E,AE	3
Approaching Effective	HE,AE,I | E,E,I | E, AE, AE | E, AE, I | E,I,I | AE, AE, AE | AE, AE, I	2
Ineffective	AE,I,I | I,I,I	1

In the case of more than three observations, the Overall Teacher Performance and Practice ratings should be calculated by averaging the ratings. In the case of an even split, more consideration should be given to the ratings of the most recent classroom observations.

Teacher Performance and Practice Key Documents

The following forms, which are identified in the Essential Resources section, are utilized by teachers and administrators within the Teacher Practice and Performance Category:

- ✓ Teacher Pre-Observation Form
- ✓ Teacher Post Observation Form
- ✓ Administrator Observation Feedback
- ✓ Teacher Professional Growth Opportunity Reflection
- ✓ Administrator Professional Growth Opportunity Feedback

CATEGORY TWO:

PARENT FEEDBACK PERFORMANCE TARGETS (10%)
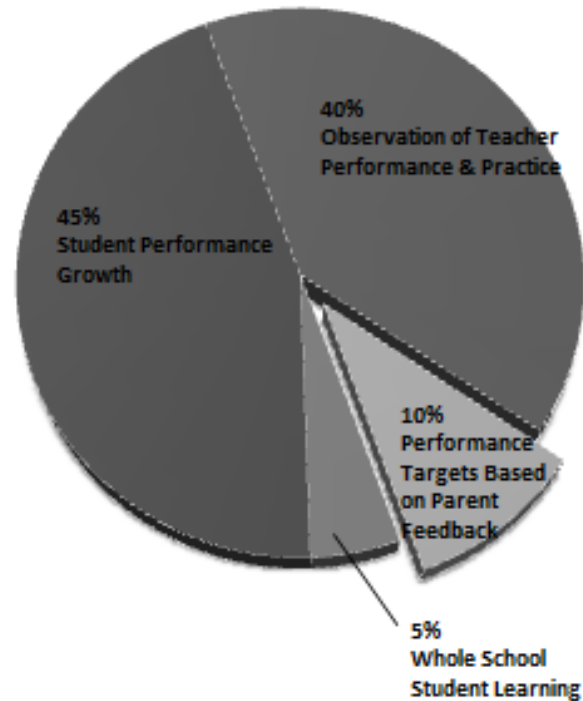
Input from our parents on teacher practice is highly valued as it gives us critical insight into our learning environment.   Parent Survey data is used within this category to set and monitor school-wide improvement goals. As both the goals and associated data are focused on school-wide practices, individual teachers will then be asked to set performance targets in this category related to school-wide goals. It is important to note that the surveys utilized do not collect data on individual teachers; rather they collect and report on trends across buildings.

Survey Administration and Goal Setting

Parent Surveys will be administered every spring within the district. While the survey will be conducted electronically, parents will have the option of requesting and receiving a hard copy of the survey that they can complete and mail back to the district.   The surveys used to capture parent feedback will be anonymous and demonstrate fairness, reliability, validity and usefulness. Both teachers and administrators will have input into the questions. Data will be collected and compiled on the district level. Data will be pulled out by school and responses will be reviewed by School Continuous Improvement Planning (SCIP) teams for trends and areas of need. This analysis will then be used to set

growth/improvement goals for school-wide practices. These goals should be tied directly into building School Continuous Improvement Planning work and be supported by professional growth opportunities throughout the year. Teachers will then be asked individually or collaboratively to set Performance Targets related to the school-wide goals. Within the Performance Target, there must be specific action steps and accompanying measures of success that can be monitored and adjusted as needed.

Overview of Summer School Continuous Improvement Work

As part of their summer SCIP work, Administrators and SCIP team members are expected to review and analyze their individual school Parent Feedback data reports in order to both look at their specific areas of growth as well as areas for further development. SCIP teams will determine one to three specific school-level parent goals for their building related to the identified areas for further development. The process is detailed below:

SCIP TEAM DATA ANALYSIS	GUIDING QUESTIONS FOR TEAM
SCIP teams will be provided with data reports from the Parent Surveys including raw and favorable data for the current year survey and comparative growth over time data for questions common to previous years' surveys. SCIP teams will look specifically at the areas they identified as a focus for the past year.	*Did you reach your growth targets you set last fall?* *If yes, what do you think contributed to growth this year?* *If not, was there positive growth, no growth, or a regression?* *What factors do you think are impacting parents' perceptions?* *Do you see similar trends in other areas?*
SCIP teams will discuss the current and comparative data and identify areas of strength and areas for development.	*What surprises us about the responses? What stands out?* *What are the areas that have the most favorable responses?* *What are the areas that do not have as favorable responses?* *What trends among the responses do we see?*
SCIP GOAL DEVELOPMENT	**GOAL GUIDELINES**
SCIP teams will set one to three School-Level Parent Goals based on parent feedback for the upcoming year. The specific School-Level Goals along with a summary of the SCIP team's Data Analysis will be shared with all faculty in the fall. The specific School-Level Goals will be included in and monitored through the School's Continuous Improvement Plan.	*The goals should be,* • *written as SMART Goals (Specific, Measurable, Attainable, Realistic, Timely),* • *consistent with best practices within school level, and* • *support the work that is critical to the success of other SCIP goals.*

During the Fall, administrators will review the School-Level Parent Goals with their faculties. Teachers will then be asked to set and monitor specific performance targets that

will be mutually agreed upon with their administrators. As stated above, within the Performance Target, there must be specific action steps and accompanying measures of success that can be monitored and adjusted as needed.

Performance Targets on Parent Feedback Rating

The Feedback on Teacher Practice rating will reflect the degree to which a teacher successfully reached their performance targets based on provided data. Each component will then be applied to 10% of a teacher's total performance rating.

Performance Targets on Parent Feedback Rating Scale		
Overall Rating	**Rating Descriptor**	**Tabulation**
Highly Effective	Substantially exceeded the stated expectations of the performance target *(the goal was extended/adjusted in response to feedback)*	4
Effective	Met the stated expectations of the performance target	3
Approaching Effective	Partially met the stated expectations of the performance target	2
Ineffective	Did not meet the stated expectations of the performance target	1

Performance Targets on Parent Feedback Key Documents

The following forms, which can be found in the Essential Resources section, are utilized by teachers and administrators within the Performance Targets on Parent Feedback Category:

✓ Professional Goal Form
Mid-Year and Year End Updates to the initial form will take place at specified times throughout the year.

CATEGORY THREE:
WHOLE SCHOOL STUDENT LEARNING (5%)

40%
Observation of Teacher
Performance & Practice

45%
Student Performance
Growth

10%
Performance
Targets Based
on Parent
Feedback

5%
Whole School
Student Learning
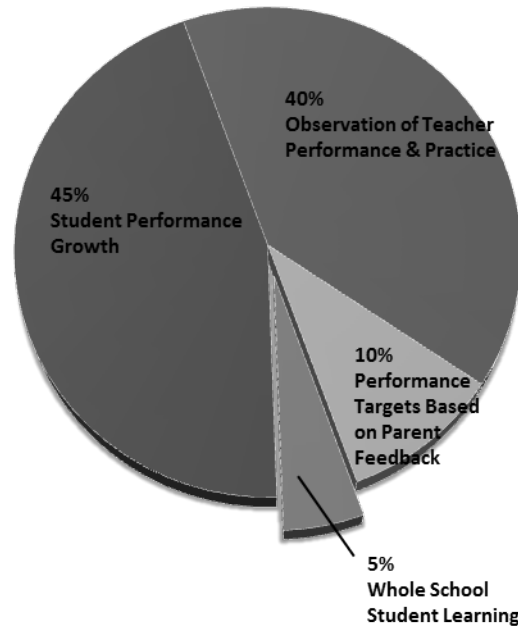
As part of a community of learners, teachers share a collective responsibility for working together to ensure the success of all students in their building. The 5% Whole School Student Learning category is therefore representative of the collective growth of all students and is applied equally to all teachers within a building. A teachers' indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for the principals' evaluation rating at the schools under their Administrator Evaluation Plan.   All teachers within a building will receive the same rating.

Teachers spilt between two or more buildings will be awarded a rating based on their allocated time in buildings.

Please note: Our initial plan referenced the use of standardized assessments and building CSDE SPI (School Performance Indicator) within this category tabulation. As districts have been exempted by the CSDE from using CMT/CAPT/SBAC data, at this time the rating will come from internal assessments.

Whole School Targets Rating

At the end of the year, multiple student learning indicators will be reviewed and a final rating will be assigned for the Whole School Student Learning category: Highly Effective, Effective, Approaching Effective, Ineffective. These ratings are defined as follows:

Whole School Student Learning Rating Scale		
Overall Rating	**Rating Descriptor**	**Tabulation**
Highly Effective	All or most students met or substantially exceeded the targets contained in the indicators.	4
Effective	Most students met the targets contained in the indicators within a few points on either side of the targets.	3
Approaching Effective	Many students met the targets but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.	2
Ineffective	A few students met the targets but a substantial percentage of students did not. Little progress toward the goal was made.	1

CATEGORY FOUR:
STUDENT PERFORMANCE GROWTH (45%)

40%
Observation of Teacher
Performance & Practice

45%
Student Performance
Growth

10%
Performance
Targets Based
on Parent
Feedback

5%
Whole School
Student Learning
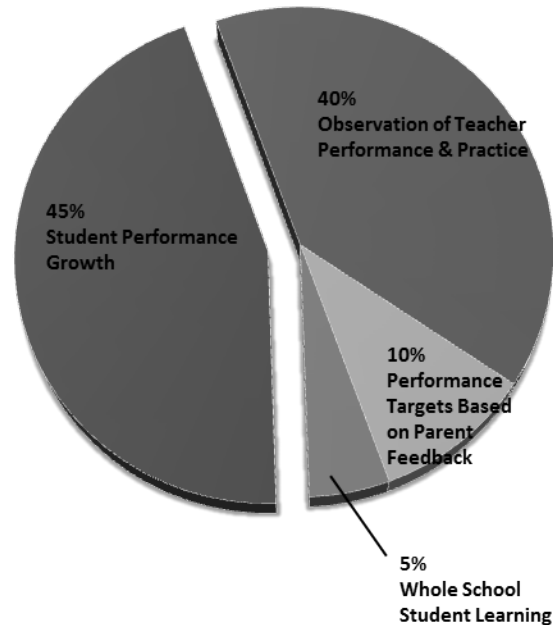
The Student Performance Growth Category captures the teacher's impact on students by asking teachers to set and monitor specific student learning outcome goals. All goals within this process should be aligned to department, district and school student learning goals – and must be supported by a teacher's participation within a Professional Learning Community.

Regardless of level, the driving focus in goal setting is student learning. The key question a teacher starts by asking, "What measurable student learning outcome am I hoping to achieve?" The question that follows is, "What do I need to do or know in order to accomplish the student learning outcome?" And then finally, "How will I know they are on their way to success?" The response helps to define the support and learning a teacher will need to attain their goals. Thus, the process leads to improvement in practice through the formulation of annual goals, professional learning strategies for achieving those goals, and methods of assessing progress toward goal attainment.

The following graphic illustrates the interconnectedness of goals within the process. In most cases the development of the student growth goal and the accompanying measurements will be identified by building and district administrators in alignment with district goals set to common standards. Teachers will then look at their students in their

current classes to set at least three specific growth goals – Indicators of Academic Growth and Development (IAGDs) -- for the year. Department and grade level resources will be available every year to help teachers and administrators through the goal setting process.
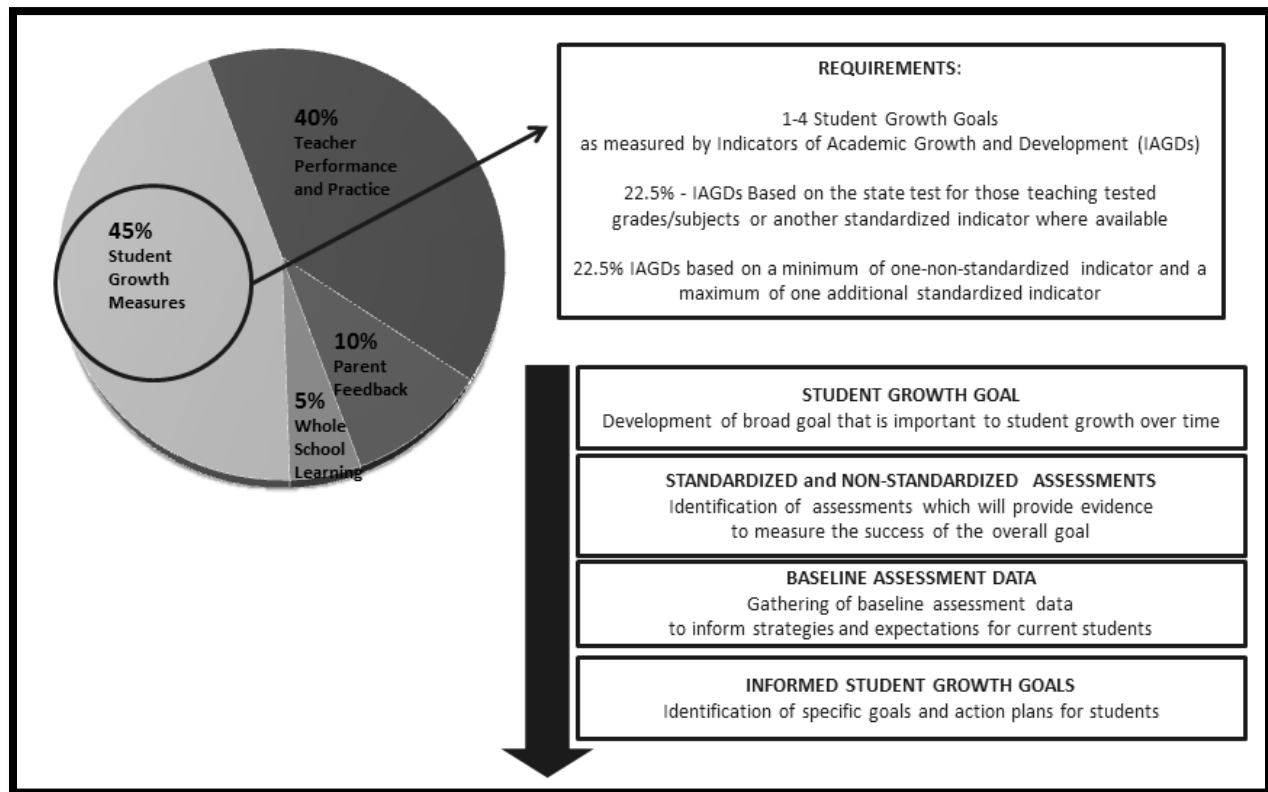
As teachers develop student growth goals for their specific students, they must be SMART Goals -- Specific-Measurable-Achievable-Relevant-Timely. They must be substantive, target increased student performance and reflect a clear link to district and school goals. Additionally they must be accompanied by a proposal for Professional Learning Community work and contain a timeline for implementation.

Goal Writing Approval Criteria:
All Goals must …
1. Be clearly articulated in SMART goal format,
   Specific-Measurable-Achievable-Relevant-Timely
2. Be appropriately rigorous,
3. Be based on identified need(s) as related to student learning articulated in district and building continuous improvement plans,
4. Include a proposal for Professional Learning, including Professional Learning Community (PLC) work, and
5. Contain a timeline of implementation for the procedures.

Teachers will engage in ongoing reflection independently and with their administrator as they set, implement, and evaluate progress on their goal. All IAGDs must be mutually agreed-upon by the teacher and their evaluator along with an agreement on the balance of weighting standardized and non-standardized indicators for the 45%.

As part of their work in accomplishing their goals for students, teachers will be asked to set professional practice goals which are related to their own professional learning. A self-assessment against the Instructional Framework will be an important step in the identification of the professional practice goals. When appropriate, professional practice goals and related professional learning targets can be set collaboratively among teachers.

Once teachers have completed their proposal for their professional goals, they will submit their goals to their administrator in advance of their goal setting meeting. Even if they are working in a collaborative group around a similar goal, this initial meeting is an independent conversation between themselves and their evaluator. Once the administrator has approved their goal, the teacher can begin engaging in the approved professional learning activities. Professional learning activities should include a blend of collaborative PLC time as well as independent learning activities. The professional learning in which a teacher engages is centrally important to helping them achieve their goal.

Within the Student Performance Growth Category are two components: Standardized Assessment Indicators and District Assessment Indicators. Together these two indicators capture a teacher's impact on students over the course of a year's instruction. Knowing that each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school--for student growth and development to be measured for teacher evaluation purposes, it is imperative to use a method that takes growth over time into context not simply a district or state benchmark end point.

Following state guidelines, indicators of academic growth and development in both standardized and district components must be fair, reliable, valid and useful to the greatest extent possible. These terms are defined by the CSDE as follows:

1. Fair to students - The indicator of academic growth and development is used in such a way as to provide students an opportunity to show that they have met or are making progress in meeting the learning objective. The use of the indicator of academic growth and development is as free as possible from bias and appropriately rigorous.

2. Fair to teachers - The use of an indicator of academic growth and development is fair when a teacher has the professional resources and opportunity to show that his/her students have made growth and when the indicator is appropriate to the teacher's content, assignment and class composition.

3. Reliable - Use of the indicator is consistent among those using the indicators and over time.

4. Valid - The indicator measures what it is intended to measure.

5. Useful - The indicator provides the teacher with meaningful feedback about student knowledge, skills, perspective and classroom experience and is used to enhance student learning and/or provide opportunities for teacher professional growth and development.

In accordance with CSDE guidelines, the process for assessing student growth using multiple indicators of academic growth and development must be developed through mutual agreement by each teacher and their evaluator at the beginning of the year (or mid-year for semester/trimester courses).

CSDE Guidelines on Standardized and Non-Standardized IAGDs

One half (22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall be based on the state test or another standardized indicator for grades and subjects that are not tested.

For the other half (22.5%) of the indicators of academic growth and development, there will be a maximum of one additional standardized indicator and a minimum of one non-standardized indicator:

Standardized Indicators Maximum of 1	Standardized assessments are characterized by the following attributes: 1. Administered and scored in a consistent or "standard" manner 2. Aligned to a set of academic or performance "standards" 3. Broadly administered (e.g. National or statewide) 4. Commercially produced 5. Often administered only once a year
Non-Standardized Indicators Minimum of 1	Non-Standardized Indicators include but are not limited to: 1. Performance assessments or tasks rated against a rubric (such as constructed projects, student oral work, and other written work) 2. Portfolios of student work rated against a rubric 3. Curriculum-based assessments, including those constructed by a teacher or team of teachers 4. Periodic assessments that document student growth over time (such as: formative assessments, diagnostic assessments, district benchmark assessments) 5. Other indicators (such as: teacher developed tests, student written work, constructed project)

Please note, in accordance with CSDE: For the 2015-2016 academic year, the required use of state test data is suspended, pending federal approval.

In response to the changing expectations for the use of assessments by the CSDE, teachers will be expected to utilize common assessments in measuring their SLOs. Specific expectations regarding assessments will be communicated to teachers each fall.

PLC Collaborative Work

All teachers are expected to engage in a collaborative Professional Learning Community (PLC) in support of their professional goals. A PLC is a small collaborative work group grounded in:

- shared goals for improving student learning,
- looking at student/teacher work protocols,
- collective inquiry into best practices,
- reflective practices, and
- an ongoing commitment to the continuous improvement process.

Professional Learning Communities may be developed within or across buildings. Teachers who find they are working independently on a goal should join a Critical Friends PLC where they can process and reflect on their learning with colleagues.

For PLC time related to the Teacher Practice and Performance process, all teachers must submit an overview of the work, including learning goals, meeting overviews and concluding outcomes and reflections. Their reflection of their PLC work will be shared with their primary administrator at Mid-Year and Year End Conferences.

A minimum of five designated times will be allotted to PLC groups throughout the year.

Additional information regarding PLCs, including focus areas and critical friends groups, can be found in the Section Four: Supporting Teachers through Professional Learning section of this manual.

Student Learning Outcomes Ratings

At the end of the year, primary evaluators will review teacher provided data/evidence and year end reflections and assign one of the following ratings to each IAGD (Indicator of Academic Growth and Development): Highly Effective (4), Effective (3), Approaching Effective (2), Ineffective (1). These ratings are defined as follows:

Whole School Student Learning IAGDs Rating Scale		
Overall Rating	**Rating Descriptor**	**Tabulation**
Highly Effective	All or most students met the targets contained in the indicators with the majority of these students substantially exceeding the target.	4
Effective	Most students met the targets contained in the indicators within a few points on either side of the targets.	3
Approaching Effective	Many students met the targets but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.	2
Ineffective	A few students met the targets but a substantial percentage of students did not. Little progress toward the goal was made.	1

Once individual ratings for each of the IAGDs are assigned they will be averaged for an overall rating for the category.

Due to the changes in testing this year and our district's current exemption from using CMT/CAPT/SBAC data, this category rating will now come from the district assessments identified within the teacher's initial goal setting form.

Student Learning Outcomes Key Documents

The following forms, which can be found in the Essential Resources section, are utilized by teachers and administrators within the Student Learning Outcomes Category:

- ✓ Professional Goal Form
    Mid-Year and Year End Updates to the initial form will take place at specified times throughout the year
- ✓ PLC Summary

SUMMATIVE PERFORMANCE LEVELS

Summative teacher evaluation rating will be based on the six components grouped in three major categories: Teacher Performance and Practice, Feedback on Teacher Practice and Student Performance Growth.   Ratings will be separately tabulated in two areas which are then applied to a matrix to determine a final performance level. Area One combines Teacher Performance and Growth and Parent Feedback on Practice. Area Two combines Student Development and Growth and Student Feedback on Practice. Based on the weighting system, which is described on the following pages, every educator will receive one of four performance ratings consistent with our performance levels in our Instructional Framework:

Highly Effective: Substantially exceeding indicators of performance
Effective: Meeting indicators of performance
Approaching Effective: Meeting some indicators of performance, but not others
Ineffective: Not meeting indicators of performance

The procedure for determining the summative ratings from the overall component ratings is based on the steps outlined below and is consistent with the current CSDE Evaluation guidelines. Any changes will be in response to further revisions to the state guidelines and will be presented to the staff and administration at the beginning of the academic year.

Determining Summative Rating
Step One: Calculate Teacher Performance and Practice/Performance Targets Score
Step Two: Assign Teacher Performance and Practice/Performance Targets Performance Level
Step Three: Calculate Student Performance and Growth/Whole School Student Learning Score
Step Four: Assign Student Performance and Growth/Whole School Student Learning Performance Level
Step Five: Utilize Step Two and Step Four identified performance Levels to identify summative Performance Level

Step One:
Calculate Teacher Performance and Practice/Performance Targets Score

Calculate a teacher's Teacher Performance and Practice / Performance Targets score by combining the Observation rating (40%) with Performance Target rating (10%).

Teacher Performance and Practice/Performance Targets Worksheet			
Category	**Score** 1-4	**Weight**	**Points** Score x weight
Observation of Teacher Performance and Practice		40	
Performance Targets based on Parent Feedback		10	
Total Score for Teacher Performance and Practice/ Performance Targets			

Step Two:
Assign Teacher Performance and Practice/Performance Targets Performance Level

Transfer the Teacher Performance and Practice / Performance Targets on Teacher Practice Score to a Performance Level using the chart below:

Teacher Performance and Practice/ Performance Targets Performance Level	
Indicator Points	**Indicator Rating**
163-200	Highly Effective
125-162	Effective
88-124	Approaching Effective
50-87	Ineffective
Performance Level for Teacher Performance and Practice/ Parent Feedback	

Step Three:
Calculate Student Growth Measures/Whole School Student Learning

Calculate a teacher's Student Growth Measures/Whole School Student Learning score by combining the Student Growth Measures rating (45%) with the Whole School Student Learning rating (5%).

Student Growth Measures/Whole School Student Learning Worksheet			
Category	**Score** 1-4	**Weight**	**Points** Score x weight
Student Growth Measures		45	
Whole School Student Learning		5	
Total Score for Student Growth Measures/Whole School Student Learning			

Step Four:
Student Growth Measures/Whole School Student Learning Performance Level

Transfer the Student Growth Measures/Whole School Student Learning Performance Score to a Performance level using the following chart:

Student Growth Measures/Whole School Student Learning Performance Level	
Indicator Points	**Indicator Rating**
163-200	Highly Effective
125-162	Effective
88-124	Approaching Effective
50-87	Ineffective
Performance Level for Student Growth Measures/Whole School Student Learning	

Step Five:
Use Summative Matrix to determine Summative Rating

The following matrix can then be used to identify a Summative Rating for a teacher. To utilize the table, identify the teacher's rating for each category and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. If the two categories are highly discrepant (e.g., a rating of Highly Effective (4) for Teacher Practice and a rating of Ineffective (1) for Student Related Indicators, then the evaluator should examine the data and gather additional information in order to make a summative rating.

SUMMATIVE PERFORMANCE RATING					
		Teacher Practice Related Indicators (Teacher Performance and Practice + Performance Targets)			
		Highly Effective	Effective	Approaching Effective	Ineffective
Student Practice Related Indicators (Student Growth Measures + Whole School Student Learning)	Highly Effective	Highly Effective	Highly Effective	Effective	Gather Further Information
	Effective	Highly Effective	Effective	Effective	Approaching Effective
	Approaching Effective	Effective	Effective	Approaching Effective	Approaching Effective
	Ineffective	Gather Further Information	Approaching Effective	Approaching Effective	Ineffective

Each teacher's performance level will be reported to the teacher and then communicated to the CSDE in accordance with CSDE teacher evaluation regulations. The district performance level ratings will be translated to the required CSDE performance ratings as seen below.

MPS Performance Ratings	CSDE Performance Ratings
Highly Effective	Exemplary
Effective	Proficient
Approaching Effective	Developing
Ineffective	Below Standard

Please note: When the Whole School Learning Indicator is not available at the time of the year end conference, the Student Growth measures will be weighted at 50%. When the Whole School Student Learning performance level is available, summatives will be recalculated and any changes in the summative rating that occur at that time will be directly communicated to individual teachers affected.

Impact of Summative Rating on Subsequent Evaluation Process

Both a teacher's summative rating and individual observation ratings from their previous year may impact their Performance and Practice Expectations for the following year. Please see the grid below for a detailed explanation of expectations:

	Non-Tenured Year 1 & 2	**Non-Tenured** Year 3 & 4	**Tenured** Highly Effective/Effective	**Tenured** Highly Effective/ Effective	**Tenured** Approaching Effective/ Ineffective
Evaluation Process	Non-Tenured Teachers who require: Four successful years (40 months) of teaching in Milford, or Two successful years (20 months) of teaching in Milford if previously granted tenure in another district and employed in that district within the past five years.	Non-Tenured Teachers who require: Four successful years (40 months) of teaching in Milford, or Two successful years (20 months) of teaching in Milford if previously granted tenure in another district and employed in that district within the past five years.	Tenured Teachers: Teachers who receive an overall rating of Effective or Highly Effective.	Tenured Teachers: Teachers who receive an overall rating of Effective or Highly Effective. Teachers who do not meet Professional Growth Opportunity Requirements.	Tenured Teachers: Teachers who receive an overall rating of Approaching Effective or Ineffective.
Performance and Practice Expectations	At least three in-class 45 minute observations: -Two announced with pre and post conference. -One unannounced with post conference.	At least three in-class 45 minute observations: -One announced with pre and post conference. -Two unannounced with post conference.	**3 Year Cycle:** <u>Year 1</u> – Minimum: --One announced 30 minute (with pre and post conference), --One unannounced (with post conference), and -- One Professional Growth Opportunity. <u>Year 2</u> – Minimum: --One unannounced (with post conference) and --One Professional Growth Opportunity. <u>Year 3</u> – Minimum: --One unannounced (with post conference), and -- One Professional Growth Opportunity.	At least three observations: -One announced (with pre and post conference) and -Two unannounced 20 minute (with post conference).	At least three observations: -Two announced with pre and post conference and -One unannounced 20 minute with post conference. Beginning in 2015-2016, any teacher who received a summative rating of AE or I for the previous year will be placed on an assistance plan in the fall so that they can be appropriately supported in their professional growth.

Definition of Successful and Unsuccessful Performance based on Summative Ratings

Teacher success will be based upon a pattern of summative teacher ratings collected over time. Teachers with two consecutive summative ratings of Effective and Highly Effective will be deemed as successful within the new evaluation and support system. Beginning in the second year of the new evaluation and support system, any tenured teacher having a summative rating of Approaching Effective or Ineffective will be placed on an assistance plan. Teachers will be deemed unsuccessful if they have not made expected growth through the assistance plan process or if they receive a second consecutive rating summative rating of Approaching Effective or Ineffective.

Non-Tenured teachers shall be deemed successful if they receive at least two sequential effective/highly effective summative ratings. An Ineffective or Approaching Effective rating shall only be permitted in the first year of a novice teacher's career. There should be a trajectory of growth and development as evidenced by a subsequent rating of Effective or Highly Effective. Consequently, Non-Tenured teachers shall be deemed unsuccessful if they receive two Approaching Effective or Ineffective ratings. Non-renewal of non-tenured staff may occur for reasons captured and not captured in the teacher evaluation system.

(Please note: Successful correlates to the CSDE term *Effectiveness* and unsuccessful correlates to the CSDE term *Ineffectiveness*)

Career Development and Professional Growth

In addition to the professional growth opportunities open to all teachers, teachers consistently deemed successful will have opportunities for career development and professional growth designed to further build their capacity and skills. One such opportunity is the phasing in of Professional Growth Opportunities that encourage and support collaboration, beginning with Collaborative Planning and Reflection. Over time, additional opportunities will be open to qualifying teachers including peer learning walks, inquiry research, and coaching cycles. Other opportunities will include eligibility for leadership roles such as curriculum and department leaders, team leaders, plc facilitators, mentors and cooperating teachers.

Dispute Resolution Process

In such cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan, the issue in dispute may be referred for resolution. The superintendent and the respective collective bargaining unit for the district may each select one representative to listen to and provide an agreed upon decision. The teacher must provide specific related data sources. In the event that a

decision is not reached, the issue shall be considered by the superintendent whose decision shall be binding.

Summative Performance Level Key Documents

The following form, which can be found in the Essential Resources section, is utilized by administrators at the end of the school year to communicate feedback on a teacher's performance throughout the year: Teacher Summative Performance Profile

MANAGEMENT SYSTEM: TalentED

The Teacher Effectiveness and Performance Evaluation process and forms will be managed through TalentED Perform, a cloud based performance management system that,

- promotes a consistent framework for staff evaluations,
- dramatically reduces paperwork and simplifies record keeping for teachers and administrators,
- reviews Employee Performance against district objectives and standards, and
- easily documents employee performance to stay compliant with legal and state regulations.

Directions for the use of TalentED will be posted for all staff and reviewed with new teachers. Additionally, our management system will be reviewed and assessed annually for continued use in accordance with CSDE guidelines.

IMPORTANT NOTE: TalentEd can be accessed
  at https://milford.cloud.talentedk12.com/perform/Login.aspx

SUPPORTING TEACHERS THROUGH PROFESSIONAL LEARNING

The goal of all professional learning opportunities in Milford is increased student learning. To this end, we believe that all professional learning opportunities need to be marked by significant content, effective facilitators, and differentiated strategies designed to develop and support a community of professionals focused on increasing student performance through effective practices. Furthermore, as evident in our Teacher Effectiveness and Performance Plan, we believe that all educators must be models of ongoing learners, where goal setting, assessment, reflection and adjustment are cyclical practices.

PROFESSIONAL LEARNING

Our commitment to high quality professional learning opportunities necessitates that all professional learning be designed and implemented according to *Learning Forward*'s National Standards for Professional Learning (see below):

STANDARDS FOR PROFESSIONAL LEARNING			
Professional learning that increases educator effectiveness and results for all students …	**LEARNING COMMUNITIES:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	**LEADERSHIP:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.	**RESOURCES:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	**LEARNING DESIGNS:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	**IMPLEMENTATION:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.	**OUTCOMES:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

__Standards for Professional Learning__ (Learning Forward, 2012) can be found online through the Learning Forward website: http://www.learningforward.org

All professional learning programs are designed around the instructional core—the interdependent relationship between effective instruction, student learning, and curriculum. Program delivery is designed and implemented according to research based professional learning strategies and content is based on identified learning needs of students as well as self-identified and observed instructional needs of educators. Needs often arise as a result of the implementation of national, state, and district curriculum and assessment practices. Most often these national, state and district influences are articulated in district, school, and/or discipline Continuous Improvement Plans. Currently at the forefront of our continuous improvement plans are the instructional and assessment shifts predicated by the National Common Core of State Standards and the accompanying Smarter Balanced Assessment Consortium efforts designed to create college and career ready students – these will be stronger drivers of professional learning in upcoming years.

In accordance with CSDE Professional Learning Guidelines, the district will offer annually at least 15 hours of professional learning designed to improve instructional practice through effective, ongoing, job-embedded, learning experiences that target student and school needs.

Within our district, the Instructional Framework is a powerful tool in designing and implementing professional learning as it speaks not only to skills that need to be developed by our teachers but also to skills and practices that should be modeled by facilitators to maximize learning opportunities for our adult learners.

Professional Learning Committees

In accordance with CSDE guidelines, we have in place district and school based Professional Learning Committees. They are not stand alone committees, rather established committees that are responsible for professional learning within their established expectations. The district committee is an outgrowth of the Professional Learning/Teacher Effectiveness and Performance Evaluation and the building based committees are outgrowths of the School Continuous Improvement Planning teams.

The School Level Professional Learning Committees must be facilitated by the school principal and their SCIP team. Their responsibilities include:

- identifying areas of building professional learning needs based on teachers' professional learning goals and Teacher Feedback Practice growth targets,
- helping to design, and if appropriate facilitate, building professional learning programs,

- analyzing professional learning programming to provide feedback so they can continuously "Plan, Do, Monitor, Adjust" for maximum program effectiveness,
- communicating feedback on programs and additional professional learning needs to District Professional Learning Committee through Supervisor for District Improvement,
- reviewing, as needed, individual teacher professional learning requests and communicating expectations for sharing of professional learning with staff, and
- making recommendations to the district Professional Learning and Teacher Effectiveness and Performance Evaluation practices.

On all levels, teams should meet monthly to plan and monitor professional learning. Around building professional learning days, teams should meet more frequently as needed. Smaller professional learning groups may be convened as well around specific professional learning needs.

- For Elementary Schools, participants must include: School SCIP Team, including but not limited to building principal, literacy and numeracy coaches, as well as special education, regular education and specialist staff members.

- For Middle and High Schools, participants must include: School SCIP Team, including but not limited to building principal and curriculum leaders/department heads, as well as special education, regular education and specialist staff members.

The District Level Professional Learning Committee must be facilitated by the Supervisor for District Improvement and representatives of the Professional Learning/Teacher Effectiveness and Performance Evaluation committee. Their responsibilities include:

- identifying areas of district professional learning needs based on District and School Continuous Improvement Plan implementation and monitoring,
- designing and assessing district professional learning programs based on identified areas of needs,
- designing and assessing professional learning programs related to PL/TEPE process and related teacher feedback, and
- making recommendations to the district Professional Learning and Teacher Effectiveness and Performance Evaluation practices.

PROFESSIONAL LEARNING OPPORTUNITIES

While the individual and collaborative professional learning related to the goal setting process within the Teacher Effectiveness and Performance Evaluation plan is perhaps the most critical component of a teacher's professional learning as it is individualized to a teacher's assessment against the Instructional Framework, there are other valuable opportunities for professional learning within the district.

Our system provides a variety of formats of professional learning experiences in order to support, nurture, and extend Milford's professional learning community. These experiences, which can be tied to individual, building or district goals, can be found within individual schools, within the district and within the larger educational community outside the district.

DISTRICT WIDE PROFESSIONAL LEARNING TIME
Milford currently has several district-wide professional learning days as well as six extended Wednesday professional learning sessions which may be apportioned as school-based programs or by district grade-level and/or discipline programs.   For building-based programs, school based leadership teams will work with administration to plan the programs. The type of programs planned will be determined by an analysis of district, building and staff goals as related to increased student achievement articulated in School Continuous Improvement plans. For district-based days, the Supervisor for District Improvement will work with Central Office and Building Based administrators and Professional Learning Committees to plan the program. The type of programs planned will be determined by an analysis of curriculum and grade level needs as related to increased student achievement as articulated in the District Continuous Improvement Plan. All employees must participate in these contractual day professional learning programs, unless they have previously submitted and been approved for alternate plans. In that case, their assignment should be clearly delineated in their plan.

GRADE LEVEL AND SUBJECT AREA BASED PROFESSIONAL LEARNING PROGRAMS
Occasionally grade level and subject area workshops are held during the day to support the specific needs of grade levels and subject areas. Invited teachers are expected to attend these sessions.

AFTER SCHOOL PROFESSIONAL LEARNING PROGRAMS
Throughout the year, the district will provide various after school professional learning activities to staff. Staff may volunteer to attend these programs which will support educators in new curricula, instructional methods, and technology integration. These programs are often offered in response to educators expressed needs as well as to district initiatives.

INSTITUTES
Institutes, which may be held both during the summer and the school year, are offered to educators in specific teaching areas. During an institute, educators will come together for a minimum of three days to explore a specific student learning area. The result of the institute is traditionally a project which educators can bring back to their schools to improve their students' learning experiences. Support and follow-up is a necessary component to the institutes.

TEACHER INDUCTION PROGRAM
Milford provides a new teacher induction program that is designed to help new teachers become increasingly effective at promoting student learning and achievement, while reducing the intensity of their transition into teaching in Milford.

PROFESSIONAL LEARNING COMMUNITIES
Educators can participate in Professional Learning Communities (PLCs) as part of their professional learning experiences. Professional learning communities offer an opportunity for educators interested in exploring a similar topic related to improving student learning to collaborate in an inquiry based environment. More information on PLCs follows this section.

All professional learning programs must be formally submitted for approval through the Supervisor of District Improvement. Approval of programs is contingent on a number of factors. Most importantly the program must have clearly articulated goals and objectives related to improving the instructional core. The structure and content of the program must reflect Learning Forward's Standards for Professional Learning and be aligned with District and School Continuous Improvement Plans. Furthermore the program must work within the confines of our district and school based calendars. Once approval for a program is granted, the program will be set up within Protraxx, our professional learning management program. Teachers must be notified of expectations for attendance and participation in a timely manner. Additionally all programs must be evaluated for effectiveness. When possible, these evaluations should be conducted through Protraxx so that data can be gathered and analyzed most efficiently.

In addition to in-district professional learning programs, teachers can request to attend professional learning programs sponsored by other districts or professional learning sponsors. If the request to attend a program is during a school day, teachers must receive approval from their building administrator as well as the Supervisor of District Improvement. Approval of a request is based on a consideration of the impact of the teacher's learning on student achievement, the connection between the teacher's request and the teacher's professional growth goal(s) as well as how the teacher is going to share his or her learning with the greater school and/or district community. Consideration should also take into account the amount of time a teacher is out of the classroom as well as

other programs that might be pulling staff on the same day.   Buildings are limited in the number of days they can grant to teachers. The number of days and any available funding is released to administrators every fall based on budget allocations.

TEACHER INDUCTION PROGRAM

In addition to the programs offered to all professional staff, staff members new to Milford are provided with a specific new teacher support program. The program is designed to help new teachers become increasingly effective at promoting student learning and achievement, while reducing the intensity of their transition into teaching in Milford. To this end, the new teacher program is a comprehensive program in which teachers become active members of reflective learning communities. It begins with an initial training period before school begins, offers a continuum of professional development through systematic training over a period of three years, and differentiates support based on a teacher's assignment, as well as a teacher's prior experience and training.

There are three components to the New Teacher Support Program which work together to increase teacher effectiveness in promoting student achievement: The New Teacher Institute which takes place in August before the start of the academic year, the individualized mentoring and coaching opportunities, and the ongoing professional development in the form of seminars and study groups.

Component One: New Teacher Institute in August
The New Teacher Institute is a comprehensive program in which teachers become active members of a reflective learning community as they participate in workshops designed to introduce them to Milford Public Schools, its belief system and expectations, and programs and resources. Specific time will be dedicated in the Institute to helping new teachers develop an understanding of the district Instructional Framework and the Professional Learning and Teacher Effectiveness and Performance Evaluation plan.

Component Two: Individualized Mentoring / Coaching
All new teachers are provided support by building principals, subject area supervisors, literacy and numeracy specialists, teacher and curriculum leaders, as well as by the Supervisor of District Improvement. In addition, all teachers participating in the CSDE's TEAM (Teacher Education and Mentoring) program are provided mentors and professional learning opportunities in accordance with the CSDE guidelines.

Component Three: Ongoing Professional Development – Seminars and Study Groups
New teachers may also be invited to attend ongoing seminars and study groups on a variety of topics. Depending on the needs of the new teachers and their students, the

seminars and study groups offered to the new teachers will be hosted by the district, individual schools, and/or subject area departments.

As described in the preceding sections, the Teacher Effectiveness and Performance Evaluation Process is also designed to further the professional learning of our new teachers. The process for non-tenured teachers is specifically designed to give new staff members the opportunity to develop the most effective practices for increasing student performance.

PROFESSIONAL LEARNING COMMUNITIES

"The most promising strategy for sustained, substantive school improvement is developing the ability of school personnel to function as professional learning communities."

~Dufour and Eaker, 1998

Educators are encouraged to collaborate around improving student learning in small professional learning communities. As previously stated, Professional Learning Communities are grounded in

- shared goals for improving student learning,
- looking at student/teacher work protocols,
- collective inquiry into best practices,
- reflective practices, and
- an ongoing commitment to the continuous improvement process.

Professional Learning Communities may be developed within or across buildings and may be designed and facilitated by administrators or teachers.

While teachers always have the option of creating and joining PLCs, being a part of a PLC related to their goal setting and evaluation process is a requirement of the Teacher Effectiveness and Performance Evaluation process.

The following models are examples of opportunities open to teachers participating in Professional Learning Communities
Action Research : Individuals or teams engage in an inquiry process conducted for the purpose of problem solving through the improvement of instructional practices. Those involved in action research follow a series of specific steps beginning with identifying a problem and ending with adopting a course of action.
Curriculum Development: Individuals or teams design or revise curriculum according to district guidelines.
Peer Coaching: Two colleagues pursue goals for improving student performance and professional growth by engaging in a teacher-directed process of pre-observation conferencing, classroom visits revolving around objective data gathering, and post-conferencing with feedback and dialogue.
Professional Learning Leadership: Individuals or teams design and implement professional development activities for their colleagues.
Project Design: Individuals or teams design and implement comprehensive projects to advance their knowledge and development with the goal of improving student learning.
Clinical Supervision: Clinical Supervision in speech, social work, guidance or psychology with a licensed, experienced practitioner or college or university professor.
Critical Friends Group: Individuals working independently on goals, come together as a group where they can share out and receive reflective feedback on their professional growth strategies and progress towards goals.

It is an expectation that all teachers within PLCs engage in both *Looking at Teacher Work* and *Looking at Student Work* protocols as part of the commitment to improving instructional practices.

IMPORTANT NOTE: Detailed information on PLC development and processes as well as specific protocols on Looking at Teacher and Student Work can be found online through our Professional Learning page on Backstreets, our internal SharePoint site for online collaboration and district resources. (Backstreets: www.backstreets.milforded.org)

PROFESSIONAL LEARNING ROLES AND RESPONSIBILITIES

All Professional Staff
In relation to professional learning, each professional should view the success of all students as the ultimate goal of professional learning. As such, all professionals are responsible for being active learners. The continuing growth of educators in knowledge and skills in content areas and in the processes of teaching is requisite to ensure the success of student learning. Moreover, professional educators have a responsible role in assessing their professional learning needs and in the planning, implementation and evaluation of professional learning activities. Specifically, their responsibilities as related to professional learning include,

- developing their own professional learning goals in accordance with the guidelines of their evaluation plan,
- actively engaging in all conferences and discussions with their evaluators—including, but not limited to, those related to goal setting and observed practice feedback--regarding their own professional growth and instructional practices,
- actively and professionally engaging in all professional learning sessions, including PLC, district, building and department programs,
- completing with reflective thought evaluations related to the effectiveness of professional learning programs, and
- adhering to the expectations for all educators as set out in the CSDE Code of Professional Responsibility.

Building Based Administrators
As the instructional leaders for buildings, building administrators play an important role in professional learning. As such, in addition to the responsibilities of all professional staff, principals and other building administrators' responsibilities include,

- using research-based best practices of professional learning to identify, plan, run, and assess building based experiences,
- utilizing the teacher evaluation process to help identify professional learning needs and to ensure application of new learning in the classroom,
- collaborating with staff members to develop individual professional learning plans, fostering a positive attitude toward continued learning by creating and supporting a community of learners,
- modeling a commitment to learning by being actively involved in their own continued learning,
- encouraging all faculty members to grow as reflective practitioners by participating in professional learning activities with their faculty,

- encouraging a collegial spirit of openness and sharing among faculty members,
- informing teachers about professional learning opportunities, and
- organizing and facilitating professional learning programs within their buildings aligned with their School Continuous Improvement Plan, with the input of a building based professional learning team.

District Based Administrators

As specialists in their fields, district administrators also have an important role in professional learning programs. In addition to the responsibilities of all professional staff, district based administrators' responsibilities include:

- using research-based best practices of professional learning to identify, plan, run, and assess district based experiences,
- utilizing the teacher evaluation process to help identify professional learning needs and to ensure application of new learning in the classroom,
- collaborating with staff members to develop individual professional learning plans, fostering a positive attitude toward continued learning by creating and supporting a community of learners,
- modeling a commitment to learning by being actively involved in their own continued learning,
- encouraging all department members to grow as reflective practitioners through departmental professional learning activities and collegial dialogues,
- assessing their department's professional learning needs and then planning and organizing programs which meet these needs,
- being a resource to administrators and teachers on professional learning activities involving their specific subject area, and
- working together as a collaborative team to help develop programs in support of District and School improvement plans.

Supervisor of District Improvement

The Supervisor of District Improvement provides professional learning leadership for the district. The Supervisor of District Improvement's responsibilities in addition to those of all professional staff, include:

- using research-based best practices of professional learning to identify, plan, run, and assess building and district based experiences assessing the professional learning needs of the district,
- coordinating professional learning activities for district-wide in-service days, and assisting building administrators in planning and arranging building-based professional learning activities,

- assisting instructional supervisors and teacher leaders in planning and arranging content-based professional learning activities,
- reviewing and approving staff requests for professional learning leaves and reimbursement,
- ensuring that opportunities for professional learning are designed with the probability that they will positively affect student learning,
- coordinating the planning and arranging of summer professional development programs,
- coordinating the three components of the Teacher Induction Program,
- monitoring staff learning programs through the review and assessment of professional development evaluations and verification of completion forms,
- administering and overseeing the professional development budget,
- facilitating the district Professional Learning committee work.

Superintendent and Assistant Superintendent
The Superintendent and Assistant Superintendent have a crucial role in the oversight of all aspects of the Professional Learning and Teacher Effectiveness and Performance Evaluation Plan. In addition to supervising the building and central office administrators, their responsibilities related to professional learning include:

- using research-based best practices of professional learning to identify, plan, run, and assess building and district based experiences,
- working collaboratively with building and central office administrators to ensure that the professional learning needs of the district are being met,
- helping to develop the capacity of administrators in developing and initiating effective professional learning programs,
- assuring that all professional learning is aligned to the building and district continuous improvement plans,
- monitoring the integrity of the teacher evaluation process, and
- designing professional learning programs for administrators in the areas of leadership and teacher evaluation, including but not limited to the development of effective feedback practices and calibration of observed practices against our Instructional Framework.

TEACHER ASSISTANCE PROCESS

The Milford Teacher Evaluation Plan expects that a teacher will work to resolve any performance issues. In most cases, when a teacher is made aware of unsatisfactory performance, the certified staff member will work promptly to resolve performance issues. It is expected that under most circumstances, a teacher will take the opportunity to resolve performance issues.

When a teacher receives a summative rating of Approaching Effective or Ineffective or is unsuccessful in resolving other significant performance issues, a teacher will be placed in structured or intensive assistance.

Structured assistance is designed to provide short term (not to exceed 45 school days) support to solve a weakness relative to job description, skills, or standards. Intensive assistance is designed to provide further assistance to a teacher when the structured assistance was not successful or when the deficit is job-threatening. In addition to the unsuccessful practice as defined by our teacher evaluation system, such situations could include but are not limited to the following:

- a teacher not consistently following the Connecticut Common Core of Teaching;
- a teacher not consistently following the district curriculum;
- a teacher not consistently meeting the standards of his/her job description;
- a teacher who demonstrates significant weaknesses in classroom management;
- a teacher not following, in whole or in part, the Connecticut Code of Professional Responsibility for Teachers.

A building administrator may request of the Assistant Superintendent that another evaluator be assigned to assist in this process.

Details of structured assistance and intensive assistance are provided below.

STRUCTURED ASSISTANCE

Purpose: To provide short term support to a teacher to resolve a weakness relative to job description or competencies which can be resolved in 45 days or less.

Participant: A tenured teacher identified by evaluator as needing to improve relative to competencies and/or job description.

Process: 1. Evaluator meets with teacher and explains why the evaluator is placing teacher on structured assistance. Reasons are provided in writing.

2. Evaluator develops plan which if followed will probably lead to improvement in areas identified. The plan must include specific areas of improvement, the support and assistance that the school system will provide, the level of improvement required and method of assessment. Evaluator should review draft plan with teacher and his/her MEA representation and discuss and consider teacher suggestions for modifications if they will increase the probability of meeting the desired outcomes.
3. The time period for structured assistance should be as short as can mutually be agreed.
4. If a teacher successfully completes structured assistance: successful completion should be documented on the summary evaluation form.
5. If a teacher does not reach the level of improvement in the time period agreed: structured assistance can be extended with revised goals or the evaluator will initiate intensive assistance.
6. Structured assistance is designed to be completed in less than 45 school days.

INTENSIVE ASSISTANCE

Purpose: To provide intensive assistance to a professional staff member.

Participant: A professional staff member who was unsuccessful with structured assistance or who is not meeting performance expectations.

Process: 1. Evaluator meets with professional staff member to define specific areas for improvement. Reasons are provided in writing.
2. Evaluator develops plan which if followed will probably lead to improvement in areas identified. The plan must include specific areas of improvement, the support and assistance that the school system will provide, the level of improvement required and method of assessment. Evaluator should review draft plan with teacher his/her MEA representation and discuss and consider teacher suggestions for modifications if they will increase the probability of meeting the desired outcomes.
3. The time period for intensive assistance may vary from 45 to 180 days.
4. If a teacher successfully completes intensive assistance: successful completion should be documented on summary evaluation form.
5. If concerns are not resolved, the case is referred to the Superintendent to determine further action.

An Assistance Plan, both structured and intensive:

1. Clearly identifies the area(s) of concern,
2. Clearly expresses the evaluator's expectations for improved performance,
3. Outlines a plan for improvement which identifies appropriate resources and help to assist the teacher to improve performance,
4. Provides a monitoring system which includes a specific minimum number of observations and/or conferences, and
5. Provides a reasonable and specific time period in which improvement will be made and a review completed.

The purpose of this program is to provide the teacher with the opportunity and the assistance to improve performance. It is therefore necessary that the teacher be given a reasonable period to make the improvements sought. However, this period cannot be open-ended. At the end of the period specified by the evaluator in the plan, the evaluator will provide the teacher with a formal written assessment which contains:

1. a record of the assistance which has been provided,
2. a record of the observations/data and/or conferences conducted or held to monitor performance,
3. an assessment of performance in the areas(s) of concern or deficiency as of the date of the report, and
4. a statement that any areas of concern or deficiency have been resolved or a recommendation for further administrative action which, depending upon the seriousness of the concerns or deficiencies shall include, as appropriate, one of the following:
    a. an extension of the terms and time limits of the existing assistance plan,
    b. revision of the assistance plan to include other suggestions for improvement and additional help and an extension of the time limits,
    c. staff member moves from structured to intensive assistance, and
    d. other administrative actions up to and including recommendation for termination of employment.

A copy of any written report will be given to the teacher, one will be kept by the evaluator and one will be forwarded to the Superintendent for inclusion in the Central Office Personnel files. The teacher has the right to review the written report before it is filed and may submit written comments to be filed alongside the form. The teacher may have bargaining unit representation at all conferences if desired and requested. The Superintendent may assign other evaluators to assist in this process.

APPEAL PROCESS

The right of appeal is available to every participant at any point in the assistance process. The appeal procedure is designed to facilitate the resolution of conflicts generated by the evaluation process when resources available at the building level are not sufficient. An appeal will be considered if it relates to process or procedure; an appeal will not be considered if it relates only to the content or substance of the evaluation. Appeals will be heard by the Superintendent or the Superintendent's designee.

To initiate an appeal, either party, evaluator or evaluatee, must submit an <u>Appeal Request</u> form to the Superintendent within ten (10) school days after the individual knew or should have known of the act or condition on which the appeal is based. Within five (5) days of receipt, copies will be sent to the other party. The Superintendent or the Superintendent's designee shall schedule a joint meeting of the parties involved within ten (10) school days of receipt of appeal request. In accordance with the CSDE requirements, the process includes the Superintendent as the final decision maker when a resolution cannot be reached.

The procedure for conducting an appeal hearing is as follows:

A. The meeting is convened by the Superintendent, or the Superintendent's designee, who will serve as the Appeal Chairperson.
B. The participants are introduced by the Chairperson who explains the purpose of appeal.
C. The appeal procedures are reviewed by the Chairperson and then adhered to by the participants:

1. Chairperson will conduct the meeting. All statements or requests to question must be addressed to Chairperson.
2. The initiator of the appeal will cite the relevant area, section, process, or procedure within the evaluation program and state the nature of the appeal.
3. The initiator of the appeal will present his/her position(s).
4. The Chairperson will address any clarifying questions to the initiator.
5. The second party in the appeal procedure will present his/her position.
6. The Chairperson will address any clarifying questions to the second party.
7. The Chairperson will allow each party to make a concluding statement.
8. The Chairperson will recess to formulate a recommendation.
9. Following the recess, the Chairperson will use that recommendation in an attempt to facilitate immediate resolution of the issue(s).
10. The Appeal Hearing Summary, complete with a written recommendation for resolution will be delivered to both parties within five (5) school days of the appeal hearing.

PL/TEPE PROFESSIONAL LEARNING

As part of the implementation plan for our Professional Learning and Teacher Effectiveness and Performance Evaluation plan, teachers participated in professional learning related to the expectations of the new processes as well as in the Instructional Framework document. Beginning in the Fall of 2011, teachers were introduced to the domains of the Instructional Framework through monthly faculty meetings. Beginning in the Fall of 2012, teachers were introduced to the components of the new plan with an emphasis on the pieces being piloted during the 2012-2013 year. Throughout the 2012-2013 year, administrators conducted a series of sessions focused on professional learning and teacher evaluation at faculty meetings, including, but not limited to: an overview of the new plan, goal setting practices, professional learning community development and protocols, and mid-year and year end conference expectations. During this time, at least six Wednesdays were devoted to PLC work. During the subsequent 2013-2014 year, teachers were introduced to the new components of the plan as well as how all the categories come together in a summative rating. Throughout the year, sessions were focused on the design of appropriate goals and performance targets as well as mid-year and year end conference expectations. During the 2014-2015 year, professional learning continued around the domains of the Instructional Framework as well as the approved Professional Growth Opportunities. Looking forward to 2015-2016, differentiation of professional learning will be supported based on individual needs and additional Professional Growth Opportunities will be developed. All teachers will continue to participate in an annual orientation to the plan, including but not limited to any changes. Additionally all new hires will be given an in-depth introduction to our plan at our annual New Teacher Institute.

Resources for teachers around the PL/TEPE plan can be found online at our district Backstreets site through the District Improvement Page. These resources include materials for developing goals, specific PLC protocols, and articles aligned to the domains of the Instructional Framework, as well as district presentations and newsletters.

PL/TEPE ADMINISTRATOR PROFESSIONAL LEARNING

As part of the implementation plan for our new teacher evaluation plan, all administrators have had extensive training in our new observation and feedback practices beginning in the fall of 2011. Administrators have participated in monthly professional learning meetings as well as a series of observation calibration exercises. Professional learning has included developing common understandings around the new plan, practice opportunities for goal and observation meetings, shared development of written feedback, critical friends groups and in depth analyses of the Instructional Framework. In addition, all administrators have

shared observations during the 2012-2013 and 2013-2014 years in order to further calibrate and develop their own skills. Furthermore, written feedback has been reviewed by the Assistant Superintendent and Superintendent for alignment of administrator feedback to identified best practices. During the 2014-2015 year, professional learning included the evolving PL/TEPE process with continued focus on helping teachers to develop and measure appropriate student growth goals. All new administrators engaged in a targeted program of professional learning around all aspects of the teacher evaluation process. All district administrators will have a minimum of 15 hours of training in teacher evaluation over a five year period to support the educator evaluation process.

In addition to the administrator professional learning related to the implementation and support of our new Teacher Evaluation plan, administrators are involved in professional learning related to the Leadership Performance Expectations within the Administrator Evaluation Plan.

ESSENTIAL MATERIALS

PLEASE SEE THE FOLLOWING PAGES FOR:

ADDITIONAL RESOURCES CAN BE FOUND AT:

Backstreets: District Improvement/Teacher Evaluation
https://backstreets.milforded.org/parsons/InstructionalDiv/districtimprov/pltepe/SitePages/Home.aspx

Site includes directions for accessing and utilizing TalentED (see below), district resources for Instructional Framework domain, district powerpoints related to the plan, and supporting documentation for goal development and plc protocols.

TalentED Perform: Performance Evaluation Management System
https://milford.cloud.talentedk12.com/perform/Login.aspx
Site manages goal setting, plc and documentation forms as well as observation feedback and performance reviews.

Milford Public Schools

Instructional Framework

August 2015

Our Milford Public Schools' Instructional Framework defines a common understanding of effective instructional practices across five domains: Classroom Environment, Planning and Preparation, Instruction, Assessment and Professional Responsibilities. Within each domain are specific indicators that break down expected practices across a continuum of performance levels from highly effective to ineffective.

Highly Effective:	Substantially exceeding the indicator of performance
Effective:	Meeting the indicator of performance
Approaching Effective:	Meeting some indicators of performance, but not others
Ineffective:	Not meeting indicators of performance

The Framework was developed through the collective efforts of the MPS Instructional Framework Committee, which included over forty teachers and eight building and central office administrators. After its initial development in the summer of 2011, subcommittees have met over subsequent summers to review and edit the single framework for teaching and learning that is found within the following pages.

LEARNING PRINCIPLES

1. The outcome of all learning is the powerful use and application of knowledge in a variety of contexts.
2. Accomplishments are defined by clearly communicated appropriate standards that guide work, achievement, and plans for future growth.
3. To reflect upon and improve performance, learners need regular and timely feedback on progress as it relates to standards.
4. When the right learning conditions exist, learners are capable of excellence.
   a. Learners need to understand the value of what they are learning and how it relates to past and future learning.
   b. Learning is an active and reflective process in which learners are engaged in higher order thinking.
   c. Learners' diverse needs are met through appropriate instructional strategies and materials.
   d. Motivation is essential to inspire learning.
   e. A supportive environment is necessary for learning.

SUMMARY OF DOMAINS AND INDICATORS

DOMAINS	INDICATORS
Classroom Environment	A. Creates safe and orderly environment B. Organizes learning spaces to support efforts and progress C. Provides environment that supports choice and options to enhance learning D. Sets clear social expectations to create an environment of respect and rapport for all students E. Applies procedures consistently and with clarity in order to maximize time devoted to instruction and learning
Planning and Preparation	A. Utilizes district curriculum guides in planning and instruction B. Designs lessons with meaningful goals and objectives C. Differentiates appropriately for individual needs of students D. Includes strategies for teaching and supporting content area literacy skills, and when appropriate, numeracy skills E. Plans for student engagement and active learning
Instruction	A. Expectations are aligned to standards, are rigorous and relevant to curriculum, and support an optimal learning environment B. Uses a variety of evidence based instructional strategies and resources to engage students in learning C. Uses differentiated instruction and supplemental interventions to support the diverse needs of students D. Varies student and teacher roles to develop independence and interdependence with gradual release of responsibility E. Monitors and adjusts instructional strategies and pacing in response to student performance and engagement F. Uses questioning and discussion techniques to enhance student learning G. Provides meaningful, appropriate and specific feedback to students during instruction to improve performance
Assessment	A. Uses a variety of curriculum-aligned formative and summative assessments B. Provides students and families with assessment criteria and descriptive, timely feedback C. Utilizes rubrics and/or assessment tools for student self-assessment and reflection D. Reviews and interprets assessment data to monitor and adjust instruction to ensure student progress
Professional Responsibilities	A. Conducts self as a professional in accordance with CT Code of Responsibility for Educators B. Makes decisions based on student needs C. Understands individual student needs and legal rights and complies with the intervention, referral, and IEP process D. Demonstrates understanding of cultural, social, and economic diversity E. Communicates with families F. Engages in Professional Learning G. Collaborates with colleagues in a professional community

DOMAIN 1: CLASSROOM ENVIRONMENT

INDICATOR	Performance Levels			
	HIGHLY EFFECTIVE	**EFFECTIVE**	**APPROACHING EFFECTIVE**	**INEFFECTIVE**
A. **Creates safe and orderly environment**	*In addition to characteristics of effective:* Teacher establishes an environment where students independently monitor and promote established expectations and consequences for behavior that supports the classroom environment.	**Expectations and consequences for behavior are clearly established.** **Teacher actively monitors and promotes behavior that supports the classroom environment.**	Routines and expectations for behavior are established but inconsistently reinforced. There is some evidence that student behaviors may interfere with learning. Consequences are appropriate but inconsistently applied.	Routines and expectations for behavior are not evident. Student behavior interferes with the learning, safety, or well-being of others. Consequences may be inappropriate and/or inconsistent.
B. **Organizes learning spaces to support individual student efforts and progress**	*In addition to characteristics of effective:* Teacher establishes an environment where students independently access and utilize clearly identified materials and resources.	**Students have access to and utilize classroom materials and resources.** **The physical arrangement and organization of the classroom supports the learning of all students.**	Students have inconsistent access to classroom materials and resources. The physical arrangement and organization of the classroom may interfere with student learning.	Students have little or no access to classroom materials and resources. The physical arrangement and organization of the classroom interferes with student learning.
C. **Provides environment that supports choices and options to enhance learning**	*In addition to characteristics of effective:* Teacher establishes an environment where students initiate and actively participate in inquiry, risk taking, self-monitoring, and self-evaluation.	**There is evidence of ongoing student participation in classroom decision-making and goal setting.** **Opportunities for participation in inquiry, self-monitoring and self-evaluation are provided.** **The classroom demonstrates a community in which productivity, risk-taking and learning are evident.**	There are occasional opportunities for students to participate in classroom decision-making and goal setting. Students inconsistently participate in inquiry, self-evaluation, or self-monitoring. The classroom demonstrates inconsistent evidence of productivity, risk-taking, and learning.	There is a lack of opportunity for students to participate in classroom decision-making and goal setting. Students do not participate in inquiry, self-evaluation, or self-monitoring. The classroom demonstrates little indication of productivity, risk-taking, and learning.
D. **Sets clear social expectations to create an environment of respect and rapport for all students**	*In addition to characteristics of effective:* Teacher establishes an environment where students demonstrate respect and sensitivity to all cultures and levels of development.	**Instruction, modeling, and reinforcement of social skills are evident.** **Respect and sensitivity of students' cultures and levels of development is evident.**	Some evidence of teaching and modeling of social skills. Respect and sensitivity of students' cultures and levels of development is not consistently evident.	Little or no evidence of teaching or modeling of social skills. Little indication of respect and sensitivity to students' cultures and levels of development.
E. **Applies procedures consistently and with clarity in order to maximize time devoted to instruction and learning**	*In addition to characteristics of effective:* Teacher establishes an environment where students contribute to the smooth operation of routines and procedures to maximize instructional time.	**Classroom routines and procedures are clear, evident, and consistently applied** **to maximize instructional time.**	Classroom routines and procedures exist but are inconsistently applied, impacting instructional time.	Classroom routines and procedures are unclear and/or not applied, resulting in a loss of instructional time.

DOMAIN 2: PLANNING AND PREPARATION

INDICATOR	HIGHLY EFFECTIVE	EFFECTIVE	APPROACHING EFFECTIVE	INEFFECTIVE
		Performance Levels		
A. **Utilizes district curriculum guides in planning and instruction**	*In addition to characteristics of effective:* Teacher plans for potential student misconceptions, ambiguities or challenges and considers multiple ways to address these for students.	**Teacher uses curriculum guides to set learning goals for students.** **The planning process reflects an understanding of the correlation between the curriculum and student performance.**	Teacher uses curriculum guides to set learning goals for students. The planning process reflects little evidence of correlation with student performance.	Teacher's use of curriculum guides is not evident and/or is not used in correlation with student performance.
B. **Designs lessons with meaningful goals, objectives, and cross-curricular connections**	*In addition to characteristics of effective:* Teacher plans to challenge students in ways that will enrich their individual learning, creating opportunities for students to make real world and cross curricular connections as well as to take ownership of their learning.	**Teacher designs lesson around measurable goals which reflect rigorous learning and curriculum standards.** **The planning process incorporates opportunities for higher-order thinking and/or discourse, and makes connections within and among content areas.**	Teacher designs lessons around goals loosely aligned to curriculum standards. The planning process inconsistently incorporates opportunities for higher-order thinking or discourse, and connections within and among content areas are not incorporated.	Teacher designs lessons with no goals and/or alignment to standards. The planning process rarely incorporates opportunities for discourse or connections within and among content areas.
C. **Differentiates appropriately for individual needs of students**	*In addition to characteristics of effective:* Teacher plans to have students reflect on their own personal learning, and/or use their own individual data and performance as a basis for personal reflection and evaluation.	**Teacher plans to incorporate strategies that appropriately challenge students.** **The teacher uses previous data, background knowledge, student interests and needs within the planning process.** **There is evidence of planning for differentiation that includes the use of flexible grouping and targeted levels of assignments.**	Teacher plans to incorporate few strategies that appropriately challenge students. The teacher takes into account the students' general learning needs throughout the planning process.	Teacher rarely plans for differentiated instruction.
D. **Includes strategies for teaching and supporting content area literacy and/or numeracy skills**	*In addition to characteristics of effective:* Teacher designs opportunities for students to independently select literacy and/or numeracy strategies that will support their learning.	**Teacher plans to include the use of strategies and resources that help to build students' conceptual understanding of literacy and/or numeracy skills across curricular areas and to the world around them.**	Teacher plans for including the use of literacy and numeracy strategies is limited to literal comprehension, structure of writing and/or procedural problem solving.	Teacher rarely plans for teaching content area literacy or numeracy skills.
E. **Plans for student engagement and active learning**	*In addition to characteristics of effective:* Teacher plans to release responsibility to students in order to extend student learning beyond the established learning expectations.	**Teacher plans for a balance of instructional strategies and incorporates a student-centered approach that includes opportunities for creativity, critical thinking, and problem solving.**	Teacher inconsistently plans for a balance of instructional strategies and inconsistently incorporates a student-centered approach that includes opportunities for creativity, critical thinking, and/or problem solving.	Teacher's plans are are primarily teacher centered with few opportunities for student engagement and active learning.

		Performance Levels		
INDICATOR	**HIGHLY EFFECTIVE**	**EFFECTIVE**	**APPROACHING EFFECTIVE**	**INEFFECTIVE**

DOMAIN 3: INSTRUCTION

Expectations for Learning

| **A.** **Expectations are aligned to standards, are rigorous and relevant to curriculum, and support an optimal learning environment** | *In addition to characteristics of effective:* Students demonstrate how their learning is connected across content areas and real-life experiences | **Expectations for learning and tasks are rigorous, aligned with CCSS and/or other appropriate content standards and support student needs** **Expectations for learning include opportunities for students to reinforce and develop literacy skills through the content area** **Students demonstrate expectations for learning as well as knowledge of behavior expectations and procedures through their learning behaviors and actions** | Expectations for learning and tasks have limited alignment with CCSS and/or other appropriate content standards and lack opportunity for deeper thinking Expectations provide for limited opportunities for students to engage in literacy through the content area Students demonstrate limited understanding of learning expectations and/or knowledge of behavior expectations and procedures through learning behaviors and actions | Expectations for learning and/or tasks are unclear and/or lack alignment to CCSS or other appropriate content standards Expectations for learning provide no opportunities for students to engage in literacy through the content area Students have no understanding of learning, behavior expectations and procedures |

Lesson Design and Implementation

B. **Uses a variety of evidence based instructional strategies and resources to engage students in learning**	*In addition to characteristics of effective:* Students take ownership and are self-directed while achieving the lesson objective	**Instructional strategies and resources are varied and scaffolded to support student needs** **Students are engaged in critical-thinking and problem-solving that support transfer of knowledge to new content, contexts and real-world applications**	Instructional strategies offer few opportunities for analyzing or creating new learning Students are engaged in limited critical-thinking and problem-solving strategies	Instructional strategies are not responsive to student learning needs and/or engage students in lower level skills
C. **Uses differentiated instruction and supplemental interventions to support the diverse needs of students**	*In addition to characteristics of effective:* Students generate learning experiences to support their learning aligned to their readiness level	**Instruction is individualized and responsive to academic and behavioral needs to support and enrich learning** **Students access learning through the use of flexible grouping, targeted levels of assignments and/or modified content/materials**	Instruction is based on general classroom learning needs with little consideration for individual academic and behavioral supports Differentiation includes some varied learning tasks and/or instructional strategies such as extra time and re-teaching	Instruction is delivered in whole group arrangements with no consideration for individual academic and behavioral supports Differentiation is limited to providing more time and/or lowering expectations for performance or achievement
D. **Varies student and teacher roles to develop independence and interdependence with gradual release of responsibility**	*In addition to characteristics of effective:* Students take responsibility to work independently and collaboratively to analyze, question and develop new learning	**Students collaborate to discuss, problem solve and apply skills and concepts**	Presentation/clarification of content and questions and discourse are teacher directed with limited opportunity for the students to take responsibility for their own learning	Presentation/clarification of content and questioning and discourse are teacher directed with no opportunity for the students to take responsibility for their own learning

DOMAIN 3: INSTRUCTION CONTINUED				
		Performance Levels		
INDICATOR	**HIGHLY EFFECTIVE**	**EFFECTIVE**	**APPROACHING EFFECTIVE**	**INEFFECTIVE**
Monitoring Learning				
E. **Monitors and adjusts instructional strategies and pacing in response to student performance and engagement**	*In addition to characteristics of effective:* Students independently monitor and self or peer assess to help set and achieve individual learning goals	**Monitoring focuses on the progress of individuals and groups of students to evaluate the achievement of lesson purpose/objective** **Adjusting content, strategies or assessments during and between lesson is targeted to group and individual needs**	Monitoring focuses on whole class development of skills related to student achievement of lesson purpose/objective Adjusting during and between lessons emphasizes whole group achievement and focuses primarily on providing more time or re-teaching of content or process	Monitoring focuses on student task completion and/or behavior rather than student achievement of lesson purpose/objective Adjusting is not based on monitoring of students achievement of learning objectives
F. **Uses questioning and discussion techniques to enhance student learning**	*In addition to characteristics of effective:* Students engage in purposeful and authentic discourse and generate questions to guide discussion	**Students pose and respond to varying levels of questioning as they engage in discourse connected to lesson objectives**	Questioning and discussions result in some opportunity for discourse	Questioning and discussions are limited to recall and basic comprehension and/or are not connected to the lesson objective
G. **Provides meaningful, appropriate and specific feedback to students during instruction to improve performance**	*In addition to characteristics of effective:* Students utilize and/or provide peer feedback that leads to further understanding and extends thinking and learning	**Provides specific and accurate feedback that reinforces effective practices and advances learning**	Provides general or limited feedback that helps some students improve their learning	Provides limited or inaccurate feedback that does not help students improve their learning

DOMAIN 4: ASSESSMENT				
		Performance Levels		
INDICATOR	**HIGHLY EFFECTIVE**	**EFFECTIVE**	**APPROACHING EFFECTIVE**	**INEFFECTIVE**
A. **Uses a variety of curriculum-aligned formative and summative assessments and results to monitor and adjust instruction to ensure students' progress**	*In addition to characteristics of effective:* Teacher asks students to independently monitor and self-assess, helping themselves or their peers to improve their learning.	**Teacher makes use of results from ongoing pre/post, formative and summative assessments to evaluate student learning and to inform planning and instruction.** **Alternative ways to demonstrate learning are often available.**	Teacher inconsistently uses formative and summative assessments to inform instruction. Alternative ways to demonstrate learning are seldom available.	Teacher does not use formative or summative assessments to report performance or inform instruction. Alternative ways to demonstrate learning are not available.
B. **Provides students and families with assessment criteria and descriptive, timely feedback**	*In addition to characteristics of effective:* Teacher encourages peer feedback that is timely, specific and meaningful.	**Teacher communicates criteria to students prior to each assessment and provides students with meaningful and timely feedback to address strengths and opportunities for growth.**	Teacher inconsistently communicates criteria to students prior to each assessment and seldom provides students with meaningful feedback to address strengths and opportunities for growth.	Criteria for assessments are unclear and communicated poorly prior to assessment, and feedback is not meaningful or it is only a symbol or numerical grade.
C. **Utilizes rubrics and/or assessment tools for student self-assessment and reflection**	*In addition to characteristics of effective:* Teacher allows opportunities for student input in generating specific criteria for assignments.	**Rubrics and/or student self-assessments are aligned with the instructional outcomes, with criteria and standards that often show evidence of student contribution, and responsibility for their development and their learning.** **Students evaluate their own work or the work of their peers.**	Rubrics and/or student self-assessments are somewhat aligned with the instructional outcomes, with unclear criteria and standards that may show evidence of student contribution. Students evaluate their own work or the work of their peers on an infrequent basis.	Minimal use of rubrics and/or student self-assessments which may be/are based on criteria or standards which are poorly aligned with the instructional outcomes, or are inappropriate for many students.
D. **Reviews and interprets assessment data to monitor and adjust instruction to ensure students' progress**	*In addition to characteristics of effective:* Teacher participates in data analysis and reflection to monitor and adjust instruction to promote student achievement beyond the classroom.	**Teacher collects, analyzes and communicates authentic data with colleagues and collaborates with colleagues to improve instructional or assessment strategies to promote student achievement.**	Teacher collects and communicates required data with colleagues and uses little to no data to inform instruction.	Teacher rarely participates in the collection and sharing of data and uses little to no data to inform instruction.

DOMAIN 5: PROFESSIONAL RESPONSIBILITIES				
	Performance Levels			
INDICATOR	**HIGHLY EFFECTIVE**	**EFFECTIVE**	**APPROACHING EFFECTIVE**	**INEFFECTIVE**
A. **Conducts self as a professional in accordance with CT Code of Responsibility for Educators**	*In addition to characteristics of effective:* Teacher works to foster the highest ethical standards within the larger school community.	Teacher conducts self as a professional in accordance with CT Code of Responsibility for Educators. Teacher is proactive in ensuring the highest ethical standards.		Teacher does not conduct self as a professional in accordance with the CT Code of Responsibility for Educators. Teacher fails to comply with school and district regulations.
B. **Makes decisions based on student needs**	*In addition to characteristics of effective:* Teacher advocates for and promotes decisions for positive student outcomes.	Teacher's actions and decisions are made with positive student outcomes in mind.	Teacher's actions and decisions are occasionally made with positive student outcomes in mind.	Teacher's actions and decisions are self-serving and/or made without student outcomes in mind.
C. **Understands individual student needs and legal rights and complies with the intervention, referral, and IEP process**	*In addition to characteristics of effective:* Teacher actively pursues resources to enhance individual student learning and/or contributes ideas towards the plan.	Teacher demonstrates a comprehensive understanding of and respect for individual student needs through consistent implementation of all documented accommodations, interventions and/or instructional plans.	Teacher's understanding of individual student needs is evident, but inconsistently implements documented accommodations, interventions and/or instructional plans.	Teacher has a limited understanding of individual student interventions and/or does not implement all documented accommodations.
D. **Demonstrates understanding of cultural, social and economic diversity**	*In addition to characteristics of effective:* Teacher takes the lead in enhancing and/or initiates communication and awareness of the cultural, social and economic diversity of all school community members through ongoing communications, interactions and instruction.	Teacher demonstrates an awareness of and respect for the cultural, social and economic diversity of all school community members through communications, interactions and instruction.	Teacher inconsistently demonstrates an awareness of and respect for the cultural, social and economic diversity of all school community members through communications, interactions and instruction.	Teacher demonstrates little or no awareness of and/or respect for the cultural, social and economic diversity of all school community members through communications, interactions and instruction.
E. **Communicates with families**	*In addition to characteristics of effective:* Teacher shares with colleagues effective ways to communicate with families and engage them in opportunities to support their children's learning and/or provides opportunities for families to be involved within their children's education beyond their classroom.	Teacher employs a variety of proactive communication methods to inform and involve families in the educational programs as well as to reach out to families of students with individual learning and achievement needs. Teacher seeks and actively uses feedback from families and communities to support student growth and development.	Teacher makes inconsistent efforts to inform and involve families in the educational program.	Teacher makes little or no attempt to inform and involve families in the educational program.
F. **Engages in Professional Learning**	*In addition to characteristics of effective:* Teacher actively pursues, engages in and shares various professional learning opportunities in addition to mandatory district offerings and/or facilitates productive professional learning for peers.	Teacher actively participates in building and district professional learning, reflects on new learning individually and collaboratively and applies learning to improve instructional practice. Teacher additionally utilizes supervisor feedback to improve instructional practice.	Teacher inconsistently attends, applies and/or shares professional development learning. Teacher occasionally utilizes supervisor feedback.	The teacher does not attend and/or apply professional development learning, or makes little effort to share knowledge with colleagues. Teacher may not accept and/or apply feedback from supervisors.
G. **Collaborates with colleagues in Professional Learning Communities**	*In addition to characteristics of effective:* Teacher takes a lead in gathering, synthesizing and evaluating data with colleagues to adapt planning and instructional practices that support professional growth and student learning.	Teacher actively participates in collegial inquiry, discourse and reflection that focuses on improving student learning opportunities through the review of student data and work samples as well as teacher lesson design.	Teacher inconsistently participates in the professional community and/or there is limited evidence of active collaboration and reflective practice.	Teacher rarely participates in the professional community and/or there is little or no evidence of active collaboration and reflective practice.

ASSOCIATED EFORMS

PL/TEPE Forms Associated with Goal Setting, PLCs and Performance Targets
- ✓ IF Self-Assessment
- ✓ Professional Goal Setting (with Mid-Year and Year End Updates)
- ✓ PLC Summary
- ✓ Summative Teacher Performance Profile

PL/TEPE Forms Associated with Observations
- ✓ Reflection Questions Pre-Observations
- ✓ Reflection Questions Post-Observations
- ✓ Observation Feedback Form

PL/TEPE Forms Associated with Professional Learning Practices
- ✓ Reflection Questions
- ✓ Feedback Form

PL/TEPE Forms Associated with Professional Learning Programs
- ✓ Professional Learning Proposals

PL/TEPE Forms Associated with Structured and Intensive Assistance
- ✓ Assistance Referral
- ✓ Assistance Action Plan
- ✓ Assistance Summary
- ✓ Appeal Request
- ✓ Appeal Summary

Please note:

The current documents are housed within our TalentEd management system.

GLOSSARY OF TERMS

District and School Continuous Improvement Plans (DCIP/SCIP) define the scope and sequence of the work a district or school must accomplish in order to achieve specified student learning goals. School Continuous Improvement Plans should support District Improvement Plans by identifying what needs to happen in a particular school to meet District goals.   Similarly, teacher goals should support School Continuous Improvement Plans by identifying what needs to happen in individual classrooms to meet School Goals. *Pages 3, 20, 34,35,42*

Instructional Core is a term used to describe the relationship between the teacher and the student in the presence of content. *Page 34*

Instructional Framework is a district developed tool for identifying effective instructional practices across five domains: Classroom Environment, Planning and Preparation, Instruction, Assessment, and Professional Responsibilities. *Pages 1-4, 7-8, 51-58*

A **Tenured Teacher** is a teacher who has achieved tenure after a) Four successful years (40 months) of teaching in Milford, or b) Two successful years (20 months) of teaching in Milford if previously granted tenure in another district and employed in that district within the past five years. A **Non-Tenured** Teacher is any teacher who has not yet achieved Tenure. *Pages 3-4, 12-17*

Observations are reviews of teacher practices following which a teacher is given feedback against the Instruction domain of the Instructional Framework. A **Formal Observation** is an announced observation which is preceded by a conference framed by the Planning and Preparation Domain. *Pages 4, 12-17*

Professional Growth Opportunities are clearly defined opportunities for teachers to come together professionally around the development and implementation of best practices within their classrooms in furthering student achievement.   *Pages 14-17, 35*

A **Professional Learning Community** (PLC) is a collaborative work group grounded in common goals for student learning. Participating in a PLC is required for teachers as part of the Teacher Effectiveness and Performance Evaluation process.   *Pages 10-11, 24, 26, 39-40*

A **SMART Goal** is set by teachers in support of the goals articulated in their School's Continuous Improvement Plan. SMART goals must be Specific, Measurable, Achievable, Relevant and Timely.   *Pages 23*

Summative Performance Level is the performance level—Highly Effective, Effective, Approaching Effective, Ineffective--assigned to a teacher based on his/her ratings across three components of the Teacher Effectiveness and Performance Evaluation plan: Teacher Performance and Practice, Feedback on Teacher Practice, and Student Development and Growth. *Pages 6, 28-32*

CONNECTICUT STATE DEPARTMENT OF EDUCATION
REFERENCE DOCUMENTS

Performance Evaluation Advisory Council (PEAC) was convened to work in collaboration with the Connecticut State Department of Education to propose the new guidelines for Educator Evaluation. The guidelines were adopted in June 2012 and became the basis for the SEED plan.
http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/adopted_peac_guidelines.pdf

System for Educator Evaluation and Development (SEED) is the Connecticut State Department of Education's Pilot Model for Administrator and Teacher Evaluation. The Pilot Plan was released in August 2012 with the expectation that all districts meet or exceed the expectations of the model by the 2013-2014 academic year.
www.connecticutseed.com

EVALUATION PROCESS CYCLES

Please refer to the following tables to determine a teacher's evaluation process:

Teachers in traditional four year tenure track rotation:	
Previous Year	**Current Year**
N/A (new hire)	Non-Tenured Year 1
Non-Tenured Year 1*	Non-Tenured Year 2
Non-Tenured Year 2	Non-Tenured Year 3
Non-Tenured Year 3	Non-Tenured Year 4
Non-Tenured Year 4	Tenured

Teachers in two year tenure track rotation:	
Previous Year	**Current Year**
N/A (new hire)	Non-Tenured Year 1 (2)
Non-Tenured Year 1(2) *	Non-Tenured Year 2(2)
Non-Tenured Year 2 (2)	Tenured

If hired after 11/1/15, reassign first year process

Please refer to the following table to determine a teacher's Performance and Practice expectations:

	Non-Tenured Year 1 & 2	**Non-Tenured** Year 3 & 4	**Tenured** Highly Effective/Effective	**Tenured** Highly Effective/ Effective	**Tenured** Approaching Effective/ Ineffective
Evaluation Process	Non-Tenured Teachers who require: Four successful years (40 months) of teaching in Milford, or Two successful years (20 months) of teaching in Milford if previously granted tenure in another district and employed in that district within the past five years.	Non-Tenured Teachers who require: Four successful years (40 months) of teaching in Milford, or Two successful years (20 months) of teaching in Milford if previously granted tenure in another district and employed in that district within the past five years.	Tenured Teachers: Teachers who receive an overall rating of Effective or Highly Effective.	Tenured Teachers: Teachers who receive an overall rating of Effective or Highly Effective. Teachers who do not meet Professional Growth Opportunity Requirements.	Tenured Teachers: Teachers who receive an overall rating of Approaching Effective or Ineffective.
Performance and Practice Expectations	At least three in-class 45 minute observations: -Two announced with pre and post conference. -One unannounced with post conference.	At least three in-class 45 minute observations: -One announced with pre and post conference. -Two unannounced with post conference.	**3 Year Cycle:** Year 1 – Minimum: --One announced 30 minute (with pre and post conference), --One unannounced (with post conference), and -- One Professional Growth Opportunity. Year 2 – Minimum: --One unannounced (with post conference) and --One Professional Growth Opportunity. Year 3 – Minimum: --One unannounced (with post conference), and -- One Professional Growth Opportunity.	At least three observations: -One announced (with pre and post conference) and -Two unannounced 20 minute (with post conference).	At least three observations: -Two announced with pre and post conference and -One unannounced 20 minute with post conference. Beginning in 2015-2016, any teacher who received a summative rating of AE or I for the previous year will be placed on an assistance plan in the fall so that they can be appropriately supported in their professional growth.

PL/TEPE TIMELINE OVERVIEW

	ASSOCIATED DATES *	ASSOCIATED DOCUMENTS and EFORM(s)
PL/TEPE: Teachers are introduced to the year's PL/TEPE Process.	August	Current PL/TEPE Plan
Observations: Observations associated with PL/TEPE begin.	September - April	T: Lesson Plan required Announced Observation A: Observation Feedback Form
Professional Learning Community: Teacher meets with PLC to finalize PLC plan around goals. Throughout the course of the year, teacher participates in at least seven meetings around PLC work.	September – June	T: PLC Summary
Goal Setting: Teacher submits Professional Goals (Student Learning Outcomes and Practice Goals) Parent Feedback Performance Targets, and PLC Summary to Administrator for review and approval.	August – Mid October	T: Professional Goal Setting Form T: Instructional Framework Self-Assessment T: Parent Feedback Performance Target
Goal Setting Meeting: Teacher meets with Administrator to review and finalize Professional Goals and PLC Proposals.	Mid October – Mid November	T: Professional Goal Setting Form
Observations: Teacher is observed at least once.	September – November	T: Lesson Plan required Announced Observation A: Observation Feedback Form
Observations: Non-Tenured Teacher is observed at least twice.	September– November	T: Lesson Plan required Announced Observation A: Observation Feedback Form
Observations: Tenured Teacher is observed.	September – January	T: Lesson Plan required Announced Observation A: Observation Feedback Form
Mid-Year Self-Reflection: Teacher prepares for mid-year meeting by completing Mid-Year Updates on Professional Goal Form, PLC Summary and Parent Feedback Performance Target Form. **Mid-Year Meeting:** Teacher meets with Administrator to reflect on observed practices, progress towards professional learning goal, and performance targets as well as their participation in their PLC.	January - February	T: Professional Goal Mid-Year Form T: PLC Form T: Parent Feedback Performance Target
Observations: **Teacher is observed at least three times.	September– April	T: Lesson Plan required Announced Observation A: Observation Feedback Form
Year End Meeting: Teacher prepares for Year End meeting by completing Professional Goal Form, PLC Summary, and Parent Feedback Performance Target Form. Administrator reviews all documentation and meets with Teacher to reflect on observed practices, progress towards professional learning goal, and performance targets and participation in PLC.	May - June	T: Professional Goal Setting Form T: Parent Feedback Performance Target T: PLC Summary A: Summative Performance Profile

* SPECIFIC DATES TO BE ADDED ANNUALLY TO ALIGN WITH DISTRICT AND ASSESSMENT CALENDARS

**Dates and number of observations may slightly differ according to cycle, if applicable.

Milford Public Schools Administrator Evaluation and Professional Growth Plan 2015-2016

Instructional Leadership Inquiry Cycle

The Connecticut State Department of Education, through its LEAD Connecticut initiative and in collaboration with the Connecticut Association of Public School Superintendents, the Connecticut Association of Schools, the Connecticut Center for School Change, and representatives from the following school districts, convened to develop resources and materials in support of Connecticut's System of Administrator Evaluation and Support and in alignment with the Guidelines for Educator Evaluation: Middletown, Milford, Naugatuck, New Hartford, Regional School District # 4, Stratford and Vernon.

Milford Public Schools Professional Development and Evaluation Committee

Dr. Elizabeth Feser, Superintendent of Schools
Jeffrey Burt, Assistant Superintendent for Teaching and Learning
Carrie Keramis, Principal, Pumpkin Delight School
Gail Krois, Principal, Meadowside
Annaliese Spaziano, Principal, The Academy
David St. Germain, Supervisor of Media and Technology
Shannan Carlson, Supervisor of District Improvement

Table of Contents

Introduction

As provided in subsection (a) of Sec. 10-151b (C.G.S.), as amended by P.A. 13-245, the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each administrator whose position requires an 092 certification. This plan details the process to be followed to both evaluate administrators and, at the same time, provide a system which supports professional growth to maximize the effectiveness of each administrator.

The primary goal of Connecticut's educator evaluation and support system is to develop the talented workforce required to provide a superior education for Connecticut's 21st-century learners. The system clearly defines effective practice, encourages the exchange of fair and accurate, useful information about strengths and development areas, and promotes collaboration and shared ownership for professional growth.

The Connecticut State Department of Education (CSDE) and local school districts are committed to Approaching Effective and supporting Connecticut's educator workforce. To meet this goal, the CSDE, in partnership with local and regional school districts and other stakeholder groups, aims to create a comprehensive approach to human capital development and talent management which entails preparing, recruiting, hiring, supporting, Approaching Effective and retaining the best educators to serve in Connecticut's classrooms and schools.

Excellent schools begin with great teachers and school leaders. The importance of highly-skilled educators is beyond dispute as a strong body of evidence now confirms what parents, students, teachers and administrators have long known: effective teachers are among the most important school-level factors in student learning, and effective leadership is an essential component of any successful school.

In an effort to ensure that administrator evaluation provides opportunities for administrators to grow and improve their leadership practice, the leadership teams from seven Connecticut school districts partnered with the Center for Educational Leadership (CEL) from the University of Washington's College of Education to develop a locally-determined plan for administrators as a potential alternative to Connecticut's State Model, Connecticut's System of Educator Evaluation and Development (SEED). The plan includes the implementation of a minimum of two Instructional Leadership Inquiry Cycles over the course of a year. The Instructional Leadership Inquiry Cycles promote growth in the context of improving both student learning and teacher practice.

Educator evaluation is a critical component of this approach and contributes to the improvement of individual and collective practice. A high-quality system of educator evaluation and support is necessary to inform the individualized professional learning and support that all educators require across the continuum of their careers. Such evaluations also identify professional strengths which should form the basis of new professional opportunities. High-quality evaluations are also necessary to make fair employment decisions based on teacher and administrator effectiveness. Used in this way, high-quality evaluations will bring greater accountability and transparency to schools and instill greater confidence in employment decisions across the state.

Administrator Evaluation and Development

Purpose and Rationale

The Milford Public Schools Administrator Development and Support Plan 2015 – 2016 using the **Instructional Leadership Inquiry Cycle** outlines our model for the evaluation of school and school district administrators. A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness for the state of Connecticut. The Connecticut administrator evaluation and support model defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in his/her community.

The model describes four levels of performance for administrators and focuses on the practices and outcomes as well as the growth of *Effective* administrators. These administrators can be characterized as:

- Meeting expectations as an instructional leader;
- Meeting expectations in at least 3 other areas of practice as defined by the Common Core of Leading;
- Meeting 1 target related to stakeholder feedback;
- Meeting state accountability growth targets on tests of core academic subjects when available;
- Meeting and making progress on 2 Student Learning Objectives aligned to school and district priorities; and
- Having more than $60^{\%}$ of teachers Effective on the student growth portion of their evaluation.

The model includes a Highly Effective performance level for those who exceed these characteristics, but Highly Effective ratings are reserved for those who could serve as a model for leaders across their district or even statewide. An Effective rating represents fully satisfactory performance, and it is the rigorous standard expected of most experienced administrators.

This model for administrator evaluation has several benefits for participants and for the broader community. Through the implementation of the Instructional Leadership Inquiry Cycle, the model provides a structure for the ongoing development of administrators and other administrators to establish a basis for assessing their strengths and growth areas so they have the feedback they need to consistently improve practice. It also serves as a means for districts to hold themselves accountable for ensuring that every child in their district attends a school with effective leaders.

As noted, the model applies to all administrators holding an 092 endorsement. Because of the fundamental role that administrators play in building strong schools for communities and students, and because their leadership has a significant impact on outcomes for students, the descriptions and examples focus on principals. However, where there are design differences for assistant administrators and central office administrators, the differences are noted.

System Overview

Administrator Evaluation and Support Framework

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

1. **Leadership Practice Related Indicators:** An evaluation of the core leadership practices and skills that positively affect student learning. This category is comprised of two components:

    a) **Observation of Leadership Performance and Practice (40%)** as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards.

    b) **Stakeholder Feedback (10%)** on leadership practice through surveys.

2. **Student Outcomes Related Indicators:** An evaluation of an administrator's contribution to student academic progress, at the school and classroom level. This category is comprised of two components:

    a) **Student Learning (45%)** assessed in equal weight by: (a) progress on the academic learning measures in the state's accountability system for schools (when available) and (b) performance and growth on locally-determined measures.

    b) **Teacher Effectiveness Outcomes (5%)** as determined by an aggregation of teachers' success with respect to Student Learning Objectives (SLOs)

Scores from each of the four components will be combined to produce a summative performance rating of *Highly Effective*, *Effective*, *Approaching Effective* or *Ineffective*. The performance levels are defined as:

- *Highly Effective* – Substantially exceeding indicators of performance
- *Effective* – Meeting indicators of performance
- *Approaching Effective* – Meeting some indicators of performance but not others
- *Ineffective* – Not meeting indicators of performance

Process and Timeline

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. The annual cycle (see **Figure 1** below) allows for flexibility in implementation and lends itself well to a meaningful and doable process. Often the evaluation process can devolve into a checklist of compliance activities that do little to foster improvement and leave everyone involved frustrated. To avoid this, the model encourages three things:

1. That evaluators prioritize the evaluation process, spending more and better time in schools observing practice and giving feedback;

2. That both administrators and evaluators focus on the depth and quality of the interactions that occur in the process, not just on completing the steps; and,

3. That the administrator and evaluator engage in interactive inquiry cycles which focuses on the growth of the administrator as a leader. Each administrator participates in the evaluation process as a **Cycle of**

Continuous Improvement. The cycle is the centerpiece of state guidelines designed to have all educators play a more active, engaged role in their professional growth and development. For every administrator, evaluation begins with goal-setting for the school year, setting the stage for implementation of a goal-driven plan. The cycle continues with a Mid-Year Formative Review, followed by continued implementation. The latter part of the process offers administrators a chance to self-assess and reflect on progress to date, a step that informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the administrator's subsequent goal setting, as the cycle continues into the subsequent year. Administrator goals and Inquiry Cycles must emanate from the District and/or School Continuous Improvement Plans.

Within the annual cycle of evaluation are a minimum of two **Instructional Leadership Inquiry Cycles**. The Inquiry Cycles promote the continuous growth of the administrator. Each Inquiry Cycle consists of four phases: I - Analyze Evidence to Develop Problems of Practice, II - Determine an Area of Focus, III - Implement and Support, and IV - Analyze Impact.

The Milford Public Schools first inquiry cycle will begin in September and conclude in January. The second cycle will begin in January and conclude in June. Administrators can revisit the first inquiry cycle SLO during the second inquiry cycle.

Figure 1: This is a typical timeframe which includes two Instructional Leadership Inquiry Cycles, one in the fall and one in the spring:
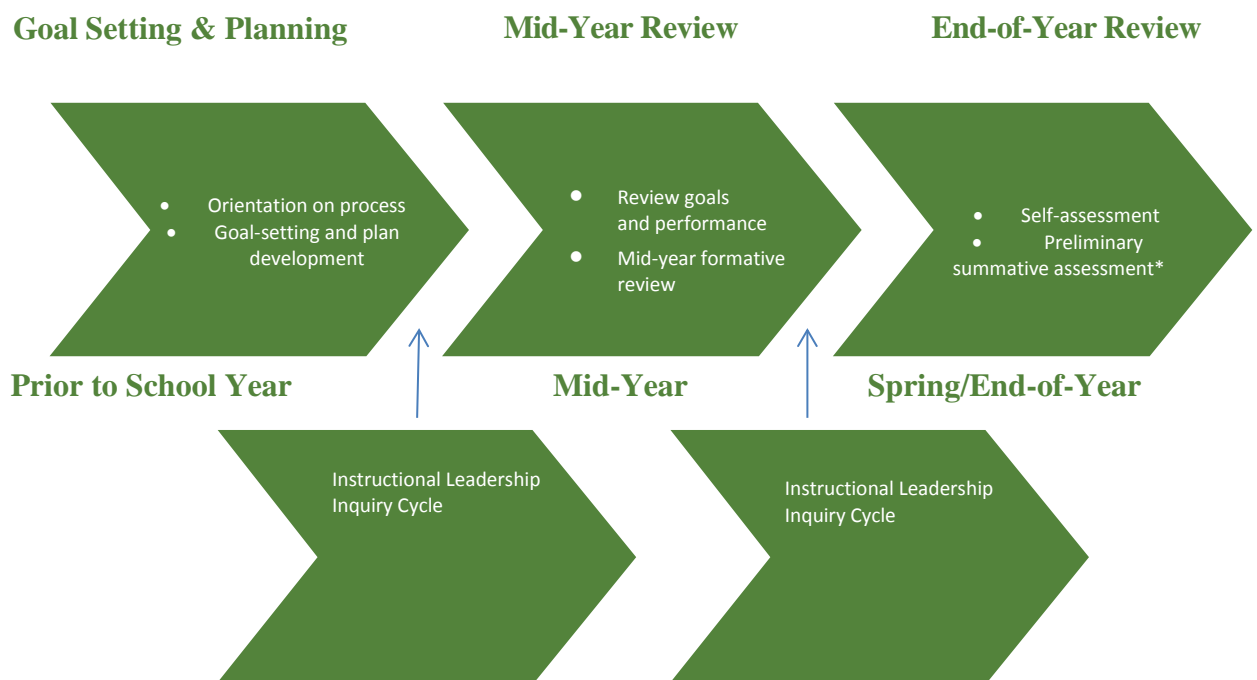
Summative assessment completed by June 30, included in end-of-year data reported to CSDE. Summative rating may be adjusted and finalized.by September 15

Annual Evaluation Cycle

Orientation to the Evaluation Process

To begin the process, the superintendent or designee provides the administrator with a copy of the evaluation plan and materials outlining the evaluation process, including the Leader Evaluation Rubric, tools to be used to gather feedback from staff, families, and/or students, the process and calculation by which all evaluation elements will be integrated into an overall rating.

Goal-Setting Conference

Before the school year starts, the superintendent or designee and administrator meet to discuss information relevant to the evaluation process, and agree on the specific measures and performance targets for the student learning indicators, teacher effectiveness outcomes, and stakeholder feedback. The evaluator and administrator also identify focus areas for development of administrator practice aligned to the Connecticut School Leadership Standards. The evaluator and administrator also discuss the appropriate resources and professional development needs to support the administrator in meeting the performance targets.

As each Instructional Leadership Inquiry Cycle begins, the administrator and evaluator will revisit the goals developed at the goal-setting conference to mutually determine whether to continue with the same goals during the next Instructional Leadership Inquiry Cycle or to mutually agree on modifications.
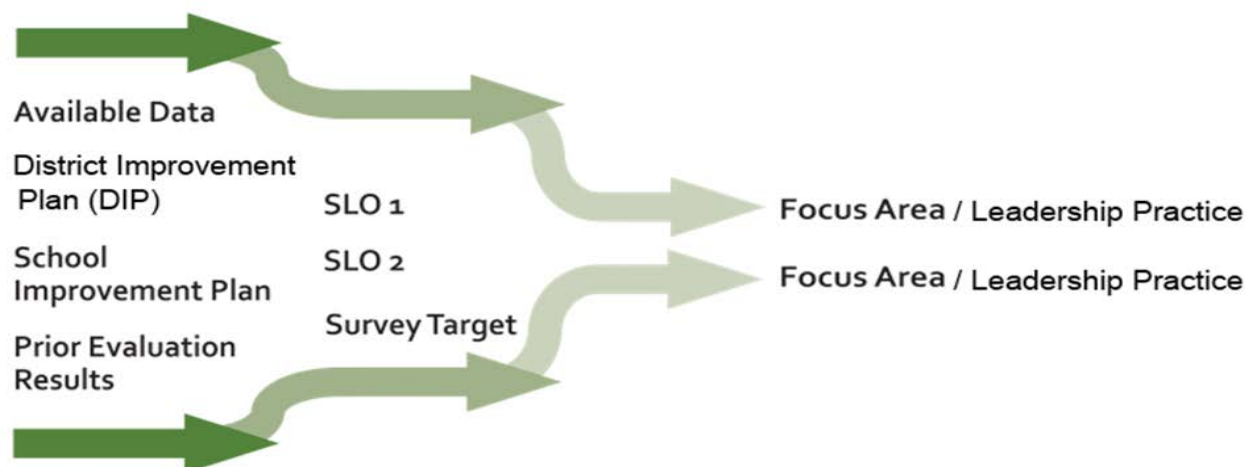
Implementation and Evidence Collection Plan

Throughout the course of the year, the administrator collects evidence about his/her practice and the superintendent or designee collects evidence about administrator practice to support the review through the Instructional Leadership Inquiry Cycle.

1. The superintendent or designee must conduct at least two school site observations for any administrator and must conduct at least four school site observations for administrators who are new to their district, school or the profession, or who have received rating of Approaching Effective or Ineffective.
2. Examples of school site observations could include observing the administrator leading professional development or facilitating teacher teams, observing the administrator working with parents and community members, observing classrooms and instructional quality, or assessing elements of the school culture.

Instructional Leadership Inquiry Cycle (minimum of two cycles)

Mid-Year Formative Review

The superintendent or designee and administrator hold a mid-year formative conference, with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and practice. This step in the process will take place at mid-point of the school year and the end of each Instructional Leadership Inquiry Cycle.

Instructional Leadership Inquiry Cycle (minimum of two cycles)

End-of-Year Summative Review

1. Administrator Self-Assessment – The administrator reviews all information and data collected during the year and completes a self-assessment for review by the superintendent or designee. This self-assessment may focus specifically on the areas for development established in the Goal-setting conference.
2. End-of-Year Conference - The superintendent or designee and the administrator meet to discuss all evidence collected to date. Following the conference, the superintendent or designee assigns a summative rating and generates a summary report of the evaluation before the end of the school year.

Instructional Leadership Inquiry Cycle

PHASE I: ANALYZE EVIDENCE TO DEVELOP PROBLEMS OF PRACTICE

Administrator and school-based team gather and analyze evidence to identify student learning problems and problems of teaching practice. Critical questions in this phase include: *What are the learning strengths and challenges of student learning? What are the related instructional strengths and challenges of teaching practice?*

Processes:
- Analyze evidence of student learning to identify student learning problems, and develop at least two Student Learning Outcomes (SLOs).
- Analyze evidence of instruction to identify a contributing teaching problem of practice.
- Analyze stakeholder feedback to identify performance targets.
- Develop School Continuous Improvement Plan.

CEL and district tools (optional):
- Appendix A – Phase 1: Analyze Evidence to Develop Problems of Practice (CEL)
- Rubric for Self-Assessment

PHASE II: DETERMINE AN AREA OF FOCUS

Administrator and administrator supervisor analyze evidence to identify an administrator instructional leadership area of focus. Critical questions in this phase include: *What is the administrator area of focus for this Instructional Leadership Inquiry Cycle that would impact teaching practices and student outcomes? What type of evidence will be collected to determine the area of focus and measure success?*

Processes: The Administrator -
- Self-evaluates using the **Rubric.**
- Analyzes administrator self-assessment and other collected evidence.
- Determines an area of focus for the administrator inquiry cycle.
- Determines targets to demonstrate evidence of success.
- Completes district goal form once SLO's and focus area has been determined.
- Creates an evaluation and support learning plan for administrator implementation and administrator supervisor support.

CEL and district tools:
- Appendix B – Supporting Phase II: Step 1 Conversation Guide (CEL)
- Appendix C – Phase II Determine an Area of focus (CEL)
- Administrator self-assessments
- School and administrator goals
- District goal form

PHASE III. IMPLEMENT AND SUPPORT

Administrator and administrator supervisor engage in a series of learning sessions centered on the administrator's area of focus. Critical questions in this phase include: *What are the possible actions for a series of learning sessions? How will these sessions improve administrator performance? What data will be the focus of these sessions?*

Processes:
- Create a learning plan, aligned to the SCIP or DCIP, that includes the administrator's student learning indicators, stakeholder feedback targets, and practice and performance focus areas for administrator implementation and administrator supervisor support.
- Implement the learning plan.
- Enlist other support, resources, and expertise (central office leaders, others administrators, content coaches, outside consultants) as needed.
- Continually analyze the impact of sessions on administrator's instructional leadership performance and the impact on teacher practice and student learning.

CEL and district tools:

Appendix D – Phase III: Creating a Learning Plan (CEL) Inquiry Log

PHASE IV. ANALYZE IMPACT

Administrator and administrator supervisor systemically analyze the results of the Instructional Leadership Inquiry Cycle. Critical questions in this phase include: *What was learned about leadership practice and its impact on teacher practice and student learning? What are the implications for the next Instructional Leadership Inquiry Cycle?*

Processes:
- Analyze student and teacher evidence.
- Analyze administrator leadership practice evidence.
- Analyze stakeholder feedback/staff actions to meet performance targets.
- Prepare written analysis for reflection and feedback.
- Present cycle to administrator supervisor and/or colleagues.
- Decide whether to continue the same Instructional Leadership Inquiry Cycle or identify a new area of focus.

CEL and district Tools:
- Appendix E – Phase IV: Analyze Impact

Timeline

The minimum number of cycles that would be completed in a school year should be a minimum of two with one completed in the first half of the year and become a focus for the mid-year conference and the second completed by the end of the school year. The following timeline gives an example of how the Instructional Leadership Inquiry Cycle(s) and the State requirements for administrator evaluation would consistently work together. This timeline assumes that two cycles would be completed in a school year.

Time-frame	Steps/Phase	Tools	Strategies	Responsible Parties	Outcomes/ Evidence
July/Aug	**Orientation Process**	Evaluation Plan; Implementation Guide with Summative Rating Guide, Glossary of Terms	Orientation to the Administrator Evaluation and Support Plan, including material and rubric to be used and process by which all elements will be integrated into an overall summative rating	Administrator Supervisor(s)	
Aug/Sept	**Goal Setting**	Goal Setting Form	Utilize data and develop and align goals to School and District Improvement Plans Determine administrator's SLOs and how these will translate into Instructional Leadership Inquiry Cycle Determine Stakeholder Feedback Goal (including parents and teachers) which could also become the focus of an Instructional Leadership Inquiry Cycle Determine Areas of Focus of leadership practice	Administrator and Supervisor	Goals
Aug/Sept	Instructional Leadership Inquiry Cycle 1: Phase 1 Assess Evidence to determine student learning problem and contributing teaching or leadership problem of practice (Instructional Leadership Inquiry Cycle: Phase 1)	District/School Tools: District and School Continuous Improvement Plan, SLOs , previous years' summative evaluation Documents: • *Appendix A* • *Rubric*	Exercise in taking the SLO deeper to learn about the specific student learning needs and leadership strategies Needs Assessment based on Leadership Standards	Administrators in conjunction with school improvement teams, Colleagues, and Supervisor	Identification of student learning problem and contributing teaching or leadership problem of practice

Aug/Sept	Instructional Leadership Inquiry Cycle 1: Phase 2 Determine a administrator area of focus (area of focus aligns to guidelines practice areas) and contributing problem of professional practice	District/School Tools: Leadership Rubric Needs Assessment based on Leadership Rubric, and Feedback from Supervisor, focus groups, school improvement team, etc., conversation Documents: • *Appendix B* • *Appendix C* • *District goal form*	Guided Reflective Discussion on leadership strategies	Administrator and Supervisor	Identification of Focus Area within Cycle 1
Sept - Jan	Instructional Leadership Inquiry Cycle 1: Phase 3 Implementation and Support (Phase 3 Planning Learning Sessions)	Document: • *Appendix D* • *Inquiry log*	Meet with others with like area focus Plan out Learning Sessions (differentiated learning sessions and observations of practices based on individual administrator needs)	Administrator, Colleagues, and Supervisor	Learning Plan with Identified Sessions and accompanying log Reflection
Jan/Feb	Instructional Leadership Inquiry Cycle 1: Phase 4 Analyze Impact	Documents: • *Appendix E* • *District End of Cycle form*	Processes and Protocols to analyze impact (look at inquiry tools on Denver website)	Administrator, Colleagues, and Supervisor,	Evidence of Impact (used to speak to Leadership Practice)
Jan/Feb	Mid-Year Formative Conference (could take place at mid-cycle during each of the Instructional Leadership Instructional Leadership Inquiry Cycles	Mid-Year Conference Guide Instructional Leadership Inquiry Cycle 1 Observations of Practice Current Reality and Evidence of success	Identify need for new or continued focus for Instructional Leadership Inquiry Cycle	Administrator, Supervisor	Evidence Based Reflections on Cycle 1 and Intent for Cycle 2

Jan/Feb	Instructional Leadership Inquiry Cycle 2: Phase 1 Assess Evidence to determine student learning problem and contributing teaching or leadership problem of practice (Instructional Leadership Inquiry Cycle: Phase 1)	District/School Tools: District and School Continuous Improvement Plan, SLOs Documents: • *Appendix A* • *Rubric*	Exercise in taking the SLO deeper to learn about the specific student learning needs Self-Assessment against Rubric	Administrators in conjunction with School Improvement Teams, Colleagues, and Supervisor	Identification of student learning problem and contributing teaching or leadership problem of practice
Jan/Feb	Instructional Leadership Inquiry Cycle 2: Phase 2 Determine a administrator area of focus (area of focus aligns to guidelines practice areas) and contributing problem of professional practice	District/School Tools: Leadership Rubric Self-Assessment against Leadership Rubric, and Feedback from Supervisor, focus groups, school improvement team, etc. Documents: • *Appendix B* • *Appendix C* • District goal form	Guided Reflective Discussion	Administrator and Supervisor	Identification of Focus Area within Cycle 2
Feb-June	Instructional Leadership Inquiry Cycle 2: Phase 3 Implementation and Support (Phase 3 Planning Learning Sessions)	Document: • *Appendix D* • *Inquiry log*	Meet with others with like area focus Plan out Learning Sessions (differentiated learning sessions and observations of practices based on individual administrator needs)	Administrator, Colleagues, and Supervisor	Learning Plan with Identified Sessions Reflection
Feb-June	Instructional Leadership Inquiry Cycle 2: Phase 4	Documents: • *Appendix E* • *District end-of-cycle form*	Processes and Protocols to analyze impact	Administrator, Colleagues, and Supervisor,	Evidence of Impact (used to speak to Leadership Practice)

	Analyze Impact				
June/ July	Summative Phase Year End Conference	Year End Conference Guide Instructional Leadership Inquiry Cycle 1 and 2 Data on SLOs Observations of Practice Summative Self-Assessment and analysis of evidence	Review SLOs – identify possible areas for focus in the upcoming year Review Leadership Practice Analyze growth on Stakeholder Feedback Goal Analyze Teacher Effectiveness on SLOs and related Teacher Performance and Practice	Administrator and Supervisor	Evidence Based Reflections on Cycle 1 and Cycle 2

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete training on the Administrator evaluation and support model. The purpose of training is to provide evaluators of administrators with the tools that will result in evidence-based school site observations; professional learning opportunities tied to evaluation feedback, improved teacher effectiveness and student performance.

Evaluators of administrators may decide to engage in the CSDE sponsored multi-day training or participate in an in-district training. This comprehensive training should give evaluators the opportunity to:

- Understand the various components of the administrator evaluation and support system;
- Understand sources of evidence that demonstrate proficiency on the CCL Leader Evaluation Standards;
- Establish a common language that promotes professionalism and a culture for learning through the lens of the Leader Evaluation Rubric based on the CCL Standards;
- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of leadership practice; and
- Collaborate with colleagues to deepen understanding of the content.

Participants in the training will have opportunities to interact with colleagues and to:

- Deepen understanding of the evaluation criteria;
- Define Effective leadership;
- Conduct effective observations;
- Collect, sort and analyze evidence across a continuum of performance;
- Provide high quality feedback; and
- Determine a final summative rating across multiple indicators.

The evaluator completes the summative evaluation report, shares it with the administrator and adds it to the administrator's personnel file with any written comments attached that the administrator requests to

be added within two weeks of receipt of the report.

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

Initial ratings are based on all available data and are made in the spring so that they can be used for any employment decisions as needed. Since some components may not be completed at this point, here are rules of thumb to use in arriving at a rating:

- If stakeholder survey results are not yet available, then the observation of practice rating should count for $50^\%$ of the preliminary rating.

- If the teacher effectiveness outcomes ratings are not yet available, then the student learning measures should count for $50^\%$ of the preliminary rating.

- If the state accountability measures are not yet available, then the Student Learning Objectives should count for the full assessment of student learning.

- If none of the summative student learning indicators can yet be assessed, then the evaluator should examine the most recent interim assessment data to assess progress and arrive at an assessment of the administrator's performance on this component.

Support and Development

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

Evaluation-Informed Professional Learning

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

Throughout the process of implementing this administrator evaluation and support model using the Instructional Leadership Inquiry model, in mutual agreement with their evaluators all administrators will identify professional learning needs that support their goal and objectives. The identified needs will serve as the foundation for ongoing conversations about the administrator's practice and impact on student outcomes. The professional learning opportunities identified for each administrator should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide or district-wide professional learning opportunities.

Improvement and Remediation Plans

If an administrator's performance is rated as *Approaching Effective* or *Ineffective*, it signals the need for focused support and development. Improvement and remediation plans should be developed in consultation with the administrator and his/her exclusive bargaining representative, when applicable, and

be differentiated by the level of identified need and/or stage of development.

Plans of support are differentiated by need. For example:

1. **Structured Support:** An administrator would receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short- term assistance to address a concern in its early stage.

2. **Special Assistance:** An administrator would receive special assistance when he/she earns an overall performance rating of *Approaching Effective* or *Ineffective* and/or has received structured support. An educator may also receive special assistance if he/she does not meet the goal(s) of the structured support plan. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.

3. **Intensive Assistance:** An administrator would receive intensive assistance when he/she does not meet the goal(s) of the special assistance plan. This support is intended to build the staff member's competency.

Career Development and Growth

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

Examples of such opportunities include, but are not limited to: observation of peers; mentoring aspiring and early-career administrators; participating in development of administrator improvement and remediation plans for peers whose performance is *Approaching Effective* or *Ineffective*; leading Professional Learning Communities; differentiated career pathways; and focused professional learning based on goals for continuous growth and development.

Leadership Practice Related Indicators

The Leadership Practice Related Indicators evaluate the administrator's knowledge of a complex set of skills and competencies and how these are applied in leadership practice. It is comprised of two components:

- Observation of Leadership Practice, which counts for $40^{\%}$; and

- Stakeholder Feedback, which counts for $10^{\%}$

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

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

Leadership practice is described in the Common Core of Leading (CCL) Connecticut School Leadership Standards adopted by the Connecticut State Board of Education in June of 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation.

To support the process described in this Instructional Leadership Inquiry Cycle document, a revised rubric has been developed. This rubric, entitled the Leader Evaluation Rubric is based upon the CCL and contains four domains. The rubric is written at the Element level and contains a number of new and expanded items drawn from several sources to clearly define the growth process as envisioned in the Instructional Leadership Inquiry Cycle process. Both the CCL and the Leader Evaluation Rubric define effective administrative practice through four

domains.

Domain 1 – Instructional Leadership: Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students and by monitoring and continuously improving curriculum, instruction and assessment.

Domain 2 – Human Capital: Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly-qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

Domain 3 – Organizational Systems: Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

Domain 4 - Culture and Climate: Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

All four of these domains contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what effective educational leaders do.

These weightings should be consistent for all administrators and central office administrators. For assistant administrators and other school-based 092 certificate holders in non-teaching roles, the six performance expectations are weighed equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers. While assistant administrators' roles and responsibilities vary from school to school, creating a robust pipeline of effective administrators depends on adequately preparing assistant administrators for the principalship.

In order to arrive at these ratings, administrators are measured against the **Leader Evaluation Rubric** which describes leadership actions across four performance levels for each of the four domains and associated elements based on the CCL Standards. The four performance levels are:

- *Highly Effective***:** The Highly Effective Level focuses on the concepts of Approaching Effective capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Highly Effective performance from Effective performance.

- *Effective***:** The rubric is anchored at the Effective Level using the indicator language from the Connecticut School Leadership Standards. Leadership practice at the Effective level results in effective teacher practice and improved student learning outcomes contingent upon the skillset of the leader.

- *Approaching Effective***:** The Approaching Effective Level focuses on leaders with a general knowledge of leader-ship practices but most of those practices do not necessarily lead to positive results.

- *Ineffective***:** The Ineffective Level focuses on a limited understanding of leader- ship practices and general inaction on the part of the leader.

Examples of Evidence are provided for each element of the rubric. While these Examples of Evidence can be a guide for evaluator training and discussion, they are only examples and should not be used as a checklist. As evaluators learn and use the rubric, they should review these Examples of Evidence and generate additional examples from their own experience that could also serve as evidence of Effective practice.

Arriving at a Leadership Practice Summative Rating Component #1: Observation of Leadership Practice (40%)

Summative ratings are based on the evidence for each domain in the **Leader Evaluation Rubric**. Evaluators collect written evidence about and observe the administrator's leadership practice across the four domains described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

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

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

1. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with a particular emphasis on the identified focus areas for development. **Evaluators of administrators will conduct at least two school site observations through the Instructional Leadership Inquiry Cycle for any administrator and must conduct at least four school site observations for administrators who are new to their district, school, the profession or who have received ratings of** *Approaching Effective* **or** *Ineffective.*

2. The administrator and evaluator hold a Mid-Year Formative Conference with a focused discussion of progress toward proficiency in the focus areas identified as needing development.

3. Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth, as well as progress on the focus areas.

4. The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *Highly Effective*, *Effective*, *Approaching Effective* or *Ineffective* for each domain. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year

Principals and Central Office Administrators:

Highly Effective	Effective	Approaching Effective	Ineffective
Highly Effective on Teaching and Learning + *Highly Effective* on at least 2 other performance expectations + No rating below *Effective* on any performance expectation	At least *Effective* on Teaching and Learning + At least *Effective* on at least 3 other performance expectations + No rating below *Approaching Effective* on any performance expectation	At least *Approaching Effective* on Teaching and Learning + At least *Approaching Effective* on at least 3 other performance expectations	*Ineffective* on Teaching and Learning or *Ineffective* on at least 3 other performance expectations

Assistant Principals and Other School-Based Administrators:

Highly Effective	Effective	Approaching Effective	Ineffective
Highly Effective on at least half of measured performance expectations + No rating below *Effective* on any performance expectation	At least *Effective* on at least a majority of performance expectations + No rating below *Approaching Effective* on any performance expectation	At least *Approaching Effective* on at least a majority of performance expectations	*Ineffective* on at least half of performance expectations

*Rubric will be updated to reflect domains, when released from CSDE

Component #2: Stakeholder Feedback (10%)

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

For each administrative role, the stakeholders surveyed should be those in the best position to provide meaningful feedback. For school-based administrators, stakeholders solicited for feedback must include teachers and parents, but may include other stakeholders (e.g., other staff, community members, students, etc.). If surveyed populations include students, they can provide valuable input on school practices and climate for inclusion in evaluation of school-based administrative roles.

The instrument(s) for gathering feedback must be valid (that is, it measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time.) Focus groups, interviews, teacher-level surveys, or other methods may be used to gather stakeholder feedback as long as these methods meet the above definitions of valid and reliable.

For each administrative role, stakeholders providing feedback might include:

SCHOOL-BASED ADMINISTRATORS

Principals:

All family members, all teachers and staff members, all students

Assistant Principals and other school-based administrators:

All or a subset of family members, all or a subset of teachers and staff members, all or a subset of students

CENTRAL OFFICE ADMINISTRATORS

Line managers of instructional staff
(e.g., Assistant/Regional Superintendents):

Administrators or administrator supervisors, other direct reports, relevant family members

Leadership for offices of curriculum, assessment, special services and other central academic functions:

Administrators, specific subsets of teachers, other specialists within the district, relevant family members

Leadership for offices of finance, human resources and legal/employee relations offices and other central shared services roles

Administrators, specific subsets of teachers, other specialists within the district

Stakeholder Feedback Summative Rating

Ratings should reflect the degree to which an administrator makes growth on feedback measures, using data from the prior year or beginning of the year as a baseline for setting a growth target.

Exceptions to this include:

▪Administrators with high ratings already, in which case, the rating should reflect the degree to which measures remain high.

▪Administrators new to the role, in which case, the rating should be based on a reasonable target, using district averages or averages of schools in similar situations.

This may be accomplished in the following steps, undertaken by the administrator being evaluated and reviewed by the evaluator:

1. Select appropriate survey measures aligned to the CCL: Connecticut School Leadership Standards.

2. Review baseline data on selected measures, which may require a fall administration of the survey in year one.

3. Set 1 target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high).

4. Later in the school year, administer surveys to relevant stakeholders.

5. Aggregate data and determine whether the administrator achieved the established target.

6. Assign a rating, using this scale:

Highly Effective	Effective	Approaching Effective	Ineffective
Substantially exceeded target	Met target	Made substantial progress but did not meet target	Made little or no progress against target

Establishing what results in having "substantially exceeded" the target or what constitutes "substantial progress" is left to the discretion of the evaluator and the administrator being evaluated in the context of the target being set. However, more than half of the rating of an administrator on stakeholder feedback must be based on an assessment of improvement over time.

Student Outcomes Related Indicators

Includes two components:

▪Student Learning, which counts for $45^\%$; and

▪Teacher Effectiveness Outcomes, which counts for $5^\%$

Component #3: Student Learning ($45^\%$)

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

State Measures of Academic Learning (22.5%)
(Not available in 2014 – 2015)

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

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

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

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

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

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

   Yearly goals for student achievement should be based on approximately 1/12 of the growth needed to reach 88, capped at 3 points per year.

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

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

SPI Progress (all students and subgroups)

SPI>=88	Did not Maintain	Maintain		
	1	4		

SPI<88	< 50% target progress	50-99% target progress	100-125% target progress	> 125% target progress
	1	2	3	4

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

Step 2: Scores are weighted to emphasize improvement in schools below the State's SPI target of 88 and to emphasize subgroup progress and performance in schools above the target.

While districts may weigh the two measures according to local priorities for administrator evaluation, the following weights are recommended:

SPI Progress	**100$^{\%}$ minus subgroup $^{\%}$**
SPI Subgroup Progress[*]	10$^{\%}$ per subgroup; up to 50$^{\%}$

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

Highly Effective	Effective	Approaching Effective	Ineffective
At or above 3.5	2.5 to 3.4	1.5 to 2.4	Less than 1.5

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

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

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

Administrators establish two Student Learning Objectives (SLOs) on measures they select. These SLOs are consistent with the **Instructional Leadership Inquiry Process** described above. In selecting measures, certain parameters apply:

- All measures must align to Common Core State Standards and Connecticut Content Standards. In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.

- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.

- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in the State's approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for administrator evaluation.

- For administrators assigned to a school in "review" or "turnaround" status, indicators will align with the performance targets set in the school's mandated improvement plan

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

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

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations). Milford administrators are expected to develop at least one SLO that is aligned to district learning achievement goals.

- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.

- Students' performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments. Below are a few examples of indicators, goals and SLOs for administrators:

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

- First, the Milford Public Schools establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data. These priorities and their action plans will be in the District Continuous

Improvement Plan (DCIP).

▪The administrator uses available data to craft an improvement plan for the school/area, the School Continuous Improvement Plan (SCIP). This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.

▪The administrator chooses student learning priorities for her/his own evaluation that are (a) aligned to district priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.

▪The administrator chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators (see the Administrator's SLO Handbook, **SLO Form** and **SLO Quality Test**).

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

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

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

Highly Effective	Effective	Approaching Effective	Ineffective
Met both SLO objectives and substantially exceeded at least 2 targets	Met 1 objectives and made at least substantial progress on the 2nd	Met 1 objective and made some progress on at least 1 other	Met 0 objectives OR Met 1 objective and did not make any progress on the other

Please note: When State data is not available due to changes in testing resulting in the district's exemption from using CMT/CAPT/SBAC data, the overall rating in this category will come from the locally determined measures

Arriving at Student Learning Summative Rating

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

		State Measures of Academic Learning			
		4	**3**	**2**	**1**
Locally Determined Measures of Academic Learning	**4**	Rate Highly Effective	Rate Highly Effective	Rate Effective	*Gather further information*
	3	Rate Highly Effective	Rate Effective	Rate Effective	Rate Approaching Effective
	2	Rate Effective	Rate Effective	Rate Approaching Effective	Rate Approaching Effective
	1	*Gather further information*	Rate Approaching Effective	Rate Approaching Effective	Rate Ineffective

Component #4: Teacher Effectiveness Outcomes (5%)

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

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

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

Highly Effective	Effective	Approaching Effective	Ineffective
$> 80\%$ of teachers are rated Effective or *Highly Effective* on the student learning objectives portion of their evaluation	$> 60\%$ of teachers are rated Effective or *Highly Effective* on the student learning objectives portion of their evaluation	$> 40\%$ of teachers are rated Effective or *Highly Effective* on the student learning objectives portion of their evaluation	$< 40\%$ of teachers are rated Effective or *Highly Effective* on the student learning objectives portion of their evaluation

- Central Office Administrators will be responsible for the teachers under their assigned role.

- All other administrators will be responsible for the teachers they directly evaluate.

Summative Administrator Evaluation Rating

Summative Scoring:

Every educator will receive one of four performance ratings:

Highly Effective: Substantially exceeding indicators of performance

Effective: Meeting indicators of performance

Approaching Effective: Meeting some indicators of performance but not others

Ineffective: Not meeting indicators of performance

The term "performance" in the above shall mean "progress as defined by specified indicators." Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence (see Appendix 2).

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

- Meeting expectations as an instructional leader;
- Meeting expectations in at least 3 other areas of practice;
- Meeting and making progress on 1 target related to stakeholder feedback;
- Meeting state accountability growth targets on tests of core academic subjects;
- Meeting and making progress on 2 student learning objectives aligned to school and district priorities; and
- Having more than 60% of teachers Effective on the student growth portion of their evaluation.

Supporting administrators to reach effectiveness is at the very heart of this evaluation model.

Highly Effective ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide. Few administrators are expected to demonstrate Highly Effective performance on more than a small number of practice elements.

A rating of *Approaching Effective* means that performance is meeting proficiency in some components but not others. Improvement is necessary and expected and two consecutive years at the Approaching Effective level is, for an experienced administrator, a cause for concern. On the other hand, for administrators in their first year, performance rating of *Approaching Effective* is expected. If, by the end of three years, performance is still rated *Approaching Effective*, there is cause for concern.

A rating of *Ineffective* indicates performance that is below Effective on all components or unacceptably low on one or more components.

Determining Summative Ratings

The rating will be determined using the following steps:

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

Each step is illustrated in the example below:
PRACTICE: Leadership Practice (40%)
+ Stakeholder Feedback (10%) = 50%

The practice rating derives from an administrator's performance on the <mark>four domains of the Leader Evaluation Rubric</mark> and the one stakeholder feedback target. The observation of administrator performance and practice counts for $40^\%$ of the total rating and stakeholder feedback counts for $10^\%$ of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

Component	Score (1-4)	Weight	Summary Score
Observation of Leadership Practice	2	40	80
Stakeholder Feedback	3	10	30

TOTAL LEADER PRACTICE-RELATED POINTS   **110**

Leader Practice-Related Points	Leader Practice-Related Rating
50-80	Ineffective
81-126	Approaching Effective
127-174	Effective
175-200	Highly Effective

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

The outcomes rating is derived from student learning – student performance and progress on academic learning measures in the state's accountability system (SPI) and student learning objectives – and teacher effectiveness outcomes. As shown in the **Summative Rating Form**, state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table page 82.

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

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-80	Ineffective
81-126	Approaching Effective
127-174	Effective
175-200	Highly Effective

OVERALL: Leader Practice + Student Outcomes

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

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

		Overall Leader Practice Rating			
		4	3	2	1
Overall Student Outcomes Rating	4	Rate Highly Effective	Rate Highly Effective	Rate Effective	*Gather further information*
	3	Rate Highly Effective	Rate Effective	Rate Effective	Rate Approaching Effective
	2	Rate Effective	Rate Effective	Rate Approaching Effective	Rate Approaching Effective
	1	*Gather further information*	Rate Approaching Effective	Rate Approaching Effective	Rate Ineffective

Adjustment of Summative Rating:

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

Definition of Effectiveness and Ineffectiveness

Novice administrators shall be deemed effective if said administrator receives at least two sequential Effective ratings, one of which must be earned in the fourth year of a novice administrator's career. An *Ineffective* rating shall only be permitted in the first year of a novice administrator's career, assuming a pattern of growth of Approaching Effective in year two and two sequential Effective ratings in years three and four.

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

Dispute-Resolution Process

In accordance with CSDE guidelines our plan specifies that in such cases where the evaluator and administrator cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan, the issue in dispute may be referred for resolution. The superintendent and the respective collective bargaining unit for the district may each select one representative to listen to and provide an agreed upon decision. The administrator must provide specific related data sources. In the event that a decision is not reached, the issue shall be considered by the superintendent whose decision shall be binding.

Appendices

Appendix A	Instructional Leadership Inquiry Cycle Tool: Phase I
Appendix B	Supporting Phase II: Step I Conversation Guide
Appendix C	Instructional Leadership Inquiry Cycle Tool: Phase II
Appendix D	Instructional Leadership Inquiry Cycle Tool: Phase III
Appendix E	Instructional Leadership Inquiry Cycle Tool: Phase IV
Appendix 1	Flexibilities to the Guidelines for Educator Evaluation Adopted by Connecticut State Board of Education on February 6, 2014
Appendix 2	CT State Board of Education-Adopted Revisions: Guidelines for Educator Evaluation, May 7, 2014

Leader Evaluation Rubric

Appendix A
Instructional Leadership Inquiry Cycle Tool: Phase I

PHASE I: ANALYZE EVIDENCE TO DEVELOP PROBLEMS OF PRACTICE

During this phase, the administrator and supervisor gather and analyze evidence in order to identify a student learning problem and problems of teaching practice.

Step 1: Analyze evidence of student learning to identify a student learning problem.

Based on observations and analysis of data, what are some concerns about student learning?	
What evidence supports these concerns?	
What strengths are there to build upon?	
Of these concerns, what is the specific student learning problem to be addressed?	
Why this one over others?	

Step 2: Analyze evidence of instruction to identify a contributing teaching problem of practice.

What area of teaching practice might make a difference with this problem of student learning?	
What practices support student learning in the identified area of need?	
What practices hinder student learning in the identified area of need?	
Of these concerns, what is the specific problem of teaching practice to be addressed?	
Why this one over others?	

Administrator Area of Focus Architecture

Conversations with an administrator are situated within a cycle of administrator
learning. Therefore, there are multiple types of conversations. The purpose of this conversation is
to bring forward evidence collected both by the administrator and supervisor to determine an area
of focus for the administrator Instructional Leadership Inquiry Cycle

Steps	Outline and Rationale	Questions, Stems, and Frames
Set the context if needed.	Setting the context around the evidence gathering process the administrator supervisor and administrator have engaged in up to this point helps to make the purpose of the conversation transparent.	The purpose of this conversation is to review our individual responses to the administrator prompts in Step 3 of Approaching Effective an Administrator Problem of Practice. By the end of the conversation, I hope we will have a clear area of focus for your Instructional Leadership Inquiry Cycle and our work together.
Ask administrator to reflect on his/her evidence.	By listening to the administrator's responses, the supervisor can determine whether or not it is observable and connected to building and/or district goals. The supervisor can also determine whether the information shared aligns with the supervisor's thinking.	What evidence did you use to help identify a potential area of focus? When reflecting on this evidence, what do you think is a potential instructional leadership area of focus for this cycle?
Share the evidence gathered from your perspective and what areas of focus you think would benefit the administrator, teachers, and students.	By sharing the information you gathered, the administrator will be able to note similarities as well as differences, which should lead to a clear and impactful area of focus.	Let me share with you some of my thinking. I have noticed the following strengths… An area for growth might be… Areas for growth may include… What do you notice is similar? Different?
Identify / confirm area of Focus.	Administrator and supervisor determine an area of focus that will provide the opportunity for teachers to grow and for students to demonstrate success.	Based on our sharing of evidence, what do you think we should focus on for this cycle and why? What about working

		on:_____
		would help your teachers with:_____? Your students with:_____?
		Do you see any obstacles in your practice that might keep you from being successful in this area?
		So for this cycle we are going to work on _____.
Create examples of observable evidence of teaching and learning within the teacher's reach for this cycle.	By discussing examples, the supervisor and administrator can ground the area of focus in a research-based vision of effective instructional leadership.	What would _____ look like by the end of this cycle in your practice? What will teachers be doing and saying as a result of your learning in this cycle? What will students be doing and saying as a result of your learning in this cycle?
Determine changes in instruction.	By describing concrete instructional leadership changes, administrator will be able to set specific and achievable goals.	What will change in your instructional leadership practice? Why do you think that change will improve your teacher practice and student learning?
Determine steps of implementation and support for the administrator.	Supervisor and administrator identify a series of action steps to develop the instructional practice identified in the goals.	What do you need to learn in order to implement these shifts in practice? How will you learn about implementing these shifts in practice? Based on what you are saying, here are some possibilities...
Determine steps of implementation and support by the supervisor.	Administrator and supervisor identify specific steps the: • Supervisor will take to support the administrator's learning. • Administrator will take.	What do you need the administrator supervisor to do to support your learning? I can support this learning by _____.
Schedule first learning session.	Supervisor and administrator agree to when the formative feedback observations will take place.	Thinking about the steps you will take to learn _____, when does it make sense for me to come and collect observation data?

Instructional Leadership Inquiry Cycle Tool: Phase II

PHASE II: DETERMINE AN AREA OF FOCUS
During this phase, the administrator and supervisor analyze evidence of administrator performance and identify administrator instructional leadership area of focus.

Step 1: Analyze evidence of administrator leadership and determine an area of instructional leadership focus. (See Appendix C)
Based on analysis of the administrator's self-assessment and other collected evidence gathered during Phase I, what aspects of the administrator's instructional leadership may impact the teaching problem of practice? Of these concerns, what is the administrator's specific area of focus for this inquiry cycle?

- What area of instructional leadership practice might make a difference with the identified problem of teaching practice and the problem of student learning?

- What current leadership practices support teaching practice and student learning in the identified area of need?

- What current leadership practices hinder student learning in the identified area of need?

- Of these concerns, what is the specific problem of leadership practice to be addressed?

- Why this one over others?

Step 2: Generate a theory of action. (See Appendix D)
Using the responses above, generate a theory of action that explains the specific changes the administrator intends to make to improve teaching and learning in the school. Articulate this theory, starting with students.

If **the administrator** …	then **teachers** will be able to …	so that **students** will be able to …

Step 3: Determine evidence of success.

Based on the data and information gathered, what is the current state of student learning, teacher and instructional leadership practice? What is evidence of success and how will the evidence be measured?

Area of change	What is the current reality?	What is evidence of success?	How will the evidence be measured?
Student Learning Which indicators of student learning will we see change as a result of the administrator and supervisor working on this particular leadership area of focus?			
Teaching Practice Which teacher practices, and for which teachers, will you see change as a result of the administrator and supervisor working on this particular leadership area of focus?			
Leadership Practice Considering the administrator area of focus, what will you see change as a result of the administrator and supervisor working on this particular leadership area of focus?			

Step 4: Formally analyze the impact of this inquiry cycle.

When setting a date for the close of this inquiry cycle, consider the area of focus of this cycle, the amount of learning that will need to take place to improve in the area of focus, and natural times in the school year that are already set up to review administrator progress as an instructional leader.

Date: _____

Instructional Leadership Inquiry Cycle Tool: Phase III

PHASE III: CREATING A LEARNING PLAN
During this phase, the administrator and supervisor create a learning plan based on the administrator's problem of practice related to the SLO.

Step 1: Co-create a learning plan for administrator implementation and supervisor support.
Thinking about the area of focus and theory of action, co-create a learning plan for administrator implementation and supervisor support that outlines the possible actions to support administrator instructional leadership.

Learning Plan	Possible Actions: (E.g. classroom observations/walkthroughs, looking at student work, observing another administrator's practice, brokering resources to enlist additional expertise)	How likely are these actions to improve administrator performance in the area of focus? How will these actions help the administrator and supervisor develop expertise together?	Evidence of Success
Learning Session 1 Date: Time:			
Learning Session 2 Date: Time:			
Learning Session 3 Date: Time:			
Learning Session 4 Date: Time:			

Step 2: Implement the Learning Plan

During this phase, the supervisor, with input from the administrator, plans and reflects on each individual learning session.

Step 2a: Use pre-planning prompts to plan each learning session.
This section is designed to guide the pre-planning process for an individual learning session. Respond to the following questions and incorporate responses into the planning process. You will repeat this process for each learning session that makes up the learning plan.

Purpose*: What is the purpose of the learning session? How does the purpose relate to the ongoing work of the school? The area of focus for the administrator? The teachers? The students?*	
Outcomes: *What are the outcomes for this learning session?*	
Learning Activities: *Which learning activities will best further the administrator's learning (e.g., observing classrooms, co-planning, professional development, examining student work)?*	**Teaching/Coaching Practices:** *Which teaching/coaching practices will best further the administrator's learning (e.g., modeling, coaching and feedback, inquiry)?*
Joint Work: *How will the planning of this session ensure that the supervisor and administrator engage in joint work? That the administrator has ownership for the learning? What strategies will be used? Which questions will be posed? How will the opening be used?*	**Evidence Gathering:** *How will evidence of the administrator's practice be gathered throughout the visit? What will be observed with this administrator? How will the information be shared?*
Resources: *What materials will be used in this session? Are there other resources (including people) that need to be deployed? How will you share with the administrator? Prior to the visit? During the visit? After the visit?*	**Other Considerations:** *What needs to be communicated to the administrator before the session? How will this be communicated? What does the administrator need to prepare? What needs to be communicated to others who might be joining the session?*
Other:	

<u>Step 2b: Create the learning agenda for each learning session.</u>
This section is designed to support the crafting of a well-organized learning session. Using the responses above in step 2a, organize and plan each individual learning session.

Date:

Duration:

Location:

Content	Process	Time and Materials
Opening ● What is the purpose of the session? What do we want to learn? ● How will I introduce the purpose for the visit? ● How will I communicate the through-line from improved administrator practice to improved teacher practice and student learning — the theory of action for our work together? ● How will I communicate a "can-do" attitude along with urgency? ● How will I communicate my commitment to being a co-learner in the process?	Frame the context for the conversation. Restate the administrator's area of focus and outcomes for this visit.	
Review agreed-upon actions from the last visit ● How will I bring forward agreed-upon actions? ● How will I address the current status of these actions?		
Review evidence of success ● How will I bring back the evidence of success for this cycle? ● How will we note any progress to date? ● How will we collect evidence of progress during this visit?		

Engage in the planned activity for the learning session ● What do I anticipate the administrator will struggle with? How will I mitigate this struggle? ● What will I do to foster time for the administrator to think, engage, and ask questions during the learning activity? ● What questions, statements, and actions will I use to elicit and assess administrator understanding? ● How will I continually gather evidence of administrator practice?		
Closing ● How will the administrator summarize the outcomes for the session? ● How will I plan for reflection on the success of the visit? ● How will I collect these reflections? ● How will I use the reflections to inform the administrator's next steps? ● What other artifacts will I collect to inform administrator planning?	Review or revise the actions planned for the next visit.	

Step 2c: Reflect after each learning session and revise the learning plan if necessary.
The administrator and supervisor respond to the following questions to summarize each learning session. After reflection, both the administrator and supervisor keep a copy to use as a running record of administrator progress over time.

What did we learn today?	
What is the state of the administrator's practice in relationship to the area of focus? What growth is being made? What is the evidence?	
What do we need to pay attention to?	
What are the administrator's next steps?	
What are the supervisor's next steps?	
How will we communicate in-between sessions?	
What do we need to consider in planning the next session on the learning plan? How, if at all, does the next session need to be revised?	

Instructional Leadership Inquiry Cycle Tool: Phase IV

PHASE IV: ANALYZE IMPACT
During this phase, the administrator and supervisor analyze and formally close an inquiry cycle. This phase requires a presentation of learning and impact for feedback.

Step 1: Analyze student and teacher evidence.
The administrator reflects the following questions:
- What has changed with student learning since the beginning of this cycle?
- What has changed with teaching practice since the beginning of this cycle?

Step 2: Analyze administrator leadership practice evidence.
The administrator reflects on the following question:
- What has changed with the instructional leadership practice since the beginning of this cycle?

Step 3: Prepare written analysis for reflection and feedback.
Using the Analyze Impact Protocol below in step 4, the administrator prepares in writing and presents to colleagues and/or supervisor:

- The specific administrator area of focus and theory of action for the inquiry cycle.

- The learning activities the administrator engaged in with the supervisor.

- The evidence collected to respond to the following questions.
    - To what extent did student learning improve in the identified area of need? What might have caused this?
    - To what extent did teaching practice improve in the identified teaching problem of practice? What might have caused this?
    - To what extent did the administrator practice improve in the identified area of focus? What might have caused this?

- What promising leadership practices emerged that the administrator should continue? What practices should be under consideration for elimination or minimizing?

- What ideas have arisen for future Instructional Leadership Inquiry Cycles?

- Frame a focus question that intrigued you during this cycle that the supervisor and/or colleagues can provide feedback on.

Step 4: Present cycle to supervisor and/or colleagues.
The presentation of the administrator's cycle is designed to share the results of engaging in the cycle. The presentation format allows for the administrator to hear and reflect on the feedback presented into order to make adjustments to future cycles.

Analyze Impact Protocol
Time: Approximately 50 minutes
Roles:
- o   Presenter (whose cycle is being discussed by the group)
- o   Facilitator (who sometimes participates, depending on the size of the group)

1. The presenter gives an overview of the cycle and frames a question for the supervisor or group to consider. (5-10 minutes)

2. The administrator supervisor or group asks clarifying questions of the presenter — that is, questions that have brief, factual answers. (5 minutes)

3. The group asks probing questions of the presenter. These questions should be worded so that they help the presenter clarify and expand his/her thinking about the cycle. The purpose is to ask any questions that will clarify what was heard, and/or to get a deeper understanding of something the presenter shared. This isn't the time to provide suggestions to the presenter. The presenter may respond to the group's questions, but there is no discussion by the group of the administrator's responses. (10 minutes)

4. The group talks with each other about the cycle presented. If the presentation is just with the supervisor, the supervisor thinks aloud about what he or she heard. The purpose of this step is to process what was heard and state the input as noticing and wondering. The presenter listens and will use this information as she/he considers next steps. (15 minutes)

5. **Final reflection:** Presenter reflects aloud on what was heard and will consider for next cycle. (5 min.)

6. Entire group: All participate in a discussion about future work/focus as a collective group. (5 min.)

This protocol was adapted and revised as part of work of NSRF.

Step 5: Determine whether to continue with the same area of focus and inquiry cycle or adjust accordingly.
The administrator and supervisor set a date to develop the next inquiry cycle

Appendix 1

Flexibilities to the Guidelines for Educator Evaluation Adopted by Connecticut State Board of Education on February 6, 2014

Section 2.9: Flexibility Components

Local and regional school districts may choose to adopt one or more of the evaluation plan flexibility components described within Section 2.9, in mutual agreement with district's professional development and evaluation committee pursuant to 10-151b(b) and 10-220a(b), to enhance implementation. Any district that adopts flexibility components in accordance with this section in the 2013-14 school year shall, within 30 days of adoption of such revisions by its local or regional board of education, and no later than March 30, 2014, submit their plan revisions to the State Department of Education (SDE) for its review and approval. For the 2014-15 and all subsequent school years, the submission of district evaluation plans for SDE review and approval, including flexibility requests, shall take place no later than the annual deadline set by the SDE.

a. Each teacher, through mutual agreement with his/her evaluator, will select 1 goal/objective for student growth. For each goal/objective, each teacher, through mutual agreement with his/her evaluator, will select multiple Indicators of Academic Growth and Development (IAGD) and evidence of those IAGDs based on the range of criteria used by the district. For any teacher whose primary responsibility is not the direct instruction of students, the mutually agreed upon goal/objective and indicators shall be based on the assigned role of the teacher.

b. One half (or $22.5^{\%}$) of the indicators of academic growth and development used as evidence of whether goal/objective is met shall be based on standardized indicators other than the state test (CMT, CAPT, or SBAC) for the 2014-15 academic year, pending federal approval. Other standardized indicators for other grades and subjects, where available, may be used. For the other half ($22.5^{\%}$) of the indicators of academic growth and development, there may be:

1. A maximum of one additional standardized indicator other than the state test (CMT, CAPT or SBAC) for the 2014-15 academic year, pending federal approval, if there is mutual agreement, subject to the local dispute resolution procedure as described in 1.3.

2. A minimum of one non-standardized indicator.

c. Teachers who receive and maintain an annual summative performance evaluation designation of Effective or Highly Effective (or the equivalent annual summative ratings in a pre- existing district evaluation plan) during the 2012-13 or any subsequent school year and who are not first or second year teachers shall be evaluated with a minimum of one formal in-class observation no less frequently than once every three years, and three informal in-class observations conducted in accordance with Section 2.3(2)(b)(1) and 2.3(2)(b)(2) in all other years, and shall complete one review of practice every year. Teachers with Effective or Highly Effective designations may receive a formal in-class observation if an informal

observation or review of practice in a given year results in a concern about the teacher's practice. For non-classroom teachers, the above frequency of observations shall apply in the same ways, except that the observations need not be in-classroom (they shall instead be conducted in appropriate settings). All other teachers, including first and second year teachers and teachers who receive a performance evaluation designation of Ineffective or Approaching Effective, will be evaluated according to the procedures in 2.3(2)(c) and 2.3(2)(d). All observations shall be followed with timely feedback. Examples of non-classroom observations or reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, reviews of lesson plans or other teaching artifacts.

Flexibilities to the Guidelines for Educator Evaluation Adopted by Connecticut State Board of Education on February 6, 2014

Section 2.10: Data Management Protocols

a. On or before September 15, 2014 and each year thereafter, professional development and evaluation committees established pursuant to 10-220a shall review and report to their board of education the user experience and efficiency of the district's data management systems/platforms being used by teachers and administrators to manage evaluation plans.

b. For implementation of local evaluation plans for the 2014-15 school year, and each year thereafter, data management systems/platforms to be used by teachers and administrators to manage evaluation plans shall be selected by boards of education with consideration given to the functional requirements/needs and efficiencies identified by professional development and evaluation committees.

c. For implementation of local evaluation plans for the 2014-15 school year, and each year thereafter, educator evaluation plans shall contain guidance on the entry of data into a district's data management system/platform being used to manage/administer the evaluation plan and on ways to reduce paperwork and documentation while maintaining plan integrity. Such guidance shall:

   1. Limit entry only to artifacts, information and data that is specifically identified in a teacher or administrator's evaluation plan as an indicator to be used for evaluating such educators, and to optional artifacts as mutually agreed upon by teacher/administrator and evaluator;

   2. Streamline educator evaluation data collection and reporting by teachers and administrators;

   3. Prohibit the SDE from accessing identifiable student data in the educator evaluation data management systems/platforms, except as needed to conduct the audits man- dated by C.G.S. 10-151b(c) and 10-151i, and ensure that third-party organizations keep all identifiable student data confidential;

   4. Prohibit the sharing or transference of individual teacher data from one district to an- other or to any other entity without the teacher or administrator's consent, as prohibited by law;

   5. Limit the access of teacher or administrator data to only the primary evaluator, superintendent or his/her designee, and to other designated professionals directly involved with evaluation and professional development processes. Consistent with Connecticut General Statutes, this provision does not affect the SDE's data collection authority;

   6. Include a process for logging the names of authorized individuals who access a teacher or administrator's evaluation information.

d. The SDE's technical assistance to school districts will be appropriate to the evaluation and support plan adopted by the district, whether or not the plan is the state model.

Appendix 2

CT State Board of Education-Adopted Revisions: Guidelines for Educator Evaluation

May 7, 2014

Dispute-Resolution Process

(3) In accordance with the requirement in the 1999 Connecticut Guidelines for Teacher Evaluation and Professional Development, in establishing or amending the local teacher evaluation plan, the local or regional board of education shall include a process for resolving disputes in cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. As an illustrative example of such a process (which serves as an option and not a requirement for districts), when such agreement cannot be reached, the issue in dispute may be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC). In this example, the superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. In the event the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding. This provision is to be utilized in accordance with the specified processes and parameters regarding goals/objectives, evaluation period, feedback, and professional development contained in this document en- titled "Connecticut Guidelines for Educator Evaluation." Should the process established as required by the document entitled "Connecticut Guidelines for Educator Evaluation," dated June 2012 not result in resolution of a given issue, the determination regarding that issue shall be made by the superintendent. An example will be provided within the State model.

Rating System

4-Level Matrix Rating System

(1) Annual summative evaluations provide each teacher with a summative rating aligned to one of four performance evaluation designators: Highly Effective, Effective, Approaching Effective and Ineffective.

   (a) The performance levels shall be defined as follows:
   - Highly Effective – Substantially exceeding indicators of performance
   - Effective – Meeting indicators of performance
   - Approaching Effective – Meeting some indicators of performance but not others
   - Ineffective – Not meeting indicators of performance

The term "performance" in the above shall mean "progress as defined by specified indicators." Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence. The SDE will work with PEAC to identify best practices as well as issues regarding the implementation of the 4-Level Matrix Rating System for further discussion prior to the 2015-16 academic year.

CT State Board of Education-Adopted Revisions: Guidelines for Educator Evaluation

45% Student Growth Component

(c) One half (22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement, subject to the local dispute-resolution procedure as described in section 1.3, an additional non-standardized indicator.

   a. For the 2014-15 academic year, the required use of state test data is suspended, pending federal approval, pursuant to PEAC's flexibility recommendation on January 29, 2014 and the State Board of Education's action on February 6, 2014.

   b. Prior to the 2015-16 academic year, the SDE will work with PEAC to examine and evolve the system of standardized and non-standardized student learning indicators, including the use of interim assessments that lead to the state test to measure growth over time.

For the other half (22.5%) of the indicators of academic growth and development, there may be:

a. A maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute resolution procedure as described in section 1.3.

b. A minimum of one non-standardized indicator.

				Leader Evaluation Rubric - Draft 2015	

Key Areas of Leadership Practice	Below Standard	Developing	Proficient	Exemplary *In addition to the characteristics of Proficient Practice:*	Potential Sources of Evidence
Domain 1 – Instructional Leadership: Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students and by monitoring and continuously improving curriculum, instruction and assessment.					
1.1 Shared Vision, Mission and Goals – Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.					
High expectations for students	Does not develop, implement or sustain vision, mission and goals that convey a commitment to high expectations for all students.	Develops, implements and sustains vision, mission and goals with a limited commitment to high expectations for all students.	Develops, implements and sustains shared vision, mission and goals which articulate high expectations, including college- and career-readiness, for all students.	Creates a process to regularly review and renew shared vision, mission and goals which articulate high expectations, including college- and career-readiness, for all students.	• School Vision and Mission Statement • Faculty Meeting Agendas, Minutes, Observations • Parent Group Agenda, Minutes, Observations • Student, Parent, Staff Surveys • Professional Learning Plan, Content, Feedback • School/District Improvement Plan • Student Learning Data • Educator Evaluation Data
School/District Improvement Plan (SIP/DIP)[1]/Action plan and goals	Does not create or implement SIP/DIP and goals to address student and staff learning needs; the plan is not aligned to the district improvement plan or does not apply best practices of instruction and organization.	Creates and implements SIP/DIP and goals that partially address student and staff learning needs; the plan may not be fully aligned to the district improvement plan or does not fully apply best practices of instruction and organization.	Creates and implements cohesive SIP/DIP and goals that address student and staff learning needs; and the plan aligns district goals, teacher goals, school/district resources, and best practices of instruction and the organization.	Develops capacity of staff to create and implement cohesive SIP/DIP and goals that address student and staff learning needs; the plan is aligned to district goals, teacher goals, school/district resources, and best practices of instruction and organization.	

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[1] SIP/DIP – School Improvement Plan/District Improvement Plan. Plans for school and/or district improvement may be referred to by other titles (for example, Continuous Improvement Plan, Strategic Plan). In this document, we will use SIP/DIP to refer to plans for school and/or district improvement.

Leader Evaluation Rubric - Draft 2015

Key Areas of Leadership Practice	Below Standard	Developing	Proficient	Exemplary *In addition to the characteristics of Proficient Practice:*	Potential Sources of Evidence
Stakeholder engagement	Rarely engages with stakeholders about the school's/district's vision, mission and goals.	Engages some stakeholders to develop, implement and sustain the school's/districts vision, mission and goals.	Engages a broad range of stakeholders to develop, implement and sustain a shared school/district vision, mission and goals. Identifies and addresses barriers to achieving the vision, mission and goals.	Builds capacity of staff, students and other stakeholders to collaboratively develop, implement and sustain a shared vision, mission and goals of the school and district. Builds capacity of staff to identify and address barriers to achieving the vision, mission and goals.	• Communications (including social media, website, newsletters, public appearances, etc.) • School Functions and Activities • Survey Data • Implementation of Policies on Bullying/stakeholder Engagement • Presence of IEPs/504 Plans; Implementation for SPED Staff • Evidence of Vertical Teaming for Curriculum Staff • Evidence of Intra-/Inter-building Communication and Cooperation • School or District Community Collaborations • Use and Organization of Community/Parent Volunteers • Various Team and Committee Meeting Agendas, Minutes, Observations • Data Tracking Parental Involvement • PBIS Implementation • Parent Handbook • Use of Inter-district Resources and PL Cooperative Designs

Leader Evaluation Rubric - Draft 2015					
Key Areas of Leadership Practice	**Below Standard**	**Developing**	**Proficient**	**Exemplary** *In addition to the characteristics of Proficient Practice:*	**Potential Sources of Evidence**
Domain 1 – Instructional Leadership: Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.					
1.2 Curriculum, Instruction, and Assessment – Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment.					
Curriculum development	Few or no processes are established to design, implement and evaluate curriculum and instruction.	Establishes inconsistent processes to design, implement and evaluate curriculum and instruction.	Works with staff to develop a system to design, implement and evaluate curriculum and instruction that meets state and national standards and ensures the application of learning in authentic settings.	Builds the capacity of staff to collaboratively design, implement and evaluate curriculum and instruction that meets or exceeds state and national standards and ensures the application of learning in authentic settings.	• Professional Development Sessions • Educator Evaluation Data • Student Learning Data (formative and summative) • Data Team Agendas, Minutes, Observations • School/District Improvement Plan • Curriculum Guides • Lesson Plans • Faculty Meeting Agendas, Minutes, Observations • Teacher Formative Assessments • Student Learning Goals/Objectives and Indicators of Academic Growth and Development (IAGDs)
Instructional strategies and practices	Does not, or rarely, promotes the use of instructional strategies or practices that address the diverse needs of all students[2].	Promotes and models evidence-based instructional strategies and practices that address the diverse needs of some students.	Promotes and models evidence-based instructional strategies and practices that address the diverse needs of students.	Builds the capacity of staff to collaboratively research, design and implement evidence-based instructional strategies and practices that address the diverse needs of students.	
Assessment practices	Provides little to no support to staff in designing, implementing and evaluating formative and summative assessments that drive instructional decisions.	Demonstrates some effort to support staff in designing, implementing and evaluating formative and summative assessments that drive instructional decisions.	Works with staff to design, implement and evaluate formative and summative assessments that drive instructional decisions.	Develops the capacity of staff to design, implement and evaluate formative and summative assessments that drive instructional decisions.	

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[2] **Diverse student needs:** students with disabilities, cultural and linguistic differences, characteristics of gifted and talented, varied socio-economic backgrounds, varied school readiness or other factors affecting learning.

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Key Areas of Leadership Practice	**Below Standard**	**Developing**	**Proficient**	**Exemplary** *In addition to the characteristics of Proficient Practice:*	**Potential Sources of Evidence**
Domain 1 – Instructional Leadership: Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.					
1.3 Continuous Improvement – Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.					
Data-driven decision-making	Uses little to no data to guide ongoing decision making to address student and adult learning needs.	Uses some data to guide ongoing decision making to address student and adult learning needs.	Analyzes varied sources of data[3] about current practices and outcomes to guide ongoing decision making that addresses student and adult learning needs and progress toward the school/district vision, mission and goals.	Builds capacity of staff to use a wide-range of data to guide ongoing decision making to address student and adult learning needs and progress toward school/district vision, mission and goals.	• School/District Improvement Plan • Leadership Team Agendas, Minutes, Observations • Faculty/Departmental Meeting Agendas, Minutes, Observations • Professional Development Plan • Data team schedule, processes and minutes • Data Team Agendas, Minutes, Observations • Educator Evaluation Data, Including Informal/Formal Observations • Student Intervention Data • Parent Group Agenda, Minutes, Observations • School Governance Council Agendas, Minutes, Observations
Analysis of instruction	Provides little guidance or support to individual staff regarding the analysis of instruction.	Guides individual staff to examine and adjust instruction to meet the diverse needs of students.	Develops collaborative processes for staff to analyze student work, monitor student progress and examine and adjust instruction to meet the diverse needs of students.	Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team and school and district improvement goals, identify and address areas of improvement and celebrate successes.	
Solution-focused leadership	Makes little or no attempt to solve school-/district-wide challenges related to student success and achievement.	Attempts to solve school-/district-wide challenges related to student success and achievement.	Persists and engages staff in solving school-/district-wide challenges related to student success and achievement.	Builds the capacity of staff to develop and implement solutions to school-/district-wide challenges related to student success and achievement.	

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[3] Data sources may include but are not limited to: formative and summative student learning data, observation of instruction or other school processes, survey data, school climate and/or discipline data, graduation rates, attendance data.

Leader Evaluation Rubric – Draft 2015

Key Areas of Leadership Practice	Below Standard	Developing	Proficient	Exemplary *In addition to the characteristics of Proficient Practice:*	Potential Sources of Evidence
Domain 2 – Human Capital: Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly-qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.					
2.1: Recruitment, Selection, and Retention – Recruits, selects, supports and retains effective educators needed to implement school's/district's vision, mission and goals.					
Recruitment, selection and retention practices	Does not have or apply a recruitment, selection and retention strategy.	Implements recruitment, selection and retention strategies that reflect elements of the school's/district's vision, mission and goals.	Develops and implements a coherent recruitment, selection and retention strategy in alignment with the school's/district's vision, mission and goals, and according to district policies and procedures.	Works with key stakeholders to collaboratively develop and implement a coherent recruitment, selection and retention strategy in alignment with the school's/district's vision, mission and goals; and influences district's policies and procedures.	• School/ District Improvement Plans • Educator Evaluation Data • Application Materials and Interviews • Personnel Records • Leadership Team Agendas, Minutes, Observations • Professional Development Sessions • ED 163 • Climate Survey • Retention Data • Faculty/Departmental Meeting Agendas, Minutes, Observations
Evidence-based personnel decisions	Does not consider evidence as a requirement for recruitment, selection and retention decisions.	Uses limited evidence of effective teaching/service delivery as a factor in recruitment, selection and retention decisions.	Uses multiple sources of evidence of effective teaching/service delivery and identified needs of students and staff as the primary factors in making recruitment, selection and retention decisions	Engages staff in using multiple forms of evidence to make collaborative recruitment, selection and retention decisions.	
Cultivation of positive, trusting staff relationships	Does not have positive or trusting relationships with staff or relationships have an adverse effect on staff recruitment and retention.	Develops positive or trusting relationships with some school and district staff and external partners to recruit and retain highly-qualified and diverse staff.	Develops and maintains positive and trusting relationships with school and district staff and external partners to recruit and retain highly-qualified and diverse staff.	Leads others to cultivate trusting, positive relationships with school and district staff and external partners to recruit and retain highly-qualified and diverse staff.	

Leader Evaluation Rubric – Draft 2015

Key Areas of Leadership Practice	Below Standard	Developing	Proficient	Exemplary *In addition to the characteristics of Proficient Practice:*	Potential Sources of Evidence
Supporting early career teachers	Provides support for early career teachers that meets only minimum state requirements.	Identifies general needs and provides some support to meet the general needs of early career teachers.	Identifies and responds to the individual needs of early career teachers based on observations and interactions with these teachers.	Builds capacity of staff to provide high-quality, differentiated support for early career teachers.	

Domain 2 – Human Capital: Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly-qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

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

Professional learning system	Provides limited opportunities for professional learning, or provides opportunities that do not result in improved practice.	Establishes or supports professional learning opportunities that address individuals' needs to improve practice.	Establishes, implements and monitors the impact of a high-quality professional learning system to improve practice and advance the school's/district's vision, mission and goals.	Cultivates collective responsibility and fosters leadership opportunities for a professional learning system that promotes continuous improvement.	• School/District Improvement Plans • Leadership Team Agendas, Minutes, Observations • Professional Development Plan • Professional Development Survey/Feedback • Educator Evaluation Data
Reflective practice and professional growth	Does not use evidence to promote reflection or determine professional development needs.	In some instances, uses evidence which may or may not promote reflection and to determine professional development needs and provide professional learning opportunities.	Models reflective practice using multiple sources of evidence and feedback to determine professional development needs and exhibits a commitment to lifelong learning through individual and collaborative practices.	Leads others to reflect on and analyze multiple sources of data to identify and develop their own professional learning.	

Leader Evaluation Rubric – Draft 2015

Key Areas of Leadership Practice	Below Standard	Developing	Proficient	Exemplary *In addition to the characteristics of Proficient Practice:*	Potential Sources of Evidence
Resources for high-quality professional learning	Provide minimal support, time or resources for professional learning.	Provides the conditions, including support, time, or resources, for professional learning that lead to some improvement in practice.	Provides the conditions, including support, time, or resources for professional learning, that lead to improved practice..	Collaboratively develops the conditions, including support, time, and resources based on a comprehensive professional learning plan that leads to improved instruction; fosters leadership opportunities that lead to	

Leader Evaluation Rubric- Draft 2015					
Key Areas of Leadership Practice	**Below Standard**	**Developing**	**Proficient**	**Exemplary** *In addition to the characteristics of Proficient Practice:*	**Potential Sources of Evidence**
Domain 2 - Human Capital: Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly-qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.					
2.3: Observation and Performance Evaluation – Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.					
Evidence-based evaluation strategies	Evaluates staff using minimal evidence that is not aligned with educator performance standards.	Evaluates staff using limited evidence such as observation, artifactual review, collegial dialogue or student learning data that is aligned to educator performance standards, which may result in improved teaching and learning.	Evaluates staff using multiple sources of evidence such as observation, artifactual review, collegial dialogue and student learning data that is aligned to educator performance standards, which result in improved teaching and learning.	Fosters peer-to-peer evaluation based on evidence gathered from multiple sources, including peer-to-peer observation, which results in improved teaching and learning.	• School/District Improvement Plan • Educator Evaluation Data • Student Learning Goals/Objectives and Indicators of Academic Growth and Development (IAGDs) • Leadership Team Agendas, Minutes, Observations • Professional Development Sessions • Professional Learning Recommendations • Teacher Mentorship/Peer Support Programming
Feedback	Provides inappropriate or inaccurate feedback, or fails to provide feedback. Avoids difficult conversations with staff resulting in status quo or negative impact on student learning and results.	Provides ambiguous or untimely feedback that may not be actionable. Participates in some difficult conversations with staff, only when prompted.	Regularly provides clear, timely and actionable feedback based on evidence. Proactively leads difficult conversations about performance or growth to strengthen teaching and enhance student learning.	Establishes conditions for peers to lead difficult conversations to strengthen teaching and enhance student learning.	

Leader Evaluation Rubric- Draft 2015					
Key Areas of Leadership Practice	**Below Standard**	**Developing**	**Proficient**	**Exemplary** *In addition to the characteristics of Proficient Practice:*	**Potential Sources of Evidence**
Domain 3 – Organizational Systems: Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.					
3.1 Operational Management – Strategically aligns organizational systems[4] and resources to support student achievement and school improvement.					
Organizational systems	There is little or no evidence that decisions about the establishment, implementation and monitoring of organizational systems support the vision, mission and goals or orderly operation of the school/district.	Decisions about the establishment, implementation and monitoring of organizational systems usually support the vision, mission and goals and orderly operation of the school/district.	Decisions about the establishment, implementation and monitoring of organizational systems consistently support the vision, mission and goals and orderly operation of the school/district.	Builds staff capacity to make or inform decisions about the establishment, implementation and monitoring of organizational systems that support the vision, mission and goals and orderly operation of the school/district.	• Schedules • Student Assistance Team • Safe School Climate Committee • Leadership Team Agendas, Minutes, Observations • Instructional Improvement Committees • Professional Development and Evaluation Committees (PDEC), or School-based Equivalent • School Conditions • Maintenance of Facilities, Playgrounds, Equipment, etc. • Processes for Arrival and Dismissal • Safety Procedures • Use of Electronic Systems for
School site safety and security	Fails to respond to or comply with feedback regarding the school site safety and security plan. Does not enforce compliance with safety requirements. Fails to address physical plant maintenance or safety concerns.	Partially implements a school site safety and security plan. Reactively addresses safety requirements. Addresses physical plant maintenance, as needed, and	Designs and implements a comprehensive school site safety and security plan. Ensures safe operations and proactively identifies and addresses issues and concerns that support a positive learning environment. Advocates for maintenance of physical plant.	Empowers staff to address and resolve any identified safety issues and concerns in a timely manner.	

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[4] Including but not limited to management systems and operations, data system design and oversight, scheduling of students and staff, routines, and communication.

Communication and data systems	Uses existing data systems that provide inadequate information or does not establish communication systems that encourage the exchange of information.	Develops communication and data systems that provide information, but is not always timely in doing so. Minimally develops capacity of staff to document and access student learning progress over time.	Develops or implements communication and data systems that assure the accurate and timely exchange of information. Develops capacity of staff to document and access student learning progress over time.	Solicits input from all stakeholders to inform decisions regarding continuously improving the data and communication systems. Collaboratively develops capacity of staff to document and access student learning progress over time and continually seeks input on improving information and data systems.	Student/Staff Data and Communication • Phone Logs, Bulletins, Website • Use of Social Media

Domain 3 – Organizational Systems: Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

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

Budgeting	Does not develop a budget that aligns to the school and district improvement plans; or district, state and federal regulations.	Develops and implements a budget that is partially aligned to the school and district improvement plans and district, state, and federal regulations.	Develops, implements and monitors a budget aligned to the school and district improvement plans and district, state, and federal regulations. The budget is transparent and fiscally responsible.	Builds capacity of staff to play an appropriate role in the creation and monitoring of budgets within their respective areas.	• School/District Budget Documents/Processes • School/District Improvement Plan • Leadership Team Agendas, Minutes, Observations • Parent Group Agenda, Minutes, Observations • School Governance Council Agendas, Minutes, Observations • Technology Plan
Securing resources to support vision, mission and goals	Makes minimal attempt to secure resources that may or may not support achievement of the school's/district's vision, mission and goals.	Advocates for school and district resources that can support some achievement of the school's/district's vision, mission and goals.	Advocates for and works to secure school and district resources to support achievement of the school's/district's vision, mission and goals.	Maximizes shared resources among schools, districts and communities to address the gaps between the current outcomes and goals toward continuous improvement.	
Resource allocation	Allocates resources in ways that do not promote educational equity[5] for diverse student, family and staff needs.	Allocates resources in ways that marginally promote educational equity for diverse student, family and staff needs.	Allocates resources to ensure educational equity for all diverse student, family and staff needs.	Engages students, staff and community in allocating resources to foster and sustain educational equity for diverse student, family and staff needs.	

[5] Educational Equity: providing equitable resources to meet diverse student, family and staff needs.

Leader Evaluation Rubric- Draft 2015					
Key Areas of Leadership Practice	**Below Standard**	**Developing**	**Proficient**	**Exemplary** *In addition to the characteristics of Proficient Practice:*	**Potential Sources of Evidence**
Domain 4 - Culture and Climate: Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.					
4.1 Family, Community and Stakeholder Engagement – Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.					
Communications	Provides limited or ineffective communication about vision, mission and SIP/goals to families, community partners and other stakeholders.	Communicates vision, mission and SIP/goals to families, community partners and other stakeholders.	Communicates and advocates for the vision, mission and SIP/goals so that the families, community partners and other stakeholders understand and support equitable and effective learning opportunities for all students.	Creates a school-/district-wide culture in which all staff makes themselves accessible and approachable to families, students and community members through inclusive and welcoming behaviors.	• Communications (including social media, website, newsletters, public appearances, etc.) • Feedback from Climate Survey • Parent Group Agenda, Minutes, Observations • Committee Membership • Participation in Community Groups (Rotary, Lions Club, etc.) • Participation in Professional Organizations • Community Groups (United Way, etc.) • School/District Improvement Plan • Family Resource Centers/Outreach Programs • School or District Community Collaborations • Use and Organization of Community/Parent Volunteers • Data on Parental Involvement • PBIS implementation • Parent Handbook • Use of Inter-district Resources and PL Cooperative Designs
Inclusive decision-making	Minimal attempts to involve families or members of the community in decision making about improving student-specific learning.	Promotes family and community involvement in some decision making that supports the improvement of student-specific learning.	Provides opportunities for families and members of community to be actively engaged in decision making that supports the improvement of school-/district-wide student achievement or student-specific learning.	Engages families and members of the community as leaders and partners in decision making that improves school-/district-wide student achievement or student-specific learning.	
Relationship building	Takes few opportunities to build relationships with families, community partners, and other stakeholders regarding educational issues.	Maintains professional and cordial relationships with some families, community partners, and other stakeholders regarding educational issues.	Develops and maintains culturally responsive relationships with a wide range of families, community partners and other stakeholders to discuss, respond to, and influence educational issues.	Actively engages with local, regional or national stakeholders to advance the vision, mission and goals of the school/district.	
Cultural competencies and community diversity	Demonstrates limited awareness of cultural competencies and community diversity as an educational asset.	Identifies some connections between cultural competencies and community diversity that strengthen educational programs.	Capitalizes on the cultural competencies and diversity of the community as an asset to strengthen education.	Integrates cultural competencies and diversity of the community into multiple aspects of the educational program to meet the learning needs of all students.	

Domain 4 - Culture and Climate: Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

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

Student conduct	Establishes limited or unclear expectations for student conduct or provides unclear communication about expectations.	Establishes expectations for student conduct aligned to stated values for the school and provides some opportunities to reinforce expectations with staff and students.	Establishes, implements and monitors expectations for student conduct aligned to stated values for the school, and provides appropriate training for staff and students to uphold these expectations.	Establishes a school culture in which students monitor themselves and peers regarding the implementation of expectations for conduct.	• Discipline Data • Student Surveys • Observation of Students and Behaviors (Cafeteria, Halls, Unstructured Areas, etc.) • Faculty/Departmental Meeting Agendas, Minutes, Observations • Observations of Faculty • Social Media • Educator Evaluation Data (Professional Responsibilities) • Parent Surveys • Participation in Parent Meetings/School Events
Professional conduct	Establishes limited or unclear expectations for adults or provides unclear communication about adherence to the Connecticut Code of Professional Responsibility for Teachers.	Communicates expectations about adult behavior in alignment with the Connecticut Code of Professional Responsibility for Teachers.	Communicates and holds all adults accountable for behaviors in alignment with the Connecticut Code of Professional Responsibility for Teachers.	Establishes a school culture in which adults monitor themselves and peers regarding adherence to the Connecticut Code of Professional Responsibility for Teachers.	
Positive school climate for learning	Acts alone in addressing school climate issues. Demonstrates little awareness of the link between school climate and student learning, or makes little effort to build understanding of school climate.	Seeks input and discussion from school community members to build his/her own understanding of school climate. Maintains a school climate focused on learning and the personal well-being of students.	Advocates for, creates and supports a caring and inclusive school/district climate focused on learning, high expectations and the personal well-being of students and staff.	Supports ongoing collaboration with staff and community to maintain and strengthen a positive school climate.	• Records of Safety Issues • Collaboration with Police and Fire Departments (minutes from meetings) • Procedure Manuals • Emergency Management Drills • Communication with Parents and Families • Safe School Climate Committees • Contingency Plans

Domain 4 - Culture and Climate: Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

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

Professional Responsibility and Ethics	Does not consistently exhibit or promote professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators.		Exhibits, models and promotes professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators.	Maintains the highest standards of professional conduct and holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice, and fairness.	• Transparency of Policies and Procedures • Leadership Team Agendas, Minutes, Observations • Professional Organizations/ Memberships • Feedback from Colleagues, Parents, Community Members • Educator Evaluation Data (Professional Responsibilities) • Faculty/Staff Handbook • Faculty/Departmental Meeting Agendas, Minutes, Observations • Professional Development • Use of Technology • Technology Plan/ Acceptable Use Policy • Social Media Efforts
Equity, cultural competence, and social justice	Does not consistently promote educational equity, cultural competence and social justice for students or staff.	Earns respect and is building professional influence to foster educational equity, cultural competence and social justice for students and staff.	Uses professional influence and authority to foster and sustain educational equity, cultural competence and social justice for students, staff and other stakeholders Promotes social justice by ensuring all students have access to educational opportunities.	Removes barriers and publicly advocates for high-quality education that derive from all sources of educational disadvantage or discrimination.	
Ethical use of technology	Does not address or does not use ethical practices in the use of technology, including social media, to support the school's vision, mission and goals	Demonstrates ethical practices in the use of technology, including social media, to support the school's vision, mission and goals	Holds self and others accountable for the ethical use of technology, including social media, to support the school's vision, mission and goals. Promotes understanding of the legal, social and ethical used of technology among members of the school community.	Proactively addresses the potential benefits and hazards of technology and social media to support the school's vision, mission and goals Demonstrates understanding of, models and guides the legal, social and ethical use of technology among members of the school community.	